



DIVISION OF COLLEGE AND CAREER READINESS
DEPARTMENT OF DEVELOPMENTAL STUDIES

AGENDA

Adjunct Faculty Meeting
Tuesday, August 20, 2013
5:00 p.m., H 221

- I. Welcome
 - Introductions
 - Ice Breaker
 - Successes and Accomplishments
- II. General Reminders – Fall Semester
- III. SB 1720
 - Overview
 - Task Forces
- IV. Course Policies
- V. Academic Success Centers News
- VI. Data Overview
- VII. QEP Update
- VIII. Anything Else



Division of College and Career Readiness

DEPARTMENT OF DEVELOPMENTAL STUDIES

Adjunct Faculty Meeting - Tuesday, August 20, 2013, 5:00 p.m.

Please print your name in the left column and sign in the right column.

Printed Name	Signature
Caroline Seefelt	
Elizabeth Yates	
Charles Escarra	
Cheryl Tompkins	
Chuck Losalaco	
Gwendolyn Turnbull	
Frank De Carlo ← → F. RANK DE CARLO	
Tina Churchill	
David C. Licht	
Carole Nelson	Carole Nelson (I can't read)
Jane Nordquist	
Cathy Vaché	
Crystal Childs	
Candace Rosene	
Molly Chandiran	
Eileen DeLuca	
Tracy Tarter	
Sabine Eggleston	

Division of College and Career Readiness

Department of Developmental Studies



Adjunct Faculty Meeting
Tuesday, August 20, 2013

Welcome Back!



Introductions



Icebreaker



Successes and Accomplishments



Introductions

Please tell everyone

your name

your subject area

something interesting about you



Ice Breaker

BINGO – across, down,
or diagonal

Any person may sign a box on your paper
ONE TIME only.

Five in a row – across, down, or diagonal
– yell BINGO. Prizes for top three.



Successes and Accomplishments



General Reminders: Fall Semester

- Syllabi due by Tuesday, 08/20
- Office schedules due 08/20
- POST (not print) syllabi – save paper!
- Attendance Verification – complete it as you see students – by 08/29

New Legislation

Florida **Senate Bill 1720**, a conforming bill, (amends a statute), was passed by a majority vote in the State Senate and in the State House and was approved by the Governor on May 20, 2013.

SB 1720 was a companion bill to HB 7057. The version of SB 1720 that passed was an amalgamation of the two bills on which the House and Senate compromised.

New Legislation: SB 1720

Developmental Education - Definition:

Instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction.

May be delivered through a variety of accelerated and corequisite strategies.

New Legislation

The State Board of Education is required to establish the exemption in rule by October 31, 2013; therefore, students who meet the specified criteria in s. 1008.30(4)(a), F.S., **will be eligible to opt for the exemption from common placement testing and/or developmental education starting with the rule effective date or no later than spring semester of the 2013-14 academic year.**

Key words: **EXEMPT** and **NONEXEMPT**

New Legislation: SB 1720

Starting in October, entering students will be considered to be either **EXEMPT** or **NONEXEMPT**.

According to s. 1008.30(4)(a), F.S.,

An **EXEMPT** student is NOT REQUIRED to take the P.E.R.T. or to submit placement scores such as the SAT or the ACT.

New Legislation: SB 1720

To be considered **EXEMPT**, a student must:

- Have entered 9th grade in a Florida public school in the 2003-2004 school year or any year thereafter.
 - Remained in a Florida public high school until completion
 - Have earned a Florida standard high school diploma
- OR**
- Is presently serving as an active duty member of any branch of the United States Armed Services

New Legislation: SB 1720

According to s. 1008.30(4)(a), F.S.,

A **NONEXEMPT** student must take the P.E.R.T., or submit placement scores, and will be advised of options available for remediation and must enroll in the developmental education option or his or her choice.

New Legislation: SB 1720

A student is **NONEXEMPT** if he or she:

- Entered a Florida public high school before the 2003-2004 school year
- Completed high school through GED completion
- Attended any high school other than a Florida public high school, including:
 - Private school
 - Home school
 - High school in any other state

SB 1720: Developmental Course Options

Under SB 1720, remediation options for **nonexempt** students may be achieved by a student's choice of several options to be offered by the College.

Advisors will explain available options to all students.

Developmental education may be delivered through a variety of accelerated and co-requisite strategies and includes any of the following:

- (a) Modularized instruction** that is customized and targeted to address specific skills gaps.
- (b) Compressed course structures** that accelerate student progression from developmental instruction to college-level coursework.
- (c) Contextualized developmental instruction** that is related to meta-majors.
- (d) Co-requisite developmental instruction or tutoring** that supplements credit instruction while a student is concurrently enrolled in a credit-bearing course.

SB 1720 at Edison State College

A task force of faculty, assigned and led by the Provost/ VPAA, will work during the fall semester on course structure designs for nonexempt students as well as on strategies and programs to support exempt students in college-level courses.

SB 1720

By October 31, 2013, the State Board of Education shall revise Rule 6A-10.0315 to include a provision for common placement testing and **developmental education exemption**.

It is anticipated that this rule will be on the September 17, 2013, State Board of Education agenda.

SB 1720

By December 31, 2013, the State Board of Education shall approve a series of **meta-majors and corresponding academic pathways**.

It is anticipated that this rule will be on the September 17, 2013, State Board of Education agenda.

SB 1720

The Chancellor of the Florida College System must approve developmental education implementation plans. **Statute requires all plans to be submitted for approval no later than March 1, 2014.**

We have been encouraged to submit plans by January, 2014.

SB 1720: Key Dates

October 31, 2013 State board rule to establish testing and developmental education exemption for Florida standard high school diploma recipients who entered a Florida public high school in 2003-04 or thereafter and active duty military

December 31, 2013 State Board rule to establish meta-majors and academic pathways

March 1, 2014 Each Florida College System institution to submit a developmental education plan to the Chancellor for approval

Fall 2014 All Florida College System institutions to implement developmental education plan

October 31, 2015 All Florida College System institutions to submit to the Chancellor an annual accountability report

December 31, 2015 Chancellor to submit compiled annual accountability report to the Governor, President of the Senate, Speaker of the House of Representatives and State Board of Education

Course Policies



Division of College and Career Readiness

DEPARTMENT OF DEVELOPMENTAL STUDIES

ASSESSMENT and COURSE POLICIES

Developmental Reading

Developmental English

Developmental Mathematics

English for Academic Purposes - EAP

Spring 2013

Academic Success Centers Update



Academic Success Centers Update

- Lab Orientations
- Printing
- Assessments

DATA



Fall 2011 P.E.R.T. Data-ESC Applicants



P.E.R.T. Subtest	Test Taken	# Placing "College Ready"	% Placing "College Ready"
Math	3,160	516	16.33%
Reading	2,307	1,170	50.72%
Writing	2,374	1,360	57.29%

Spring 2012 P.E.R.T Data-ESC Applicants

P.E.R.T. Subtest	Test Taken	# Placing "College Ready"	% Placing "College Ready"
Math	2,181	420	19.26%
Reading	1,755	1,015	57.83%
Writing	1,712	1,144	66.82%

Fall 2012 P.E.R.T. Data-ESC Applicants

P.E.R.T. Subtest	Test Taken	# Placing "College Ready"	% Placing "College Ready"
Math	1,598	529	33.10%
Reading	1,281	829	64.72%
Writing	1,273	940	73.84%

Spring 2013 P.E.R.T. Applicant Data

P.E.R.T. Subtest	Test Taken	# Placing "College Ready"	% Placing "College Ready"
Math	2,008	498	24.80%
Reading	1,558	846	54.30%
Writing	1,540	996	64.68%

Student Enrollment Data



Table 1)

Annual Unduplicated Headcount including Unduplicated Headcount in College Prep Courses

	Academic Years						
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
A) Annual Unduplicated Headcount	17,111	17,191	18,634	21,627	24,262	24,248	23,837
B) Annual Unduplicated Prep Headcount	2,737	2,762	3,255	4,115	5,008	5,217	4,594
C) College Prep as Percent of Total Headcount	16.00%	16.07%	17.47%	19.03%	20.64%	21.52%	19.27%

Table 2)

Students with Initial College Prep Placement as a Percentage of Annual Unduplicated Headcount

	Academic Years						
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
A) Annual Unduplicated Headcount	17,111	17,191	18,634	21,627	24,262	24,248	23,837
B) Enrolled with Initial College Prep Placement	9,045	9,083	9,968	11,498	13,584	13,975	13,079
C) Unduplicated Headcount with Prep Placement (%)	52.86%	52.84%	53.49%	53.17%	55.99%	57.63%	54.87%

Note:

Initial college prep placements are determined by cut-off test scores. For any given term, students who are counted in row B of table 2 and who complete required college prep courses will not be counted in prep enrollment for subsequent terms. For example, a student who tested into college prep reading and completes college prep reading during the 2005-2006 academic year will not be counted as enrolled in college prep during any year after 2005-2006; however, because the student's initial placement indicated college prep, that student will be counted in row b of table 2 for each year in which they enrolled for any course.

Source: Edison IRPE and Florida State Fact Book

State Accountability Report

The Florida College System
 Accountability Outcome Measure 4, Part 2 (Graduation Rate)
 AA, AAS/AS, CCC, and ATD
 Developmental Education Retention and Success Rate Report

COLLEGE	Graduation Rates, AA, AAS/AS, CCC, ATD (Full- and Part-Time)						
	FA04 - SP08	FA05 - SP09	FA06 - SP10	FA07 - SP11	FA08 - SP12	1-Year Differen ce	5-Year Difference
EDISON	26.0%	27.3%	33.8%	31.9%	31.5%	-0.4%	5.5%
SYSTEM TOTAL	29.5%	30.8%	33.1%	32.8%	34.0%	1.2%	4.5%

MINIMUM	18.1%	20.8%	22.8%	14.0%	23.9%	-25.1%	-45.5%
MAXIMUM	72.7%	42.9%	63.6%	52.4%	45.9%	19.4%	18.1%
AVERAGE	31.4%	31.9%	33.7%	32.4%	32.8%	0.5%	1.5%
MEDIAN	28.8%	32.5%	33.2%	31.2%	32.6%	0.1%	2.3%

Source: Community College Technical Center, MIS & Division of Florida Colleges Research & Analytics

State Accountability Report

The Florida College System

Accountability Outcome Measure 4, Part 2 (Graduation Rate)

Associate in Arts (AA)

Developmental Education Retention and Success Rate Report

COLLEGE	Graduation Rates, (AA) (Full- and Part-Time)						
	<u>FA04 - SP08</u>	<u>FA05 - SP09</u>	<u>FA06 - SP10</u>	<u>FA07 - SP11</u>	<u>FA08 - SP12</u>	1-Year Difference	5-Year Difference
EDISON	27.1%	34.9%	38.2%	37.6%	31.4%	-6.2%	4.2%
SYSTEM TOTAL	31.2%	32.6%	35.1%	35.2%	37.3%	2.1%	6.1%

MINIMUM	22.7%	19.2%	24.4%	14.6%	24.0%	-25.1%	-10.2%
MAXIMUM	49.3%	42.9%	70.0%	52.4%	45.0%	22.9%	12.0%
AVERAGE	32.4%	33.5%	35.9%	33.9%	35.9%	2.0%	3.5%
MEDIAN	31.2%	34.2%	36.3%	33.6%	37.1%	2.0%	5.8%

Source: Community College Technical Center, MIS & Division of Florida Colleges Research & Analytics

State Accountability Report

The Florida College System

Accountability Outcome Measure 4, Part 2 (Graduation Rate)
Associate in Applied Science (AAS) and Associate in Science (AS)
Developmental Education Retention and Success Rate Report

COLLEGE	Graduation Rates, AAS/AS (Full- and Part-Time)						
	<u>FA04 -</u> <u>SP08</u>	<u>FA05 -</u> <u>SP09</u>	<u>FA06 -</u> <u>SP10</u>	<u>FA07 -</u> <u>SP11</u>	<u>FA08 -</u> <u>SP12</u>	1-Year Difference	5-Year Difference
BREVARD	17.5%	23.0%	17.8%	15.2%	13.3%	-1.8%	-4.2%
EDISON	20.8%	7.5%	15.2%	14.8%	10.6%	-4.2%	-10.2%
SYSTEM TOTAL	14.7%	15.3%	15.5%	14.5%	12.8%	-1.7%	-2.0%

MINIMUM	0.0%	0.0%	0.0%	0.0%	0.0%	-18.3%	-100.0%
MAXIMUM	100.0%	66.7%	50.0%	50.0%	50.0%	25.0%	27.3%
AVERAGE	20.9%	18.1%	17.9%	17.2%	16.6%	-0.6%	-4.3%
MEDIAN	17.1%	15.1%	15.3%	15.4%	13.1%	-2.3%	-2.2%

Source: Community College Technical Center, MIS & Division of Florida Colleges Research & Analytics

State Accountability Report

The Florida College System

Accountability Outcome Measure 4, Part 2 (Graduation Rate)
College Credit Certificate (CCC) and Applied Technology Diploma (ATD)
Developmental Education Retention and Success Rate Report

COLLEGE	Graduation Rates, CCC and ATD (Full- and Part-Time)						
	<u>FA04 - SP08</u>	<u>FA05 - SP09</u>	<u>FA06 - SP10</u>	<u>FA07 - SP11</u>	<u>FA08 - SP12</u>	1-Year Differenc e	5-Year Differenc e
EDISON	100.0%	75.0%	100.0%	77.8%	100.0%	22.2%	0.0%
SYSTEM TOTAL	83.0%	82.3%	84.8%	82.5%	82.8%	0.3%	-0.3%

MINIMUM	0.0%	0.0%	0.0%	0.0%	0.0%	-40.0%	-100.0%
MAXIMUM	100.0%	100.0%	100.0%	100.0%	100.0%	57.1%	100.0%
AVERAGE	52.4%	65.8%	71.7%	70.0%	67.0%	-3.4%	13.5%
MEDIAN	69.5%	80.4%	85.2%	78.9%	70.0%	0.0%	0.0%

Source: Community College Technical Center, MIS & Division of Florida Colleges Research & Analytics

Retention: Term to Term

- Developmental Courses
 - *Fall 2012: 2459 unduplicated students enrolled in developmental courses. Of those students:*
 - *7 (0.3%) graduated Spring 2013 or prior.*
 - *1819 (74.0%) were enrolled Spring 2013.*
 - *Spring 2013: A total of 1822 (74.1%) either graduated or were enrolled. This falls .9% short of the stated goal (75%).*
- EAP Courses
 - *Fall 2012: 128 unduplicated students enrolled in EAP Level 5 and Level 6 courses. Of those students:*
 - *0 graduated Spring 2013 or prior*
 - *97 (75.8%) were enrolled Spring 2013 with a Cumulative GPA \geq 2.5.*
 - *A total of 97 (75.8%) either graduated or were enrolled with a GPA \geq 2.5. This exceeds the stated goal (70%) by 5.8%*

Retention: Year to Year

- Developmental Courses:
 - *In Fall 2011, 2709 unduplicated students enrolled in developmental courses. Of those students:*
 - *67 (2.5%) graduated Spring 2013 or prior*
 - *1199 (44.3%) were enrolled Spring 2013.*
 - *A total of 1229 (45.4%) either graduated or were enrolled. This falls 4.6% short of the stated goal (50%).*
- EAP Courses:
 - *In Fall 2011, 231 unduplicated students enrolled in EAP Level 5 and Level 6 courses. Of those students:*
 - *2 (0.9%) graduated Spring 2013 or prior*
 - *120 (51.9%) were enrolled Spring 2013 with a Cumulative GPA ≥ 2.5 .*
 - *A total of 120 (51.9%) either graduated or were enrolled with a GPA ≥ 2.5 . This exceeds the stated goal (50%) by 1.9%*

Developmental Mathematics



Success Rates

Student Satisfaction

Redesign Initiatives

Communities of Practice



Developmental Mathematics: Success Rates

Developmental Mathematics Within-Course Success Rates (%Passing, A-C)

Campus		Semester				
		Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013
Charlotte						
	MAT 0018	57%	54%	67%	62%	64%
	MAT 0028	51%	47%	65%	53%	44%
Collier						
	MAT 0018	55%	57%	86%	64%	51%
	MAT 0028	59%	61%	57%	62%	60%
Hendry Glades						
	MAT 0018	72%	60%	*	62%	38%
	MAT 0028	37%	28%	50%	49%	35%
Lee						
	MAT 0018	60%	61%	75%	61%	54%
	MAT 0028	53%	51%	69%	58%	55%
College Total						
	MAT 0018	60%	59%	75%	62%	54%
	MAT 0028	53%	51%	66%	58%	53%

*No sections offered for the term.

Common Course Assessment: MAT 0018



Table 1

MAT 0018 Overall Means for Performance Assessment

Overall Means by Semester

Rubric Dimension	*Spring 2012	*Summer 2012	Fall 2012	Spring 2013
Analysis	2.61	3.19	3.01	2.87
Computation	2.45	2.77	2.82	2.57
Labeling	2.04	2.54	2.44	2.67

Note. Values are on a 4-point scale.

*Pilot Semesters

Common Course Assessment: MAT 0028

Table 2

MAT 0028 Overall Means for Performance Assessment

	Overall Means by Semester			
Rubric Dimension	*Spring 2012	*Summer 2012	Fall 2012	Spring 2013
Analysis	2.30	3.05	2.46	2.61
Computation	2.09	3.08	2.22	2.63
Labeling	2.65	2.66	2.83	2.95

Note. Values are on a 4-point scale.

*Pilot Semesters

Success in Gatekeeper Courses

MAT 1033 Success Rates by College Prep Placement Status

Term	Tested into MAT 1033*			Did not test into MAT 1033		
	Total Enrolled	# Successful	% Successful	Total Enrolled	# Successful	% Successful
Summer 2012	101	80	79.21%	387	279	72.09%
Fall 2012	797	534	67.00%	807	462	57.25%
Spring 2013	447	289	64.65%	951	530	55.73%

* Tested into MAT 1033 - students who have indicator Z as College Preparatory Completion Indicator

Note: Successful completion of course requires a grade of C or better; all other grades were flagged as not successful



Developmental Mathematics: Student Satisfaction

Developmental Mathematics: Satisfaction Survey

Percentage of Respondents Reporting "Agreeing or Strongly Agreeing"

Survey Item	Fall 2011	Spring 2012	Fall 2012	Spring 2013
	This Math course prepared me for: The next Math class I will take.	75.4%	80.5%	76.8%
I believe the following since taking this Math class: I will be more successful in future Math courses.	69.8%	78.2%	73.4%	74.6%

Developmental Mathematics: Redesign Initiatives

Course Name	Section	N1	N2	Mean GPA	Std Deviation of Mean GPA	Pass Rate (1)	Pass Rate (2)	Retention %
MAT0028	25025-131	20	20	2.368421	1.563078	70	73.68	95
MAT0028	25026-132	20	20	2.647059	1.569608	65	76.47	85
MAT0028	25033-133	23	23	2	1.505545	39.13	56.25	65.22
MAT0028	23954-107	20	20	2.352941	1.411765	65	76.47	85
MAT0028	23958-111	20	20	2.315789	1.216234	70	73.68	95
MAT0028	23960-113	19	19	2.733333	0.85375	73.68	93.33	78.95
MAT0028	23953-106	20	20	2.166667	1.34371	70	77.77	90
MAT0028	23957-110	20	20	2.277778	1.366486	70	77.77	90

In spring 2013, overall course success rates were significantly higher ($p < .01$) for the SIRIUS courses versus the traditional face to face.



Communities of Practice



Communities of Practice: Mathematics Unduplicated Attendance

	Semester				
	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Mathematics	27	26	27	20	30

Note. Each participant attended at least one session during the term.

Developmental Mathematics: Communities of Practice



Table 1

Mathematics Community of Practice Workshop Evaluation Summary (2012-2013)

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		All Participants Count (N)
	Count	% of N	Count	% of N	Count	% of N	Count	% of N	Count	% of N	
<i>Content</i>											
Covered Useful Material	38	86%	6	13.64%		0%		0%		0%	44
Practical to my Needs & Interests	36	84%	6	13.95%	1	2%		0%		0%	43
Effective Activities	33	77%	8	18.60%	2	5%		0%		0%	43
Increased Understanding of Topic	39	89%	5	11.36%		0%		0%		0%	44
Will apply Knowledge Gained	36	82%	5	11.36%	3	7%		0%		0%	44
Increased Professional Knowledge	39	91%	5	11.63%		0%		0%		0%	43
	Excellent		Good		Fair		Poor				All Participants Count (N)
	Count	% of N	Count	% of N	Count	% of N	Count	% of N	Count	% of N	
Total Workshop Experience	39	89%	6	13.64%		0%		0%			44

Developmental English

Success Rates

Student Satisfaction

Redesign Initiatives

Communities of Practice



Developmental English: Success Rates



Developmental English Within-Course Success Rates (%Passing, A-C)

Campus	Semester				
	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013
Charlotte					
ENC 0015	76%	48%	*	74%	*
ENC 0025	74%	81%	100%	76%	72%
Collier					
ENC 0015	57%	61%	*	86%	90%
ENC 0025	77%	67%	77%	83%	86%
Hendry Glades					
ENC 0015	45%	100%	*	100%	50%
ENC 0025	83%	46%	*	62%	75%
Lee					
ENC 0015	67%	80%	73%	65%	77%
ENC 0025	65%	62%	83%	73%	66%
College Total					
ENC 0015	65%	72%	73%	71%	80%
ENC 0025	64%	69%	84%	75%	70%

*No sections offered for the term.



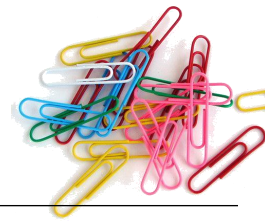
Success Rates-Common Course Assessment

ENC 0015 Overall Means for Paragraphs

Rubric Dimension	Overall Means by Semester	
	Fall 2012	Spring 2013
Main Idea/Topic Sentence	2.97	2.97
Organization	2.80	2.79
Detail Sentences	2.69	2.63
Grammar	2.32	2.24
Mechanics/Spelling	2.37	2.24
Concluding Sentence	2.58	2.39

Note. Values are on a 4-point scale.

Success Rates-Common Course Assessment



ENC 0025 Overall Means for Essays

Overall Means by Semester

Rubric Dimension	*Spring 2012	Fall 2012	Spring 2013
Introductory Paragraph	2.84	3.12	3.77
Supporting Paragraph	2.94	3.14	2.96
Organization	3.05	3.19	3.47
Concluding Paragraph	2.78	2.95	2.81
Grammar	2.72	2.95	2.63
Mechanics	2.61	2.95	2.48
Research	2.39	2.76	2.36

Note. Values are on a 4-point scale.

*Pilot Semesters

Success in Gatekeeper Courses



ENC 1101 Success Rates by College Prep Placement Status

Term	Tested into ENC 1101*			Did not test into ENC 1101		
	Total Enrolled	# Successful	% Successful	Total Enrolled	# Successful	% Successful
Summer 2012	408	309	75.74%	180	146	81.11%
Fall 2012	2,844	2,219	78.02%	285	191	67.02%
Spring 2013	1,336	838	62.72%	329	196	59.57%

* Tested into ENC 1101 - students who have indicator Z as College Preparatory Completion Indicator

Note: Successful completion of course requires a grade of C or better; all other grades were flagged as not successful

Developmental English: Student Satisfaction



Developmental English: Satisfaction Survey

Percentage of Respondents Reporting "Agreeing or Strongly Agreeing"

Survey Item	Fall 2011	Spring 2012	Fall 2012	Spring 2013
This English course prepared me for the writing I will do in college.	75.0%	87.2%	82.1%	85.0%
I believe I have improved in the following areas since taking this English class: Essay Writing.	80.8%	79.0%	75.0%	75.0%

Developmental English: Redesign Initiatives



Mini-semesters

(Compressed Course Structure)

Communities of Practice: Writing



Communities of Practice: Writing Unduplicated Attendance

	Semester				
Focus	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Writing	20	35	11	5	3

Note. Each participant attended at least one session during the term.

Developmental Reading

Success Rates

Student Satisfaction

Initiative: Literature Circles

Communities of Practice



Developmental Reading: Success Rates



Developmental Reading Within-Course Success Rates (%Passing, A-C)

Campus	Semester				
	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013
Charlotte					
REA 0007	75%	67%	*	90%	*
REA 0017	76%	69%	77%	89%	88%
Collier					
REA 0007	90%	79%	50%	68%	83%
REA 0017	90%	72%	79%	76%	79%
Hendry Glades					
REA 0007	67%	67%	*	*	100%
REA 0017	78%	100%	*	92%	80%
Lee					
REA 0007	60%	55%	86%	66%	51%
REA 0017	78%	75%	86%	74%	74%
College Total					
REA 0007	64%	64%	67%	69%	60%
REA 0017	78%	75%	83%	76%	77%

*No sections offered for the term.

Common Course Assessment Pilot



REA Performance Series Pre-Post Test Results

Overall Gains from Pre to Post

Location	<u>Spring 2012</u>		<u>Fall 2012</u>		<u>Spring 2013</u>	
	Mean SS	SE of	Mean SS	SE of	Mean SS	SE of
	Difference	Mean SS	Difference	Mean SS	Difference	Mean SS
Charlotte	41*	23	59*	21	31	33
Collier	4	25	19	24	63*	36
Hendry Glades	52*	35	85*	43	9	36
Lee	47*	18	23*	9	29*	14
Overall College	48*	11	27*	8	27*	12

Note. The SS Difference is not significant if it is less than the SE of Mean SS Difference in absolute value.

*Significant

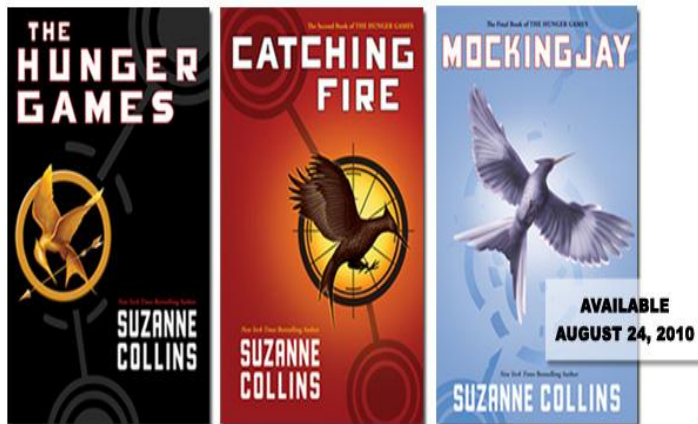
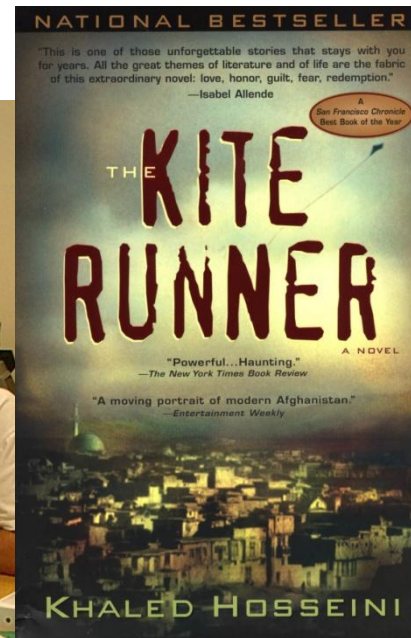
Developmental Reading: Student Satisfaction



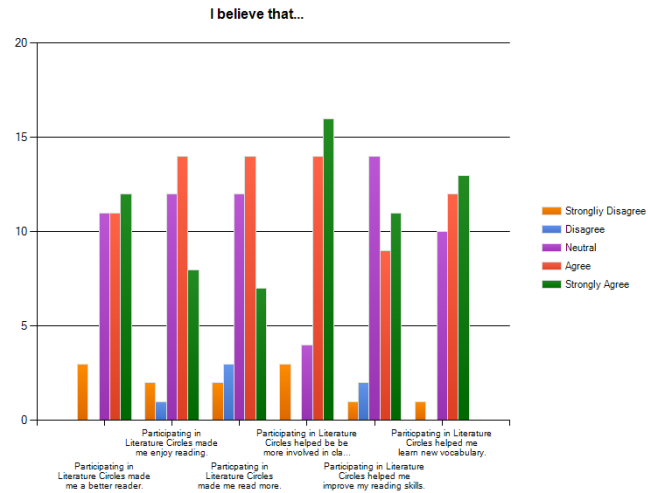
Developmental Reading: Satisfaction Survey

Survey Item	Percentage of Respondents Reporting "Agreeing or Strongly Agreeing"			
	Fall 2011	Spring 2012	Fall 2012	Spring 2013
This course prepared me for the textbook reading I will do in college.	73.5%	80.6%	68.6%	83.9%
I believe I have improved in the following areas since taking this Reading class: Reading College Textbooks.	67.6%	96.7%	69.2%	80.7%

Developmental Reading: Literature Circles



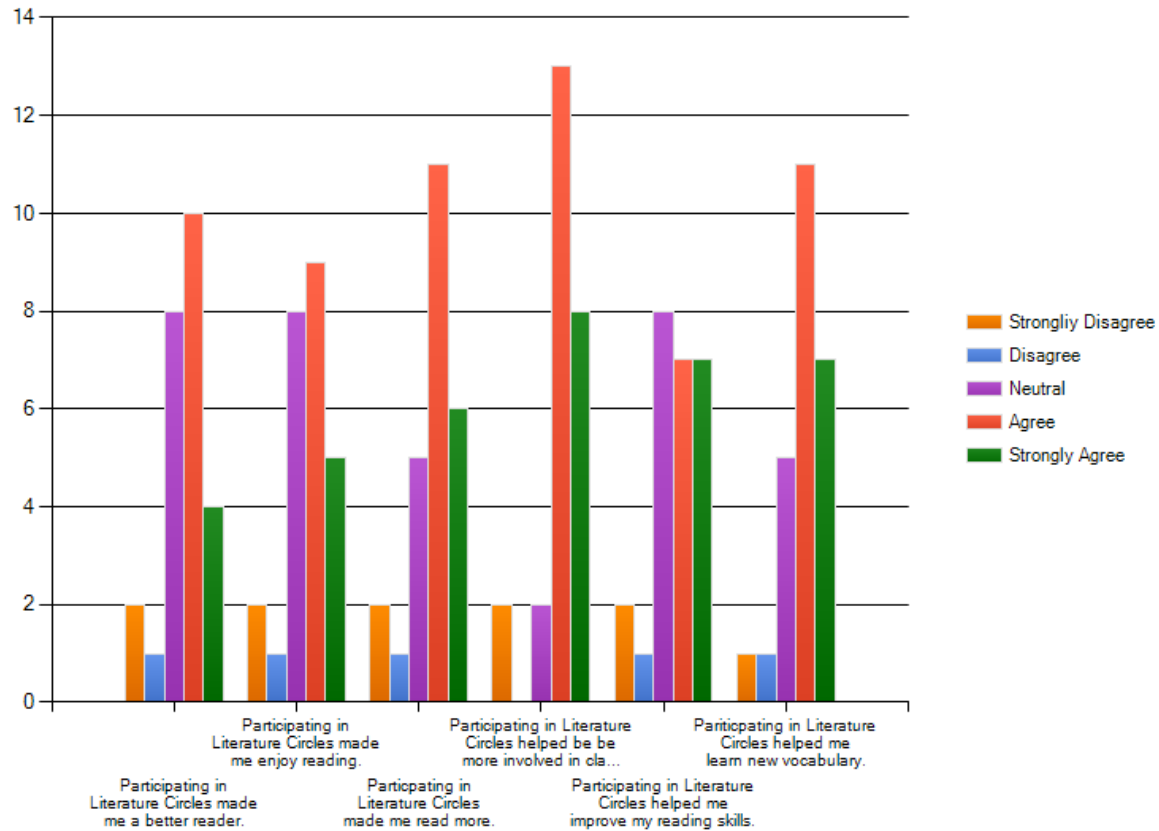
Literature Circle Survey: Fall 2011



Literature Circle Survey: Fall 2012

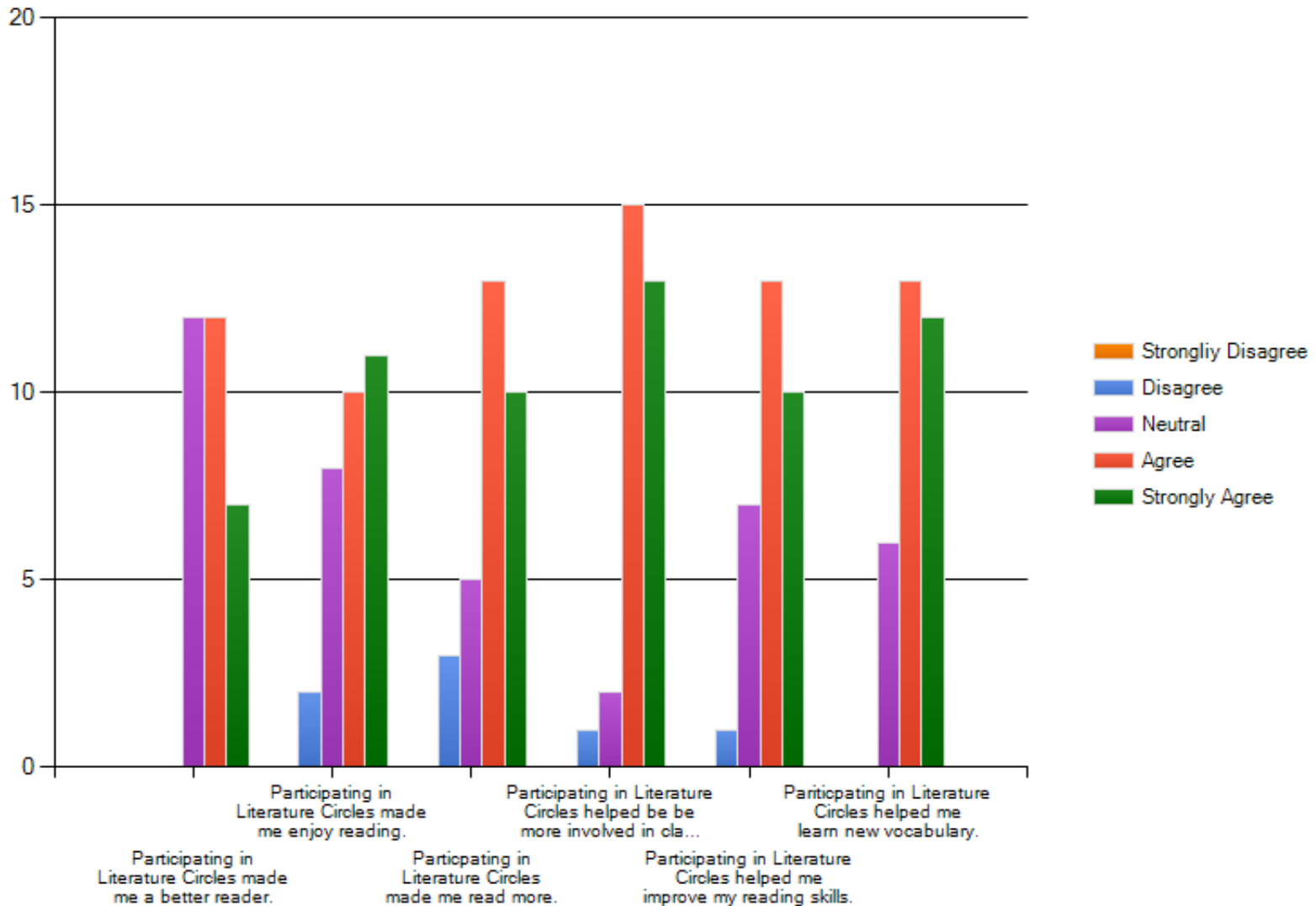


I believe that...



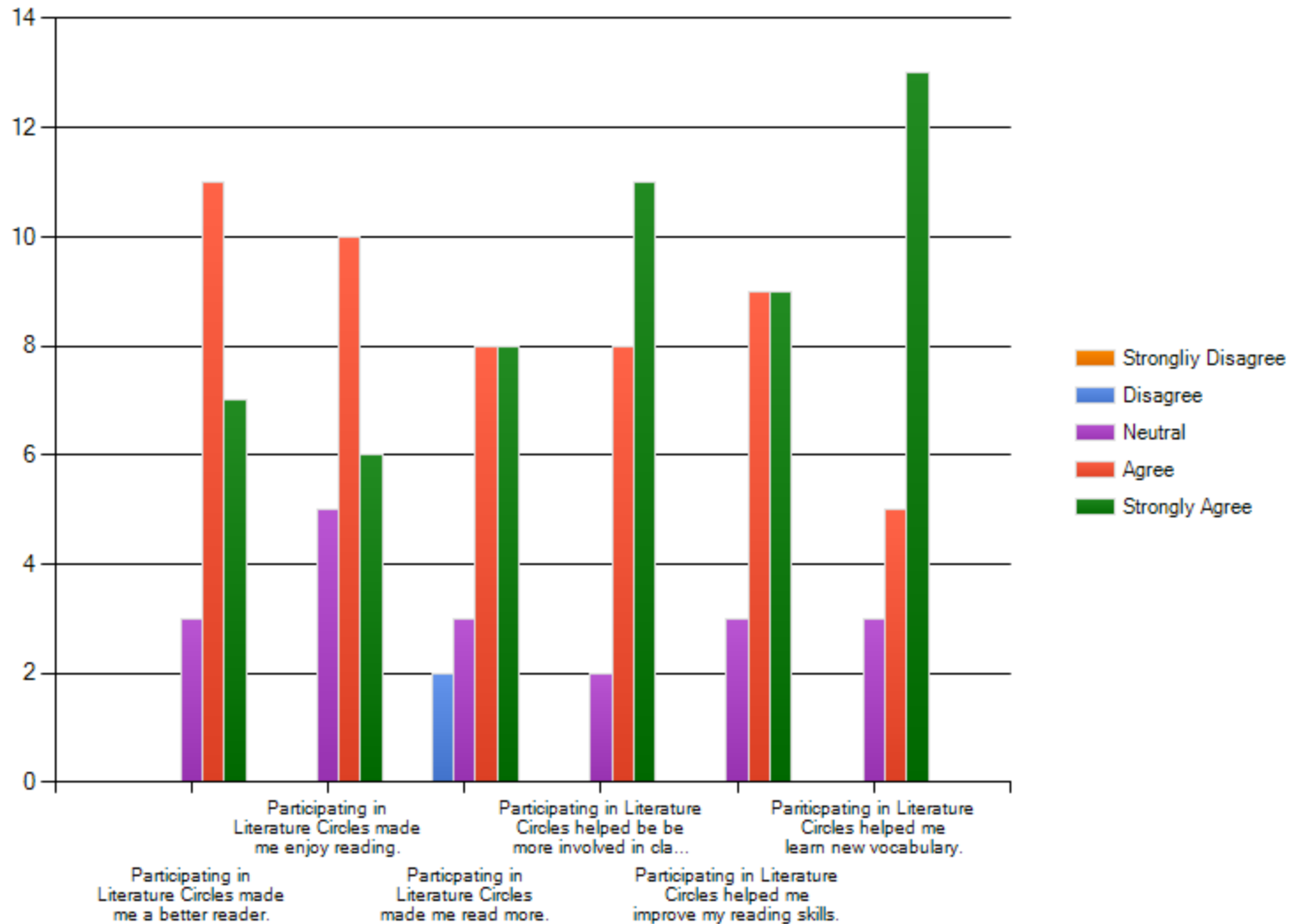
Fall 2012 n=31

I believe that...



Spring 2013 n=24

I believe that...



Developmental Reading: Communities of Practice



Communities of Practice: Reading Unduplicated Attendance

	Semester				
Focus	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Reading	17	16	8	9	8

Note. Each participant attended at least one session during the term.

Reading Communities of Practice



Table 2

Reading Community of Practice Workshop Evaluation Summary (2012-2013)

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		All Participants Count (N)
	Count	% of N	Count	% of N	Count	% of N	Count	% of N	Count	% of N	
<i>Content</i>											
Covered Useful Material	18	90%	3	15.00%	0	0%	0	0%	0	0%	20
Practical to My Needs and Interests	16	80%	4	20.00%	0	0%	0	0%	0	0%	20
Effective Activities	13	65%	5	25.00%	2	10%	0	0%	0	0%	20
Increased Understanding of Topic	16	80%	3	15.00%	1	5%	0	0%	0	0%	20
Will Apply Knowledge Gained	14	70%	4	20.00%	2	10%	0	0%	0	0%	20
Increased Professional Knowledge	17	85%	2	10.00%	1	5%	0	0%	0	0%	20
	Excellent		Good		Fair		Poor				All Participants Count (N)
	Count	% of N	Count	% of N	Count	% of N	Count	% of N	Count	% of N	
Total Workshop Experience	13	93%	0	0.00%	1	7%	0	0%	0	0%	14

English for Academic Purposes-Success Rates



Developmental EAP Within-Course Success Rates (%Passing, A-C)

Campus	Semester				
	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013
Collier					
EAP 1640	98%	98%	78%	96%	92%
Lee					
EAP 1640	100%	97%	100%	100%	94%
College Total					
EAP 1640	99%	98%	91%	98%	93%

*No sections offered for the term.

Success in Gatekeeper Courses



ENC 1101 Success Rates

Term	Tested into ENC 1101*			Completed EAP 1500 or 1600 level		
	Total Enrolled	# Successful	% Successful	Total Enrolled	# Successful	% Successful
Fall 2005	1,821	1,370	75%	—	—	—
Spring 2006	729	470	64%	—	—	—
Summer 2006	291	230	79%	—	—	—
Fall 2006	1,742	1,168	67%	—	—	—
Spring 2007	735	486	66%	22	18	82%
Summer 2007	258	184	71%	7	5	71%
Fall 2007	1,884	1,237	66%	33	24	73%
Spring 2008	867	504	58%	44	35	80%
Summer 2008	330	232	70%	14	12	86%
Fall 2008	2,214	1,724	78%	35	32	91%
Spring 2009	978	622	64%	49	35	71%
Summer 2009	488	389	80%	38	34	89%
Fall 2009	2,518	1,735	69%	62	56	90%
Spring 2010	1,250	760	61%	57	47	82%
Summer 2010	556	419	75%	37	28	76%
Fall 2010	2,616	2,093	80%	57	34	60%
Spring 2011	1,302	799	61%	91	60	66%
Summer 2011	407	315	77%	41	36	88%
Fall 2011	2,667	2,019	76%	67	47	70%
Spring 2012	1,663	837	50%	89	61	69%

* Tested into ENC 1101 - students who have indicator Z as College Preparatory Completion Indicator in the same semester data

EAP Student Satisfaction-Spring 2012

EAP: Satisfaction Survey

Percentage of Respondents Reporting
"Agreeing or Strongly Agreeing"

Survey Item	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
I believe that EAP courses are helping me improve academic English.	93.6%	92.7%	87.2%	88.9%	91.4%	88.5%
I believe the EAP courses are helping prepare me for college courses.	89.7%	93.6%	88.2%	87.5%	90.2%	89.7%

Data analysis of note for MC student participants in the 2013 spring semester demonstrate:

1. a positive and significant correlation was found to exist for numeric grade and if a student visited the MC
2. a positive and significant correlation was found to exist for numeric grade and the number of times a student visited the MC

Data analysis of Writing Center student participants for the 2013 spring semester demonstrate:

1. a positive and significant correlation for numeric grade and if a student visit the WC for both ENC 1101 and ENC 1102
2. a positive and significant correlation for numeric grade and number of times a student visited the WC for both ENC 1101 and ENC 1102

Data analysis of OCC student participants for the 2013 spring semester demonstrate:

1. a positive and significant correlation was found to exist for numeric grade and if a student visited the OCC
2. a positive and significant correlation was found to exist for numeric grade and the number of times a student visited the OCC

Pathways Program for GED Students

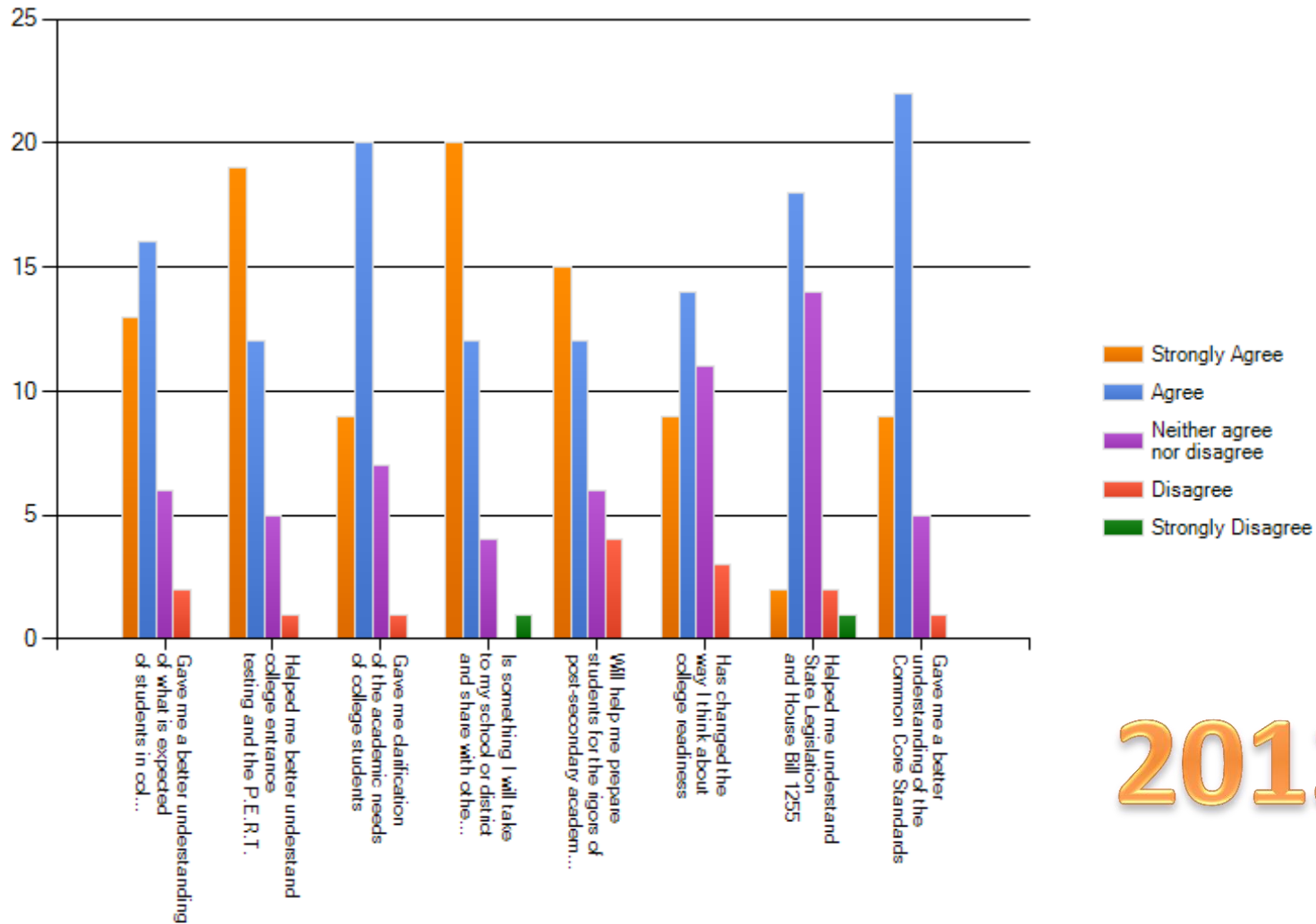
- On October 10, 2012, and March 18, 2013 the Division of College and Career Readiness hosted “An Evening at Edison” symposium.
- The events were attended by 36 GED students, GED faculty and administrators.
- Two Developmental Studies faculty and two current or former students led a panel discussion about college readiness, being a student at Edison, and the first-year experience.
- The panel discussion was followed by a campus tour.

College Readiness Conference

	2011	2012	2013
Attendance	<ul style="list-style-type: none">• 32 K-12 Faculty• 13 faculty, staff, administrators from college	<ul style="list-style-type: none">• 50 K-12 Faculty• 25 faculty, staff, administrators from college	<ul style="list-style-type: none">• 51 K-12 Faculty• 23 faculty, staff, administrators from college
Funding	Fully-funded by College	Awarded \$4500 mini-grant	Awarded \$6,000 mini-grant
Schedule	Held in March during a K-12 Professional Development Day	Held in June when K-12 and College faculty were off contract	Held on a Saturday in April

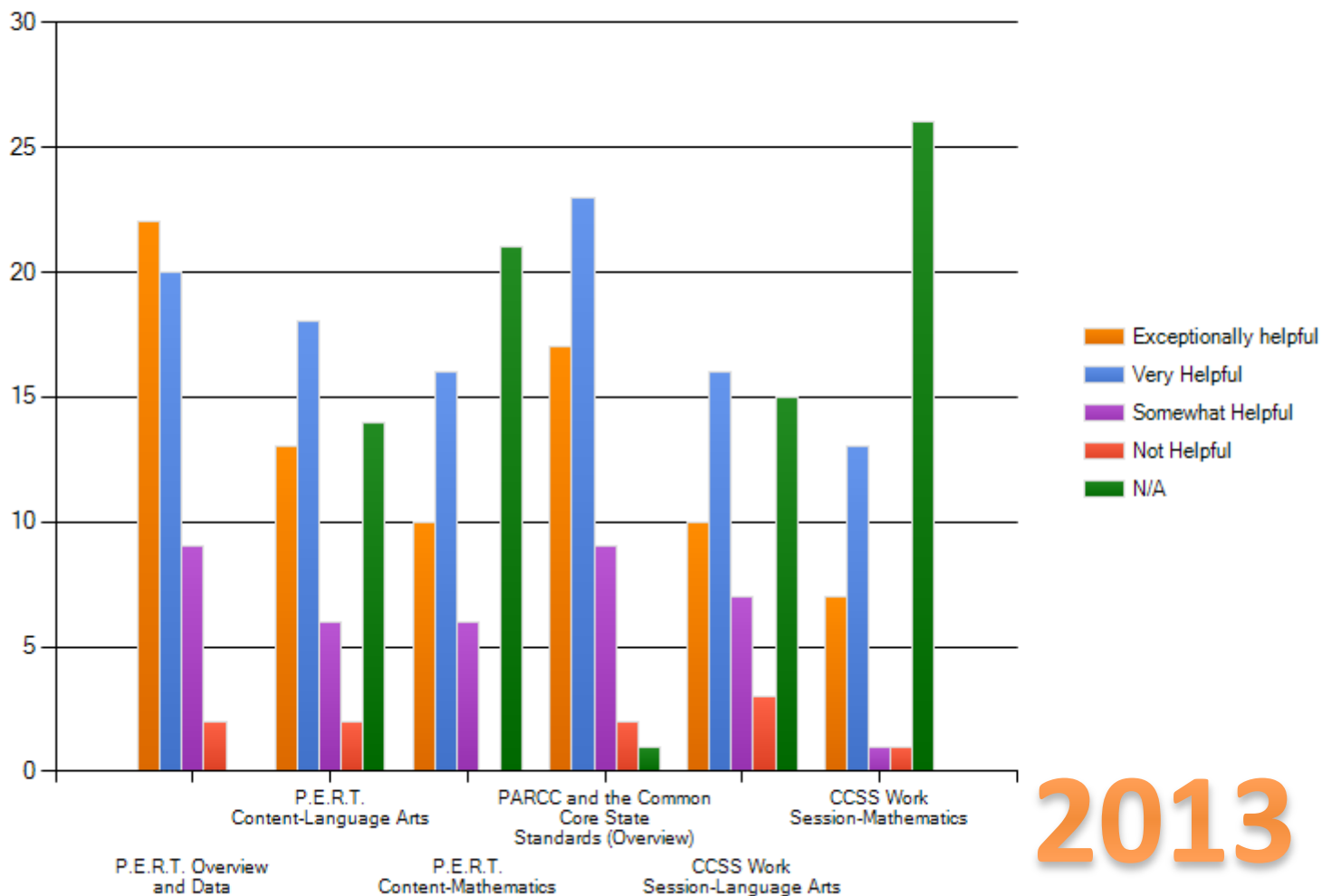
College Readiness Conference

The information I learned at this conference



2013

Please let us know how helpful the following activities and presentations were to you.



2013

QEP Update



Anything Else



Thank you!



Eileen DeLuca, Ph.D.
Dean, College and Career Readiness

Caroline Seefchak, Ph.D.
Chair, Developmental Studies

MINUTES

Adjunct Faculty Meeting

Department of Developmental Studies

Tuesday, August 20, 2013, 5:00 p.m., H 221 Lee Campus

Attendance : Elizabeth Yates, Charles Escarra, Cheryl Tomlins, Chuck Insalaco, Gwendolyn Turnbull, Frank De Carlo, Tina Churchhill, David Licht, Carole Nelson, Jane Nordquist, Cathy Vache, Crystal Childs, Candace Rosene, Molly Chandiramani, Eileen DeLuca, Troy Tucker, Sabine Eggleston, Caroline Seefchak

Welcome – Dr. Caroline Seefchak, chair, started the meeting and welcomed back all faculty and staff. She introduced Dr. Eileen DeLuca, dean of College and Career Readiness, who addressed the faculty with warm words of welcome.

Introductions were made; faculty were asked to give the following:

your name

your subject area

something interesting about you

Icebreaker – Brief departmental bingo to get to know one another

Successes and Accomplishments – At each meeting, we will share great things that happen in our classrooms and in our professional lives.

General Announcements:

Syllabi due by Tuesday, 08/20

Office schedules due 08/20

POST (not print) syllabi – save paper!

Attendance Verification – complete it as you see students – by 08/29

Overview of New Legislation:

Florida Senate Bill 1720, a conforming bill, (amends a statute), was passed by a majority vote in the State Senate and in the State House and was approved by the Governor on May 20, 2013.

SB 1720 was a companion bill to HB 7057. The version of SB 1720 that passed was an amalgamation of the two bills on which the House and Senate compromised.

Developmental Education - Definition:

Instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction.

May be delivered through a variety of accelerated and corequisite strategies.

Starting in October, entering students will be considered to be either EXEMPT or NONEXEMPT.

According to s. 1008.30(4)(a), F.S.,

An EXEMPT student is NOT REQUIRED to take the P.E.R.T. or to submit placement scores such as the SAT or the ACT.

To be considered EXEMPT, a student must:

- Have entered 9th grade in a Florida public school in the 2003-2004 school year or any year thereafter.
 - Remained in a Florida public high school until completion
 - Have earned a Florida standard high school diploma
- OR
- Is presently serving as an active duty member of any branch of the United States Armed Services

According to s. 1008.30(4)(a), F.S.,

A NONEXEMPT student must take the P.E.R.T., or submit placement scores, and will be advised of options available for remediation and must enroll in the developmental education option or his or her choice.

A student is NONEXEMPT if he or she:

- Entered a Florida public high school before the 2003-2004 school year
- Completed high school through GED completion
- Attended any high school other than a Florida public high school, including:
Private school
Home school

High school in any other state

Under SB 1720, remediation options for nonexempt students may be achieved by a student's choice of several options to be offered by the College.

Advisors will explain available options to all students.

Developmental education may be delivered through a variety of accelerated and co-requisite strategies and includes any of the following:

- (a) Modularized instruction that is customized and targeted to address specific skills gaps.
- (b) Compressed course structures that accelerate student progression from developmental instruction to college-level coursework.
- (c) Contextualized developmental instruction that is related to meta-majors.
- (d) Co-requisite developmental instruction or tutoring that supplements credit instruction while a student is concurrently enrolled in a credit-bearing course.

A task force of faculty, assigned and led by the Provost/VPAA, will work during the fall semester on course structure designs for nonexempt students as well as on strategies and programs to support exempt students in college-level courses.

By October 31, 2013, the State Board of Education shall revise Rule 6A-10.0315 to include a provision for common placement testing and developmental education exemption. It is anticipated that this rule will be on the September 17, 2013, State Board of Education agenda.

By December 31, 2013, the State Board of Education shall approve a series of meta-majors and corresponding academic pathways. It is anticipated that this rule will be on the September 17, 2013, State Board of Education agenda.

The Chancellor of the Florida College System must approve developmental education implementation plans. Statute requires all plans to be submitted for approval no later than March 1, 2014.

We have been encouraged to submit plans by January, 2014.

October 31, 2013 State board rule to establish testing and developmental education exemption for Florida standard high school diploma recipients who entered a Florida public high school in 2003-04 or thereafter and active duty military

December 31, 2013 State Board rule to establish meta-majors and academic pathways

March 1, 2014 Each Florida College System institution to submit a developmental education plan to the Chancellor for approval

Fall 2014 All Florida College System institutions to implement developmental education plan

October 31, 2015 All Florida College System institutions to submit to the Chancellor an annual accountability report

December 31, 2015 Chancellor to submit compiled annual accountability report to the Governor, President of the Senate, Speaker of the House of Representatives and State Board of Education

Lab reminders:

- Lab Orientations
- Printing
- Assessments

Data Overview - Dr. Seefchak showed the faculty that Dr. DeLuca had compiled a lot of pertinent data. Because of time constraints, only aspects of the data were discussed. Faculty were told that the data would be included in the meeting minutes and that they could review it then.

The following data are included:

- Fall 2011 P.E.R.T. Data-ESC Applicants
- Spring 2012 P.E.R.T Data-ESC Applicants
- Fall 2012 P.E.R.T. Data-ESC Applicants
- Spring 2013 P.E.R.T. Applicant Data
- Student Enrollment Data
- State Accountability Report
- State Accountability Report
- State Accountability Report
- State Accountability Report
- Retention: Term to Term
- Developmental Courses

Fall 2012: 2459 unduplicated students enrolled in developmental courses. Of those students:

7 (0.3%) graduated Spring 2013 or prior.

1819 (74.0%) were enrolled Spring 2013.

Spring 2013: A total of 1822 (74.1%) either graduated or were enrolled. This falls .9% short of the stated goal (75%).

EAP Courses

Fall 2012: 128 unduplicated students enrolled in EAP Level 5 and Level 6 courses. Of those students:

0 graduated Spring 2013 or prior

97 (75.8%) were enrolled Spring 2013 with a Cumulative GPA \geq 2.5.

A total of 97 (75.8%) either graduated or were enrolled with a GPA \geq 2.5. This exceeds the stated goal (70%) by 5.8%

Retention: Year to Year

Developmental Courses:

In Fall 2011, 2709 unduplicated students enrolled in developmental courses. Of those students:

67 (2.5%) graduated Spring 2013 or prior

1199 (44.3%) were enrolled Spring 2013.

A total of 1229 (45.4%) either graduated or were enrolled. This falls 4.6% short of the stated goal (50%).

EAP Courses:

In Fall 2011, 231 unduplicated students enrolled in EAP Level 5 and Level 6 courses. Of those students:

2 (0.9%) graduated Spring 2013 or prior

120 (51.9%) were enrolled Spring 2013 with a Cumulative GPA \geq 2.5.

A total of 120 (51.9%) either graduated or were enrolled with a GPA \geq 2.5. This exceeds the stated goal (50%) by 1.9%

Developmental Mathematics

- Success Rates
- Student Satisfaction
- Redesign Initiatives
- Communities of Practice
- Developmental Mathematics: Success Rates
- Common Course Assessment: MAT 0018
- Common Course Assessment: MAT 0028
- Success in Gatekeeper Courses
- Developmental Mathematics: Student Satisfaction

Developmental Mathematics: Redesign Initiatives

Communities of Practice

- Developmental Mathematics: Communities of Practice
- Developmental English
- Success Rates
- Student Satisfaction
- Redesign Initiatives
- Communities of Practice
- Developmental English: Success Rates
- Success Rates-Common Course Assessment
- Success Rates-Common Course Assessment
- Success in Gatekeeper Courses
- Developmental English: Student Satisfaction

Developmental English: Redesign Initiatives

Mini-semesters

(Compressed Course Structure)

Communities of Practice: Writing

Developmental Reading

- Success Rates
- Student Satisfaction
- Initiative: Literature Circles
- Communities of Practice
- Developmental Reading: Success Rates
- Common Course Assessment Pilot
- Developmental Reading:
Student Satisfaction

Developmental Reading:

Literature Circles

Literature Circle Survey: Fall 2011

Fall 2012 n=31

Spring 2013 n=24

Developmental Reading:

Communities of Practice

Reading Communities of Practice

English for Academic Purposes-Success Rates

Success in Gatekeeper Courses
EAP Student Satisfaction-Spring 2012

Pathways Program for GED Students
College Readiness Conference
College Readiness Conference

QEP Update – Cornerstone course modules are being offered in the TLC. Faculty are encouraged to take these valuable courses.

Anything Else
Thank you!

Submitted by

Caroline Seefchak, Ph.D.
Chair, Developmental Studies



Division of College and Career Readiness

DEPARTMENT OF DEVELOPMENTAL STUDIES

ASSESSMENT and COURSE POLICIES

Developmental Reading

Developmental English

Developmental Mathematics

English for Academic Purposes - EAP

Spring 2013

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Developmental Reading Course Policies

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EAP Course Policies Level 3

EAP Course Policies Level 4

EAP Course Policies Level 5

EAP Course Policies Level 6

DEVELOPMENTAL REA- ASSESSMENT POLICIES

Course	Common Course Assessment	Final Exam or Mastery Exam	Special Instructions
Reading REA 0007	Scantron Performance Series Pre and Post Mastery Tests on skills available from <i>Townsend Press</i> textbook series. Rubric for projects and portfolio	Course Final Exam	Students must score "C" or better on the Course Final Exam No retake is available.
Reading REA 0017	Scantron Performance Series Pre and Post Mastery Tests on skills available from <i>Townsend Press</i> textbook series. Rubric for projects and portfolio	Course Mastery Exam	Students must score "C" or better on the Course Final Exam No retake is available.

Edison State College

Department of Developmental Studies

REA - COURSE POLICIES

This matrix contains discipline-specific practices, policies, and guidelines that are to appear on each course syllabus within each specific discipline. While all instructors have a degree of freedom within their classes, to assure consistency throughout the department, all faculty are asked to adhere to these faculty-written policies in their classes.

Course	Grade Weights	Discipline-Specific Practices or Policies
Reading REA 0007	Course Final 20%	Common Textbook Administer reading skill specific assessments after instruction and practice. Small group reading with discussion Reading assigned outside of class
Reading REA 0017	Course Mastery Final 20%	Common Textbook Administer reading skill specific assessments after instruction and practice. Small group reading with discussion Reading assigned outside of class

DEVELOPMENTAL MAT- ASSESSMENT POLICIES

Course	Common Course Assessment	Final Exam or Mastery Exam	Special Instructions
<p>Math MAT 0018</p>	<p>The MAT 0018 Common Course Assessment will be given and graded.</p> <p>This assessment will be scored on a designated common rubric, which will be sent to the Department Office, before the end of the semester, for data collection.</p>	<p>The Course Final Exam for MAT 0018 is a standardized Departmental Exam.</p> <p>The Course Final Exam for MAT 0018 must be given during the schedule final exam week.</p> <p>There are no second attempts.</p>	<p>For Math exams:</p> <ul style="list-style-type: none"> - No electronic devices - No notes or learning aids - No partial credit - No extra credit
<p>Math MAT 0028</p>	<p>The MAT 0028 Common Course Assessment will be given and graded.</p> <p>This assessment will be scored on a designated common rubric, which will be sent to the Department Office, before the end of the semester, for data collection.</p>	<p>The Course Mastery Exam for MAT 0028 is a standardized Departmental Exam on which a grade of 50% or higher must be earned in order for it to count.</p> <p>The Course Final Exam for MAT 0028 must be given during the schedule final exam week.</p> <p>There are no second attempts.</p>	<p>For Math exams:</p> <ul style="list-style-type: none"> - No electronic devices - No notes or learning aids - No partial credit - No extra credit

Edison State College
Department of Developmental Studies
MAT- COURSE POLICIES

This matrix contains discipline-specific practices, policies, and guidelines that are to appear on each course syllabus within each specific discipline. While all instructors have a degree of freedom within their classes, to assure consistency throughout the department, all faculty are asked to adhere to these faculty-written policies in their classes.

Course	Grade Weights	Discipline-Specific Practices or Policies
Math MAT 0018	30% - Course Final Exam 40% - Tests 10 – 15% - Homework* 5 – 10% - Attendance* Up to 15% - Discretion of faculty member * exact percentage at discretion of faculty member	<p>General Course: No calculators or access to any calculating devices.</p> <p>Tests: No take-home tests. No open-book or open-notes tests. No calculators or electronic devices during tests</p> <p>There must be a minimum of five (5) tests given throughout the course.</p> <p>The Common Course Assessment must be given.</p> <p>Students must use the online assignments in MyLabsPlus.</p> <p>Students must have a grade of “C” (70%) or better to pass the course.</p>
Math MAT 0028	30% - Course Mastery Exam 40% - Tests 10 – 15% - Homework* 5 – 10% - Attendance* Up to 15% - Discretion of faculty member * exact percentage at discretion of faculty member	<p>General Course: No calculators or access to any calculating devices.</p> <p>Tests: No take-home tests. No open-book or open-notes tests. No calculators or electron devices during tests</p> <p>There must be a minimum of five (5) tests given throughout the course.</p> <p>The Common Course Assessment must be given.</p> <p>Students must use the online assignments in MyLabsPlus.</p> <p>Students score 50% or better on the Course Mastery Exam and must have a grade of “C” (70%) or better to pass the course.</p>

DEVELOPMENTAL ENC- ASSESSMENT POLICIES

Course	Common Course Assessment	Final Exam or Mastery Exam	Weights and Special Instructions
<p>Writing ENC 0015</p>	<p>The Common Course Assessment for ENC 0015 is a Progressive Paragraph Portfolio designed to show prewriting, writing, editing, rewriting, proofreading, and publishing of a well-structured academic paragraph. This assessment is to be scored on a designated rubric, which will be sent to the Department Office for data collection.</p>	<p>The Course Final Exam for ENC 0015 is in two parts. The first part is a written paragraph, worth 50% of the exam grade. This paragraph is to be scored by the course instructor as other writing assignments have been scored during the semester. The second part is comprised of 25 multiple choice items. Both portions of the exam are done in one sitting. There are no second attempts.</p>	<p>Common Course Assessment – 20% of course grade Course Final Exam – 20% of course grade</p> <p>Paper dictionaries (no cell phones or electronic dictionaries) may be used for the written portion of the exam.</p>
<p>Writing ENC 0025</p>	<p>The Common Course Assessment for ENC 0025 is an argument or persuasive essay assignment, done in MLA style with the use of one or two sources to show knowledge of summarizing, paraphrasing, and documentation. This assessment is to be scored on a designated rubric, which will be sent to the Department Office for data collection.</p>	<p>The Course Mastery Exam for ENC 0025 is in two parts. The first part is a written paragraph, worth 50% of the exam grade. This paragraph is to be scored by the course instructor as other writing assignments have been scored during the semester. The second part is comprised of 40 multiple choice items. Both portions of the exam are done in one sitting. There are no second attempts.</p>	<p>Common Course Assessment – 10% of course grade Course Final Exam – 20% of course grade</p> <p>Paper dictionaries (no cell phones or electronic dictionaries) may be used for the written portion of the exam.</p>

Edison State College
Department of Developmental Studies
ENC - COURSE POLICIES

This matrix contains discipline-specific practices, policies, and guidelines that are to appear on each course syllabus within each specific discipline. While all instructors have a degree of freedom within their classes, to assure consistency throughout the department, all faculty are asked to adhere to these faculty-written policies in their classes.

Course	Grade Weights	Discipline-Specific Practices or Policies
<p>English ENC 0015</p>	<p>ENC 0015 Common Course Assessment – 20%</p> <p>Course Final Examination – 20%</p> <p>To be determined by instructor – 60%</p>	<p>There is a requirement that each student complete a minimum of fifteen (15) hours in the Lab in order to pass ENC 0015.</p> <p>Each student must complete the ENC 0015 Common Course Assessment assignment, a paragraph portfolio, the rubrics for which must be submitted for data collection.</p> <p>Each student must take the ENC 0015 Course Final Examination.</p>
<p>English ENC 0025</p>	<p>ENC 0025 Common Course Assessment – 10%</p> <p>Course Mastery Examination – 20%</p> <p>To be determined by instructor – 70%</p>	<p>There is a requirement that each student complete a minimum of fifteen (15) hours in the Lab in order to pass ENC 0025.</p> <p>Each student must complete the ENC 0025 Common Course Assessment assignment, an argument or persuasive essay with MLA documentation, the rubrics for which must be submitted for data collection.</p> <p>Each student must take the ENC 0025 Course Mastery Examination.</p>

Edison State College
Department of Developmental Studies

EAP LEVEL 2- COURSE POLICIES

This matrix contains discipline-specific practices, policies, and guidelines that are to appear on each course syllabus within each specific discipline. While all instructors have a degree of freedom within their classes, to assure consistency throughout the department, all faculty are asked to adhere to these faculty-written policies in their classes.

Course	Grade Weights	Discipline-Specific Practices or Policies
Listening EAP 0200	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the textbook Must have at least one “graded” speech/presentation.
Reading EAP 0220	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the current textbook. Must utilize some sort of “extensive” reading project (e.g. Book reports, Literature Circles, ...)
Writing EAP 0240	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	One “graded” writing task a week
Grammar EAP 0260	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	

Edison State College
Department of Developmental Studies

EAP LEVEL 3- COURSE POLICIES

This matrix contains discipline-specific practices, policies, and guidelines that are to appear on each course syllabus within each specific discipline. While all instructors have a degree of freedom within their classes, to assure consistency throughout the department, all faculty are asked to adhere to these faculty-written policies in their classes.

Course	Grade Weights	Discipline-Specific Practices or Policies
Listening EAP 0300	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the textbook Must have at least one “graded” speech/presentation.
Reading EAP 0320	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the current textbook. Must utilize some sort of “extensive” reading project (e.g. Book reports, Literature Circles, ...)
Writing EAP 0340	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	One “graded” writing task each week
Grammar EAP 0360	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	

Edison State College
Department of Developmental Studies

EAP LEVEL 4- COURSE POLICIES

This matrix contains discipline-specific practices, policies, and guidelines that are to appear on each course syllabus within each specific discipline. While all instructors have a degree of freedom within their classes, to assure consistency throughout the department, all faculty are asked to adhere to these faculty-written policies in their classes.

Course	Grade Weights	Discipline-Specific Practices or Policies
Listening EAP 0400	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the textbook Must have at least one “graded” speech/presentation.
Reading EAP 0420	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the current textbook. Must utilize some sort of “extensive” reading project (e.g. Book reports, Literature Circles, ...)
Writing EAP 0440	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	A minimum of two of each of the essay types must be produced by the student.
Grammar EAP 0460	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	

Edison State College
Department of Developmental Studies
EAP LEVEL 5- COURSE POLICIES

This matrix contains discipline-specific practices, policies, and guidelines that are to appear on each course syllabus within each specific discipline. While all instructors have a degree of freedom within their classes, to assure consistency throughout the department, all faculty are asked to adhere to these faculty-written policies in their classes.

Course	Grade Weights	Discipline-Specific Practices or Policies
Listening EAP 1500	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the textbook Must have at least one “graded” speech/presentation.
Reading EAP 1520	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the current textbook. Must utilize some sort of “extensive” reading project (e.g. Book reports, Literature Circles, ...)
Writing EAP 1540	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	A minimum of two of each of the essay types must be produced by the student.
Grammar EAP 1560	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	

EAP LEVEL 6- COURSE POLICIES

This matrix contains discipline-specific practices, policies, and guidelines that are to appear on each course syllabus within each specific discipline. While all instructors have a degree of freedom within their classes, to assure consistency throughout the department, all faculty are asked to adhere to these faculty-written policies in their classes.

Course	Grade Weights	Discipline-Specific Practices or Policies
Listening EAP 1600	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the textbook Must have at least one “graded” speech/presentation.
Reading EAP 1620	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	Must cover up a minimum of 6 chapters in the current textbook. Must utilize some sort of “extensive” reading project (e.g. Book reports, Literature Circles, ...)
Writing/Grammar EAP 1640	Up to the discretion of the faculty member, with no more than 40% of the final grade coming from the final exam.	A minimum of two of each of the essay types must be produced by the student. The Final exam will take place over 2 days. The “first” exam is a Grammar Exam. The “second” exam will be an essay written in class.



Division of College and Career Readiness

DEPARTMENT OF DEVELOPMENTAL STUDIES

DEVELOPMENTAL COURSE COMPLETION ROUTES

Established Spring 2013

Developmental Reading

Developmental English

Developmental Mathematics



Developmental Course Completion Routes

Developmental Reading

REA 0007 REA 0017

TRADITIONAL

The student

- places into developmental course through placement testing.
- enrolls in developmental course sequence at placement level.
- at lower level, completes requirements of course, common course assessment, and final exam with a minimum grade of "C".
- at upper level, completes requirements of course, common course assessment, and course mastery exam with a minimum grade of "C".

BYPASS REA 0007 to REA 0017

The student

- Takes the REA0007 Final Exam on first Friday of the semester
- Obtains a score of 85% or higher to bypass REA0007 and enter REA0017.

BYPASS REA 0017 from REA 0007

The student

- Has an "A" average by the end of the semester in REA0007
- Takes and passes the REA 0007 Final Exam
- Takes and passes the REA 0007 Course Mastery Exam.

EARLY EXIT – Out of REA 0017

The student has the opportunity to take and pass the REA0017 Course Mastery Exam with an 85% or better. There will be one scheduled time for this opportunity .

ALTERNATIVE

For cases when student never began sequence

- for students with other indicators of college readiness, for example, passing grades in Gatekeeper courses
- must have Dean's approval
- case by case



Developmental Course Completion Routes

Developmental Writing

ENC 0015 ENC 0025

TRADITIONAL

The student

- places into developmental course through placement testing.
- enrolls in developmental course sequence at placement level.
- at lower level, completes requirements of course, common course assessment, and final exam with a minimum grade of "C".
- at upper level, completes requirements of course, common course assessment, and course mastery exam with a minimum grade of "C".

BYPASS ENC 0015 to ENC 0025

- During Add/Drop week, at the discretion of the ENC 0015 professor based on diagnostic tests given the first class days, the student may be offered the opportunity to take the ENC 0015 Course Final Exam.
- If the student scores 90% or better on the ENC 0015 Course Final Exam, he or she may bypass the ENC 0015 class and enroll in an ENC 0025 class for that semester.
- Enrollment in ENC 0025 class is based on time and availability.

BYPASS ENC 0025 from ENC 0015

- A student enrolled in ENC 0015 who has an "A" average (90% or better, overall), in the class at the midterm may be given the ENC 0025 Common Course Assessment, which would need to be completed in addition to the ENC 0015 Common Course Assessment.
- If the student completes the ENC 0025 Common Course Assessment with a grade of "A," the student may take the ENC 0025 Course Mastery Exam.
- If the student achieves a grade of 85% or better on the ENC 0015 Course Final Exam AND a score of 80% or better on the ENC 0025 Course Mastery Exam, that student may bypass ENC 0025 from ENC 0015

Bypass ENC 0025 to ENC 1101

- During Add/Drop week, at the discretion of the ENC 0025 professor based on diagnostic tests given the first class days, the student may be offered the opportunity to complete the ENC 0025 Common Course Assessment, to take the ENC 0025 Course Final Exam, to bypass ENC 0025
- If the student receives a grade of "A" on the ENC 0025 Common Course Assessment and scores 90% or better on the ENC 0025 Course Mastery Exam, he or she may bypass the ENC 0025 class and enroll in an ENC 1101 class for that semester, pending a REA hold.
- Enrollment in ENC 1101 class is based on time and availability.

ALTERNATIVE

For cases when student never began sequence

- for students with other indicators of college readiness, for example; passing grades in Gatekeeper courses
- must have Dean's approval
- case by case



Developmental Course Completion Routes

Developmental Mathematics

MAT 0018 MAT 0028

TRADITIONAL

The student

- places into developmental course through placement testing.
- enrolls in developmental course sequence at placement level.
- at lower level, completes requirements of course, common course assessment, and final exam with a minimum grade of "C".
- at upper level, completes requirements of course, common course assessment, and course mastery exam with a minimum grade of "C".

BYPASS MAT 0018 to MAT 0028

1. The student currently enrolled in MAT 0018, having been placed there.
2. The student will be given an opportunity to take a bypass test during the add/drop period of that semester.
- 3.. If the student achieves a score of 85% or better, the student is eligible to enroll into MAT 0028 during the add/drop period. If the student does not enroll in MAT 0028 during the add/drop period, the student will remain in MAT 0018. If the student does not achieve a score of 85% or better, the student will remain in MAT 0018.

BYPASS MAT 0028 to MAT 1033

1. The student currently enrolled in MAT 0028, having been placed there or having passed MAT 0018.
2. The student will be given an opportunity to take a bypass test during the add/drop period of that semester.
- 3.. If the student achieves a score of 85% or better, the student is eligible to enroll into MAT 1033 during the add/drop period. If the student does not enroll in MAT 1033 during the add/drop period, the student will remain in MAT 0028. If the student does not achieve a score of 85% or better, the student will remain in MAT 0028.

Early Exit – Out of MAT 0028

- Students enrolled in MAT 0028 cannot exit early.

ALTERNATIVE

For cases when student never began sequence

- for students with other indicators of college readiness; for example, passing grades in Gatekeeper courses
- must have Dean's approval
- case by case

SB 1720 – Developmental Education

Under SB 1720, entering college students fall into one of two categories: **EXEMPT** or **NONEXEMPT**.

An **EXEMPT** student is NOT REQUIRED to take the P.E.R.T. or to submit placement scores such as the SAT or ACT.

To be considered **EXEMPT**, a student must:

- Have entered 9th grade in a Florida public school in the 2003-2004 school year or any year thereafter.
- Remained in a Florida public high school until completion
- Have earned a Florida standard high school diploma
 - **OR**
- Is presently serving as an active duty member of any branch of the United States Armed Services

A **NONEXEMPT** student must take the P.E.R.T., or submit placement scores, and will be advised of options available for remediation and must enroll in the developmental education option or his or her choice.

A student is **NONEXEMPT** if he or she:

- Entered a Florida public high school before the 2003-2004 school year
- Completed high school through GED completion
- Attended any high school other than a Florida public high school, including:
 - ♦ Private school
 - ♦ Home school
 - ♦ High school in any other state

The State Board of Education is required to establish the exemption in rule by October 31, 2013.

SB 1720

Developmental Course Options

Under SB 1720, remediation may be achieved by a student's choice of several options to be offered by the College. Advisors will explain available options to students.

1008.02 of SB 1720 reads as follows:

Developmental education may be delivered through a variety of accelerated and co-requisite strategies and includes any of the following:

- (a) **Modularized instruction** that is customized and targeted to address specific skills gaps.
- (b) **Compressed course structures** that accelerate student progression from developmental instruction to college-level coursework.
- (c) **Contextualized developmental instruction** that is related to meta-majors.
- (d) **Co-requisite developmental instruction or tutoring** that supplements credit instruction while a student is concurrently enrolled in a credit-bearing course.

A task force of faculty, assigned and led by the Provost/ VPAA, will work during the fall semester on course structure designs for nonexempt students as well as strategies and programs to support exempt students in college-level courses.

FL SB 1720

Conforming Bill for Higher Education: Conference Report for CS/CS SB 1720

(Approved by Governor May 20, 2013, Chapter 2013 -051)

Developmental – Conforming Language

Throughout the statutes, “college preparatory” is changed to “developmental education.” Many sections of the bill do not make substantive changes, just this “conforming” change.

Definitions, including Developmental Education Sections 9 and 18

Defines developmental education as: Instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction. Developmental education may be delivered through a variety of accelerated and co-requisite strategies and includes any of the following:

- Modularized instruction that is customized and targeted to address specific skills gaps.
- Compressed course structures that accelerate student progression from developmental instruction to college-level coursework.
- Contextualized developmental instruction that is related to meta-majors.
- Co-requisite developmental instruction or tutoring that supplements credit instruction while a student is concurrently enrolled in a credit-bearing course.

Defines “gateway course” as the first course that provides transferable, college-level credit allowing a student to progress in his or her program of study.

Defines “meta-major” as a collection of programs of study or academic discipline groupings that share common foundational skills.

Admissions / Counseling / Testing of Students Section 16

Requires admissions counseling to all students entering college credit programs. Counseling provides developmental education options for students whose assessment indicates that they need to improve communication or computation skills that are essential to perform college-level work.

Requires local board policies to provide that students are notified of developmental education options including tutoring, extended time in gateway courses, free online courses, adult basic education, adult secondary, or private provider education.

Strikes the prohibition for students to enroll “in additional college level courses until the student scores above the cut score on all sections of the common placement test.”

Common Placement Testing, Exemptions, Meta-Majors, College Plan, College Policies on Admissions, Developmental Education Options and Disclosure Requirements Section 19

Requires SBE to identify alternative assessments that may be accepted in lieu of the common placement test.

Requires placement testing to have capacity to diagnose basic competences in English, reading, and mathematics essential for success in meta-majors and providing test information to students on the specific skills they need to attain.

Requires SBE, by October 31, 2013, to establish by rule the test scores a student must achieve to demonstrate college ready skills, to include:

- Prohibition against requiring the CPT or P.E.R.T. or requiring developmental education for students who entered the 9th grade in a Florida public school in the 2003-04 school year and after and who earned a standard HS diploma. It also exempts active duty members of the military.
Note: This section will likely need to be implemented for Spring 2014, following approval of the SBE rule.
- Allows the exempted students to choose to be tested or take developmental education once counseled and advised of options.
- Mandates that passing test scores are good for two years and students cannot be required to retest or take developmental education

Repeals requirement for students to complete college preparatory courses by the time they earn 12 college credits.

Requires, by December 31, 2013, the SBE with the BOG to approve meta-majors and academic pathways that identify gateway courses.

- Requires colleges to use placement test results to determine readiness for the student's chosen meta-major.
- Requires colleges to counsel students into college credit as quickly as possible with developmental education limited to content needed for the meta-major.

Requires, by March 1, 2014, colleges to develop a plan to implement developmental education and submit it to the Chancellor for approval. Implementation can be at any time but no later than Fall 2014. Each plan must include, at a minimum, local policies that outline:

- 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 achievements that the institution may consider, in addition to CPT scores for advising students regarding enrollment options.
- Developmental education strategies available to students.
- A description of student costs and financial aid opportunities associated with each option.
- Provisions for the collection of student success data.
- A comprehensive plan for advising students into appropriate developmental education strategies based on student success data.

Requires colleges to submit accountability reports that include student success data relating to each developmental education strategy implemented by the institution by October 31, 2015. Chancellor compiles and submits the reports to the Governor, Senate President, House Speaker and the SBE each year by December 31.