

**Division of Community Colleges  
and Workforce Education  
Office of Student and Academic Success**

**Bridging the Gap**

**Table 5  
College Preparatory Needs by Age  
Fall 1993 FTIC Cohort Tracked Through Spring 1998**

Age	Number	Percent of Cohort	College Ready	Needed Only One Area	Needed Two Areas	Needed All Three Areas
17 or less	986	2.8	49.9	28.2	13.9	8.0
18	15,601	43.9	49.2	28.1	13.7	9.0
19	7,914	22.3	31.8	29.0	20.4	18.8
20	2,412	6.8	21.3	31.1	20.8	26.8
21	1,197	3.4	22.1	37.8	19.9	20.3
22-25	2,921	8.2	18.1	46.0	20.0	15.9
26-35	2,993	8.4	13.8	51.6	18.9	15.7
36-45	1,133	3.2	13.4	56.2	16.6	13.8
46-55	327	0.9	11.0	61.5	15.6	11.9
Over 55	63	0.2	15.9	49.2	20.6	14.3

Division of Community Colleges  
and Workforce Education  
Office of Student and Academic Success

Number and Percentage of Students Who Took  
MAT0020 or MAT0024 Then Took MAT1033, by Grade Earned

System	INITIAL MAT1033							Total
MAT0020/ MAT0024	A	B	C	D	F	S	U	Total
<b>A</b>	2,497	2,137	1,213	321	456	0	0	6,624
	37.7%	32.3%	18.3%	4.8%	6.9%	0.0%	0.0%	100.0%
<b>B</b>	636	1,807	2,288	942	1,252	0	0	6,925
	9.2%	26.1%	33.0%	13.6%	18.1%	0.0%	0.0%	100.0%
<b>C</b>	147	556	1,289	766	1,422	1	0	4,181
	3.5%	13.3%	30.8%	18.3%	34.0%	0.0%	0.0%	100.0%
<b>D</b>	10	78	149	89	177	1	0	504
	2.0%	15.5%	29.6%	17.7%	35.1%	0.2%	0.0%	100.0%
<b>F</b>	50	127	268	183	469	0	0	1,097
	4.6%	11.6%	24.4%	16.7%	42.8%	0.0%	0.0%	100.0%
<b>S</b>	780	1,158	1,321	862	1,370	92	15	5,598
	13.9%	20.7%	23.6%	15.4%	24.5%	1.6%	0.3%	100.0%
<b>U</b>	21	93	140	95	229	5	4	587
	3.6%	15.8%	23.9%	16.2%	39.0%	0.9%	0.7%	100.0%
<b>Total</b>	4,141	5,956	6,668	3,258	5,375	99	19	25,516
	16.2%	23.3%	26.1%	12.8%	21.1%	0.4%	0.1%	100.0%

Source: Student Data Base,  
MAT0020/MAT0024 2002-2003  
MAT1033 2002-2003  
or 2003-2004  
Date Created: December 1, 2004

Subsequent Course Success\_MATH  
MAT002024\_MAT10331

**Division of Community Colleges  
and Workforce Education  
Office of Student and Academic Success**

**Number and Percentage of Students Who Took  
MAT1033 Then Took MAT1105, by Grade Earned**

System						
INITIAL MAT1105						
MAT1033	A	B	C	D	F	Total
<b>A</b>	1,209	960	415	80	114	2,778
	43.5%	34.6%	14.9%	2.9%	4.1%	100.0%
<b>B</b>	457	1,177	1,101	313	382	3,430
	13.3%	34.3%	32.1%	9.1%	11.1%	100.0%
<b>C</b>	183	632	1,145	534	694	3,188
	5.7%	19.8%	35.9%	16.8%	21.8%	100.0%
<b>D</b>	20	120	193	122	179	634
	3.2%	18.9%	30.4%	19.2%	28.2%	100.0%
<b>F</b>	15	69	136	81	157	458
	3.3%	15.1%	29.7%	17.7%	34.3%	100.0%
<b>S</b>	0	0	0	0	1	1
	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
<b>Total</b>	1,884	2,958	2,990	1,130	1,527	10,489
	18.0%	28.2%	28.5%	10.8%	14.6%	100.0%

Source: Student Data Base,  
Date Created: December 1, 2004

Subsequent Course Success\_MATH  
MAT1033\_MAC1105

**Division of Community Colleges  
and Workforce Education  
Office of Student and Academic Success**

**Number and Percentage of Students Who Took  
ENC College Prep Then Took ENC1101, by Grade Earned**

System						
INITIAL ENC1101						
ENC Prep	A	B	C	D	F	Total
<b>A</b>	503	855	429	68	145	2,000
	25.2%	42.8%	21.5%	3.4%	7.3%	100.0%
<b>B</b>	477	1,450	1,247	268	402	3,844
	12.4%	37.7%	32.4%	7.0%	10.5%	100.0%
<b>C</b>	126	581	923	291	378	2,299
	5.5%	25.3%	40.1%	12.7%	16.4%	100.0%
<b>D</b>	11	67	78	38	32	226
	4.9%	29.6%	34.5%	16.8%	14.2%	100.0%
<b>F</b>	19	68	86	22	53	248
	7.7%	27.4%	34.7%	8.9%	21.4%	100.0%
<b>S</b>	362	936	975	396	225	2,894
	12.5%	32.3%	33.7%	13.7%	7.8%	100.0%
<b>U</b>	9	36	46	13	24	128
	7.0%	28.1%	35.9%	10.2%	18.8%	100.0%
<b>Total</b>	1,507	3,993	3,784	1,096	1,259	11,639
	12.9%	34.3%	32.5%	9.4%	10.8%	100.0%

Source: Student Data Base,  
Date Created: December 1, 2004

Subsequent Course  
Success\_ENGLISH  
ENCPrep\_ENC1101

**Division of Community Colleges and Workforce Education  
Developmental Education Survey Analysis  
2005**

The responses to the DCCWE 2005 Developmental Education Survey provided much useful information on Developmental Education Programs in Florida's community colleges. Results are displayed in Charts I - XIV for the questions posed in the survey where information was applicable.

**Florida Administrative Code (F.A.C.).** Important in the analysis of survey responses are statutory and resultant rule requirements for testing and placement for first-time-in-college (FTIC) degree-seeking students. An entry-level placement test is required of all degree-seeking students that enter the community college system. Further, each of the 28 community colleges is required to administer the Florida College Entry-Level Placement Test (CPT).<sup>1</sup> The cut scores established for this state-adopted test determine if students need to take developmental education courses in reading, writing, or math prior to beginning an Associate in Arts (AA) or Associate in Science (AS) program. Rule 6A-10.0315, F.A.C., provides the following current cut scores for the CPT for admission of students.

Standard Score

(a) Reading Comprehension	83
(b) Sentence Skills	83
(c) Elementary Algebra	72

Dr. Patricia Windham has provided the following commentary from the Division of Community Colleges and Workforce Education concerning an optional testing reference in Rule 6A-10.0315, F.A.C.: "Community college presidents have the authority to institute the use of SAT/ACT scores as a substitute for the CPT. However, tests such as the LOEP<sup>2</sup> can only be used as a supplement to the CPT for more precise student placement, not in the place of."

While Rule 6-A-10.315(19), F.A.C., references student assessment for completion of a college preparatory course, the rule does not require a standardized exit test or passing scores.

**Survey Results.** In the following charts, counts are indicative of the number of institutions utilizing a particular practice. An individual community college may engage in more than one practice concerning particular questions on the survey.

**Question 1: What is the position of the person responding to this survey?**

Titles of the various respondents were at the level of assistant dean, associate dean, associate provost, associate vice president, coordinator, department chair, dean, and director. One respondent listed coordinator, deans, director, and faculty members as a group of respondents.

<sup>1</sup> Students who present scores on either the College Board's SAT-1 or the American College Testing Program's Enhanced ACT test that meet or exceed the scores specified in Rule 6A-10.0315, F.A.C., may be exempted from taking the Florida College Entry-Level Placement Test (CPT) at the option of the president of the community college.

<sup>2</sup> Levels of English Proficiency

**Question 2: What practices does your institution currently employ to determine the placement of ESL students?**

Chart I shows that a variety of methods are used within the FCCS to determine placement of English as a Second Language (ESL) students. Colleges using either the CPT, ACT, or SAT for placement may or may not conduct further evaluation for entering ESL students. Commentary in the Developmental Education Survey indicates that some community college programs do not administer the CPT to FTIC students until they have finished their ESL curriculum.

Clearly, there is not a standardized assessment and placement process for ESL students in institutions across the community college system.

**Chart I  
Number of Community Colleges Employing Common Practices  
in the Placement of ESL Students  
with Many Colleges Using Multiple Practices**

<b>Test or Practice Utilized</b>	<b>Number of Colleges</b>
CPT/Accuplacer college placement test	18
ACT/SAT	7
LOEP/TOEFL/English Placement Test/CELT	15
Use of writing sample	5
Consultation with an advisor	2
CASAS	4
TABE	2
No ESL course offerings/program	4

**Question 3: Does your institution require any students to take the SLS course?**

Chart II displays practices of community colleges in placing students into the Student Life Skills (SLS) course. While almost all community colleges employ a single practice, two colleges have some variation in the policy for placement into this course. One college requires students on academic probation to take the SLS course. Less than 5% of the institutions require all students to take the SLS course, students with all three developmental courses to take SLS, or students on academic probation to take SLS. Almost 50% of the community colleges do not require the SLS course.

Three of the respondents to the survey commented on their internal institutional research that indicates a link between the SLS course and student success. Their results included a finding that students who take and pass the SLS intervention courses at their institution during their first term have a retention rate equal to or better than college-ready students. Internal institutional research also found that college preparatory students who do not take the SLS courses performed at about 10 percentage points lower in retention rate than those who do take the courses. Hunter Boylan, a leading researcher in the developmental education field, includes “study strategies courses or workshops” as a necessary support service to be provided to developmental students on a systematic rather than a random basis (Boylan et al., 1996).

**Chart II**  
**Number of Community Colleges Employing Various Practices**  
**in the Placement of Students into**  
**the SLS Course**

Practice Employed	Number of Colleges
All students must take the SLS	1
Students with all three developmental courses must take the SLS	1
Students with at least two developmental courses must take the SLS	7
Students in developmental writing/reading must take the SLS	3
Students with at least one developmental course must take the SLS	4
Students on academic probation must take the SLS	1
Other	1
Not required, is elective	13

**Question 4: What are your institution’s practices concerning advising/counseling for developmental education students: specifically, during testing and placement, and throughout their developmental coursework?**

Chart III indicates advising and counseling practices in Florida community colleges. A single approach to advisement is used by 43% of the 28 community colleges, while 57% use multiple approaches to advisement and counseling for developmental education students. Advising and counseling practices for developmental education students are widespread within the community college system, with variations in intensity and frequency. Less than 5% of the institutions reported the use of informal counseling, identification of the student’s problem areas, or Federal TRIO Programs (a series of educational opportunity programs).

**Chart III**  
**Number of Community Colleges Employing Various Practices**  
**for Advising/Counseling Developmental Education Students**

Advising/Counseling Practices	Number of Colleges
Mandated orientation/educational planning	6
Review scores with students	10
Explain the developmental program	5
Academic counseling/assist student in choosing courses	19
Workshops	2
Administration or advisors send letters to students inviting them to come in	2
Advisors visit prep classes	3
Ongoing advising for qualifying students through TRIO programs	1
Identify the student’s problem areas	1
Other	3
No special advising practices in place for developmental education students	2

**Question 5: How are students advised of workforce development as an alternative to AA/AS?**

Chart IV shows practices utilized to advise students of workforce development as an alternative to the AA/AS in Florida’s community colleges. Almost all of the 28 community colleges indicated that students are advised about the range of educational opportunities available at a college. The most frequently used practice for advising for workforce development is through career advisors (60% of the community colleges). Less than 5% of the community colleges utilize vocational recruitment staff or a program to introduce high school students to community college career and technical areas. The following categories of students were cited in the survey responses as those students receiving particular attention for advising in relation to workforce development opportunities: undecided students, students who have not been successful in chosen career goals, students who are “doing poorly or may not have the endurance to earn a two year degree,” and students who do not meet CPT cut scores in reading, writing, and math.

**Chart IV  
Number of Community Colleges Advising Students  
of Workforce Opportunities (Certificate) as an Alternative to AA/AS  
by Advisement Method**

Advisement Source	Number of Colleges
Career advisors	17
Orientation	6
Career Center	5
Media – brochure, printed materials, websites, TV spots	3
Vocational recruitment staff	1
Other	3
Program to introduce high school students to community college	1
No formal pathway or pathway unknown	3

**Question 6: What is your institution’s attendance policy for developmental education students?**

Chart V provides information on attendance policies for developmental education students in the FCCS. Fifteen of the colleges allow instructors to set the attendance policy. However, there may be departmental or institutional policies that are to be considered by the instructor. There is no institutional attendance policy for 7 of the colleges. In general, attendance policies vary greatly across the community college system, and standards stated in the survey range from 3 absences to 10 absences. Two colleges commented on the link between class attendance and student retention and completion rates for developmental education students. Less than 5% of the colleges make attendance a part of the course grade.

**Chart V  
Number of Community Colleges Employing Various Practices  
in Attendance Policy**

Attendance Policy	Number of Colleges
Instructors set attendance policy	15
Student is withdrawn after more than 3 absences/10% or more of classes	8
Student is withdrawn after 3 absences	2
Attendance policy for developmental students is same as for credit students	9
Departmental attendance policy	3
Attendance is part of the course grade	1
No institutional attendance policy	7
Other	1

**Question 7: Is your developmental education program a “stand alone” program or are the courses integrated into the relevant departments?**

Chart VI demonstrates that most developmental education programs in Florida’s community colleges are integrated into the relevant departments.

**Chart VI  
Number of Community Colleges and Types of Programs**

Type of Program	Number of Colleges
Integrated into departments	22
Stand alone – separate department/office	6
Have coordinating office between departments	5
Other	2

**Question 8: Provide an explanation of the labs at your institution. Include whether they are open labs, labs integrated into courses, or labs as separate courses.**

Chart VII demonstrates that most community colleges have labs that are integrated into courses. More than half of the colleges also have open lab hours that provide additional opportunities for study.

**Chart VII  
Number of Community Colleges and Types of Labs Offered**

Type of Lab	Number of Colleges
Integrated into course	23
Open labs	18
Labs as separate courses	8
Labs with weekly time requirements	4

**Question 9: Do you provide staff training and professional development in your developmental education program? If yes, provide examples of training opportunities.**

Chart VIII indicates the type of staff training opportunities provided in developmental education programs in the FCCS. Workshops and seminars for instructors are offered by 50% of the community colleges. Three community colleges have no training opportunities available to developmental education staff. Less than 5% of institutions offer orientation, mentoring, a visit to the classroom, or funding for graduate level courses.

**Chart VIII  
Number of Community Colleges Offering Types of Staff Training  
and Professional Development**

Types of Training Opportunities	Number of Colleges
Workshops/seminars for instructors	14
Other	13
Funding available to attend conferences	7
Attend professional development organization meetings	5
In-service programs	3
“Training Day” at the institution	3
None	3
Printed materials available	2
Virtual workshops/distance learning	2
Orientation	1
Mentoring	1
Visit classrooms	1
Funding for graduate level courses	1

**Question 10: What are your institution's current policies (or practices) regarding CPT retesting? List all.**

Chart IX displays the various responses regarding CPT retesting at the community colleges. Nine community colleges indicated a single practice in responding to Question 10.

**Chart IX  
Number of Community Colleges  
Employing Various Practices Regarding CPT Retesting  
With Many Colleges Using More Than One Practice**

Current Practice	Number of Colleges
Approval from institutional authority needed to retest	11
Retest after at least 30 days	10
Retesting allowed limited number of times	8
Retesting allowed if scores are older than 2 years	7
Other	7
Student must not be enrolled in a current college prep course	6
Retesting discouraged/not allowed	4
Retesting fee charged	2
Retest if scores are within certain ranges (usually close to cut scores)	2
Retesting allowed if student never attempted a college prep course	2

**Question 11: Are the current cut scores on CPT too high, too low, or appropriate? If they are not appropriate, how could they be changed?**

Chart X provides commentary from the community colleges on the appropriateness of CPT cut scores. There is no consensus indicated from responders on Question 11.

**Chart X  
Number of Community Colleges  
and Responses on the Appropriateness of CPT Cut Scores**

Appropriateness of CPT Cut Scores	Number of Colleges
Other	8
All cut scores are appropriate	5
Math scores are too low	5
Reading/writing scores are appropriate	4
Reading/writing scores are too low	4
Math cut scores are appropriate	2
Use additional placement tests as needed	2

**Question 12: What are your institution's current policies and practices regarding an exit exam? Please be sure to include the following in your response: (a) Are all registered students allowed to test or only those "passing" at the end of the term? (b) What is the passing score used? (c) Do all students who pass the exam also pass in the course? (d) What recommendations would you make for policy regarding exit testing?**

Chart XI enumerates the policies and practices of Florida community colleges regarding the exit exam. Nine of the colleges expressed interest in addressing the passing score of the exit exam. Seven of these colleges wish to see a standardized passing score across the state. Neither administration of the exam nor cut scores for passing are currently standardized in the state.

**Chart XI  
Number of Community Colleges  
and Current Policies and Practices Regarding an Exit Exam**

Current Policies and Practices	Number of Colleges
Students need a C or better in the class to sit for the exam	16
All students take the exam	10
Requires score of 70% or higher to pass the exam	14
Requires score of 60-69% to pass the exam	13
Students may retake the exam	6
Students must submit a writing sample	6
Students may take the exam only once	1
All students who pass the exam also pass the course	8
Students may pass the exam and not pass the course	8
Other	15
Recommend creating a common passing score for all institutions	7
Recommend changing the current passing score	2

**Question 13: Describe how students are tracked from developmental education into college level courses on a regular basis. Are the results used for internal improvement and/or policy development?**

Chart XII shows the number of community colleges that track developmental education students and/or use data for internal improvement. Six colleges are currently addressing or initiating mechanisms for tracking. Six colleges do not regularly track developmental education students.

**Chart XII  
Number of Colleges Tracking Students into College Level Courses  
and Application to Internal Improvement**

<b>Tracking and Follow Up Practices</b>	<b>Number of Colleges</b>
Tracking mechanisms being initiated/addressed	6
Subsequent course success is examined	8
Institutional Research office generates reports	8
Division/department does internal follow up	7
Do not regularly track	6

**Question 14: Describe any current best practices at your institution that should be shared with other institutions.**

**Question 15: Describe any best practices at any other institution (within or outside of Florida) that DCCWE should investigate for possible inclusion.**

Because of the differing responses to **Questions 14 and 15**, it was not possible to code themes and analyze the results. However, these responses provide useful information to share among the 28 community colleges, and a formalized summary of responses to Questions 14 and 15 will be disseminated by DCCWE in October 2005 at a regular meeting of both the Community College Council of Instructional Affairs and of the Council of Student Affairs.

**Question 16. Given an ideal developmental education world, how would you design your courses? Be sure to include integration, length, follow up procedures with students, and whether you should co-require courses (i.e., SLS) in your discussion.**

The variety of responses to Question 16 presented an inhibiting factor in the analysis of the question. However, Chart XIII reflects that the particular suggestion of a requirement for SLS is consistent with a significant percentage of the responses (71%).

**Chart XIII  
Number of Colleges Suggesting Particular Practices  
for an Ideal Developmental Education Program**

<b>Suggested Practices</b>	<b>Number of Colleges</b>
SLS is mandatory for developmental education students	20
Other	20
Modular, open-entry/exit instead of semester courses	10
Cross-disciplinary teaching	4
Faculty mentor/advisor assigned to each student	3

**Question 17. What options should be available for disabled students?**

In summary, the responses to Question 17 reflect the following: Otherwise qualified individuals with disabilities have access to the same options as their non-disabled peers. Reasonable accommodations are available when necessary.

**Question 18. What services could DCCWE provide to help your institution that they are not currently providing?**

Chart XIV provides suggestions from the individual community colleges to DCCWE for providing services to assist institutions with their developmental education programs. DCCWE regularly provides data to community colleges concerning developmental education students, including subsequent course success, retention, and completions. DCCWE created a Best Practices Web Site in May 2005. An important continuing service from DCCWE will be communication that advertises the web site to community colleges and in particular to developmental education faculty and staff.

**Chart XIV  
Number of Community Colleges Suggesting  
DCCWE Services for Developmental Education Programs**

Suggested DCCWE Services	Number of Colleges
Share best practices/policies	7
Other	7
Follow up data on student success	4
More money	3
Professional development workshops on developmental education	3
Nothing	3
Earlier notification about reports	1
Results disseminated to actual participants, not just institution	1

For questions concerning the Developmental Education Survey report, please contact Sandra Burkholder via telephone at (850) 245-9492 or via e-mail at [Sandra.Burkholder@fldoe.org](mailto:Sandra.Burkholder@fldoe.org).