

# Florida College System Developmental Education Accountability Reports

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FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



THE *Florida*  
COLLEGE SYSTEM

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## Executive Summary

For the 2017-18 year, course enrollments in developmental education decreased 26 percent from the previous year. During the same time, enrollments in each of the individual developmental education subject areas, defined as mathematics, reading and writing, experienced declines. Student success rates – the percent of students who earned a grade of “C” and above – remained stable over the past year with success rates of 75 percent in reading and 73 percent in writing, which were the same rates as last year. In mathematics, 60 percent of students earned a grade of “C” and above, which was one point higher than the previous year.

Based on the requirements of section (s.) 1008.30, Florida Statutes (F.S.), colleges no longer require the placement of exempt students – those who entered 9<sup>th</sup> grade in Florida after 2003-04 and earned a high school diploma or those serving as an active duty member of the United States Armed Services – in courses based on standard scores on assessments. For non-exempt students, colleges are using multiple measures to determine appropriate course placement along with scores on assessments, high school courses, grade point average, selected major or meta-major and performance in other academic activities. A meta-major is a collection of programs of study or academic discipline groupings that share common foundational skills.<sup>1</sup>

Colleges identified subpopulations based on race/ethnicity, age and gender and developed plans to provide greater support for student success. Half of the colleges selected black students as the subpopulation and the other colleges selected students based on age (30 percent) or gender (20 percent). Plans for enhancing student success among these populations focused on engaging students through individualized services and support beyond the classroom.

Colleges continue to offer comprehensive academic and support services including advising, early alerts and tutoring services to promote success in developmental education.

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<sup>1</sup> Source: s. 1008.02, F.S.

[http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=1000-1099/1008/Sections/1008.02.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1008/Sections/1008.02.html)

## Introduction

Since the 2013 developmental education reform, course enrollments in developmental education decreased and success rates – the percent of students earning a “C” and above – increased. At the same time, enrollments in gateway courses, which are the first courses that provide transferable, college-level credit allowing a student to progress in his or her program of study,<sup>2</sup> increased and success rates remained relatively constant. By utilizing alternative pathways, campus resources and proactive advising, including advisors’ use of multiple measures for course placement, students in Florida are succeeding in gateway courses (Clery & Frye, 2018; Woods, Richard, Park, Tandberg, Hu, & Bertrand Jones, 2018).

In Florida, developmental education enrollments declined by 26 percent over the past year from 101,561 to 74,860. During the same timeframe, student success rates, the percent of students earning a “C” and above, remained stable at 75 percent for reading and 73 percent for writing. Mathematics success rates increased by one percentage point over the past year from 59 to 60 percent. A summary of the 2017 report is included in Appendix A for comparison with the current data.

This compilation of Florida College System (FCS) developmental education accountability reports is submitted in accordance with section (s.) 1008.30(6)(b), Florida Statutes, (F.S.), which states:

*Beginning October 31, 2015, each Florida College System institution shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. The report shall be submitted to the Division of Florida Colleges by October 31 in a format determined by the Chancellor of the Florida College System. By December 31, the chancellor shall compile and submit the institutional reports to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the State Board of Education.*

This year’s developmental education accountability report template required colleges to provide an overview of the college’s success with developmental education and review developmental education student success data by each subject area in terms of delivery strategy as well as pedagogical and content alignment. The colleges analyzed the data provided from the Department of Education’s Florida’s PK-20 Education Information Portal (EdStats) online business intelligence tool. Colleges also reviewed developmental education student success data by subpopulations and outlined a plan to increase student success over the next

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<sup>2</sup> Section 1008.02, Florida Statutes

[http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App\\_mode=Display\\_Statute&Search\\_String=gateway+course&URL=1000-1099/1008/Sections/1008.02.html](http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=gateway+course&URL=1000-1099/1008/Sections/1008.02.html)

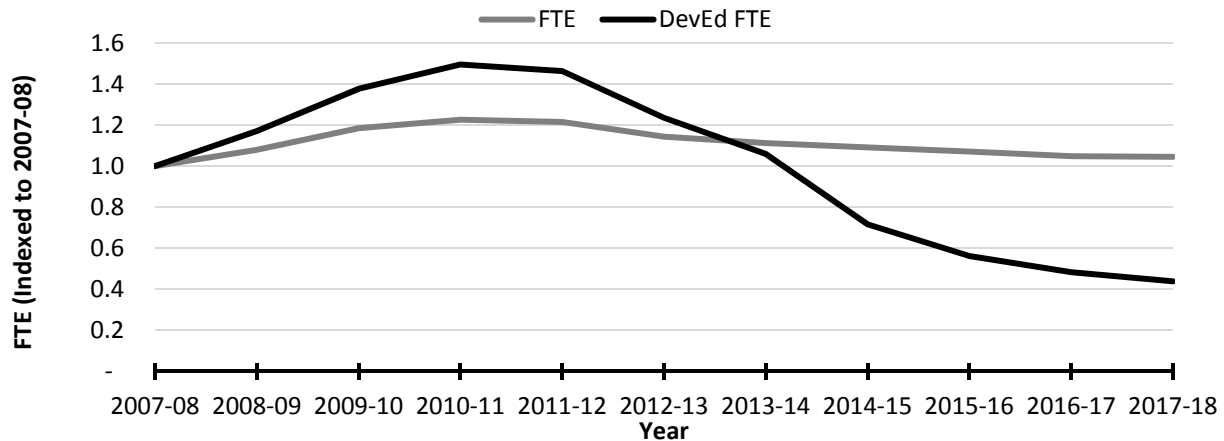
year. Colleges described support for developmental education student success including advising, early alerts and tutoring activities offered beyond the classroom.

### System Overview of Developmental Education Accountability

Over the past five years, FCS institutions reformed developmental education by creating implementation plans for new delivery strategies and changing the way advisors assisted students through a multiple-measures approach to guide student course selection. In addition to changes in structure, colleges focused on pedagogical enhancements and content realignment to help larger numbers of students succeed in college, graduate and enter the workforce. These changes resulted in reduced tuition and book costs since students took fewer developmental education courses.

### Developmental Education Enrollments

Full-time equivalent (FTE) enrollments in developmental education decreased 13 percent from 2016-17 to 2017-18. Compared to 2007-08, total FTE enrollments in the FCS increased five percent. Over this same period, FTE enrollments in developmental education decreased 56 percent from 29,004 to 12,723. This downturn may be attributed to legislative changes that made developmental education optional for certain students starting in 2014-15. Data indicated that a downward trend in developmental education began in 2012-13. An index of full-time equivalent overall FTE to FTE developmental enrollments is depicted in Figure 1.



**Figure 1. Developmental Education Enrollments Indexed to FTE: 2007-08 to 2017-18**

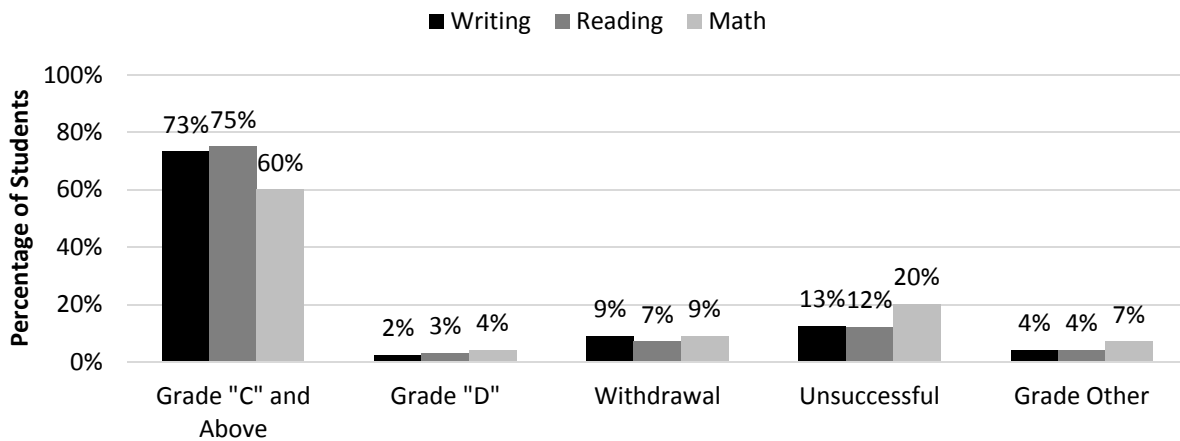
Source: Florida Department of Education.

Based on 2017-18 data, enrollments reflected that mathematics continued to be the primary subject area in which students registered. In fact, mathematics (n=48,157) accounted for approximately 64 percent of all developmental education course enrollments. Fourteen percent – or 10,444 of all course enrollments – were in developmental reading courses and 22 percent – or 16,259 of all course enrollments – were in developmental writing courses. During the past

year, enrollments in each of the individual subject areas experienced declines—reading by 20 percent, by mathematics 12 percent and writing by 11 percent.

### Overall Student Course Outcomes

Students in developmental writing and reading courses performed better than students in developmental mathematics courses with 75 percent, 73 percent and 60 percent of them earning a grade of “C” and above, respectively. Figure 4 provides additional detail regarding the full range of student course outcomes.



**Figure 2. Outcomes for Students in Developmental Education Courses at Florida College System Institutions: 2017-2018**

Source: Florida Department of Education. Notes. Grade "C" or Above includes the data values of "A", "B", "C", "P", "S" ("P" is passed, "S" is satisfactory); Grade of "D" includes only grades of "D"; Withdrawals includes "W" and "WU" ("W" is Official withdrawal, "WU" Unofficial withdrawal); Unsuccessful includes "U" and "F" ("U" is unsatisfactory, "F" is fail); and Other category includes "I", "PR", "X" and "Z" ("I" is incomplete, "PR" is progress, "X" no grade awarded, "Z" audit). Additional data detail is available in Appendix B. Values may not sum to 100 due to rounding.

### Enrollments and Success by Delivery Strategy

Section 1008.02, F.S., defines and requires the colleges to use the following delivery strategies for developmental education courses:

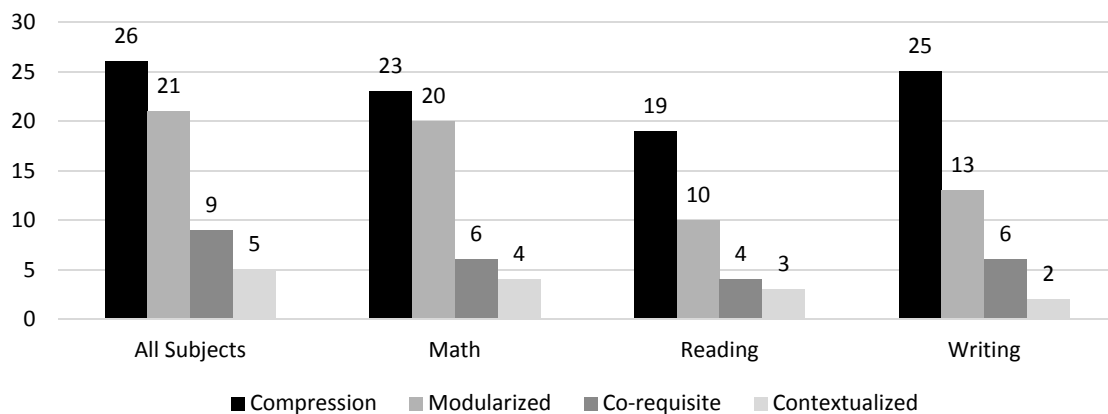
- Modularized** developmental instruction allows faculty to customize and target specific skills gaps through courses that are technology-based and self-paced. Sub-unit parts allow students to master their targeted skill area deficiencies. For example, colleges converted one three-credit course into three one-credit courses, each targeting a different set of concepts to master.

- **Compressed** developmental instruction accelerates student progression from developmental instruction to college-level coursework by reducing the length of the course. Course delivery is more intense and uses a variety of shortened timeframes to allow students to progress quickly. For example, a course originally scheduled to meet once a week for 16 weeks could meet twice a week for eight weeks.
- **Contextualized** developmental instruction relates to meta-majors. For example, faculty present the course content in a way that bridges developmental instruction with courses aligned to specific degree or certificate programs.
- **Co-requisite** developmental instruction or tutoring is supplemental credit instruction while a student concurrently enrolls in a credit-bearing course. For example, a student would enroll in a credit-bearing course and take a related lab/course to supplement their learning.

For each of the delivery strategies, Appendix B details system-level student course outcomes for 2017-18 developmental courses.

Based on 2017-18 enrollments, compression was the most frequently used delivery strategy with 47,335 enrollments at 64 percent, followed by modularized with 18,953 at 25 percent, co-requisite with 5,194 enrollments at seven percent and contextualized with 3,347 at four percent. Considering the frequency of the compressed delivery strategy, many students benefit from the opportunity to save time and money while progressing toward completion in a timely manner.

Overall, by delivery strategy, 26 colleges offered courses by compression, 21 modularized, nine co-requisite and five contextualized as noted in Figure 3.

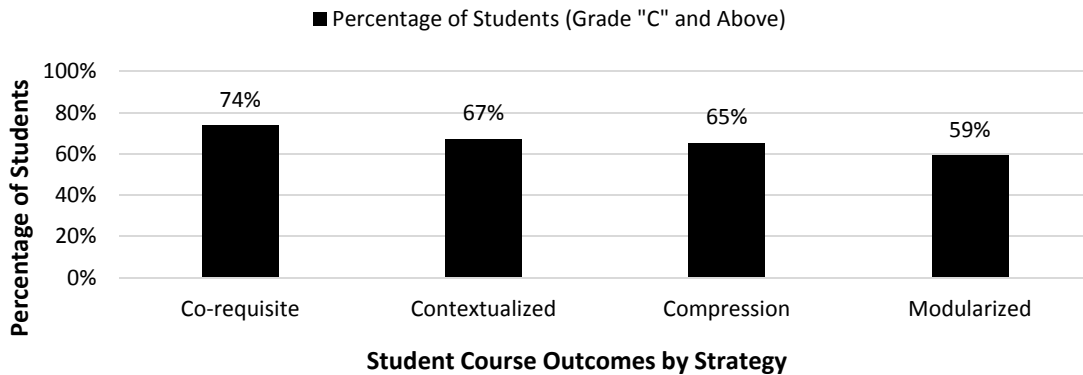


**Figure 3. Colleges Offering Developmental Education Delivery Strategies by Subject: 2017-18**

Source: Florida Department of Education.



Students in developmental education performed best in courses delivered using the co-requisite strategy, with 74 percent of students earning a “C” and above. Students were least successful in courses delivered using the modularized strategy, as noted in Figure 4.

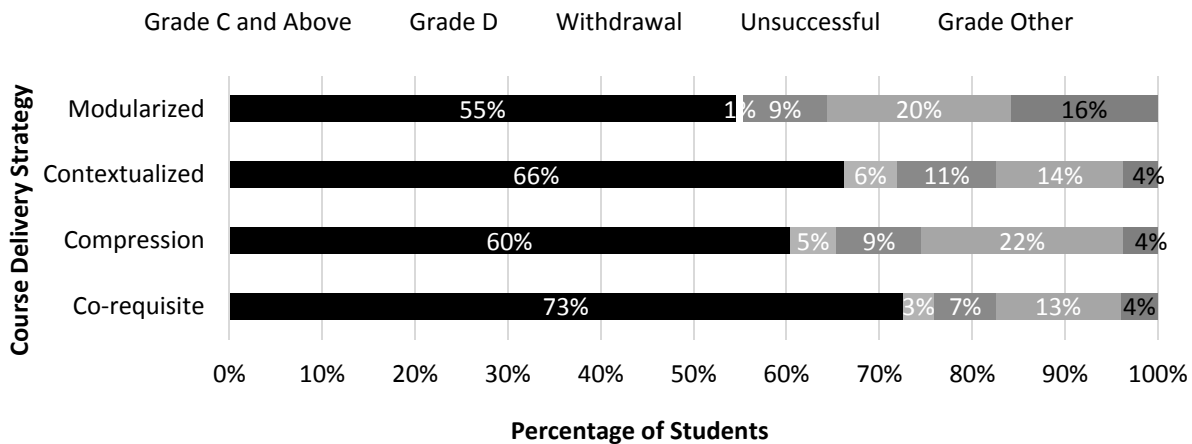


**Figure 4. Student Developmental Education Course Outcomes by Delivery Strategy at Florida College System Institutions: 2017-2018**

Source: Florida Department of Education.

### Student Outcomes in Mathematics by Delivery Strategy

The overall percent of students earning a “C” and above in developmental mathematics education was 60 percent. The co-requisite model, as illustrated in Figure 5, had the highest success rate with 73 percent of students earning a grade of “C” and above. With 66 percent of students earning a “C” and above, contextualized courses have the second highest success rate followed by compression at 60 percent. The modularized delivery strategy had the lowest success rate with 51 percent of students earning a grade of “C” and above and 16 percent received a grade of “other”. The grade of “other,” occurring most frequently with modularized courses as compared to other delivery strategies, included “incomplete,” “progress” or “no grade awarded.” As reported, modularized courses may not accurately capture student success as compared to the other delivery strategies because the modularized strategy may continue into another semester. Once the student completes the work, the instructor updates the grade, which has the potential to impact success rates.

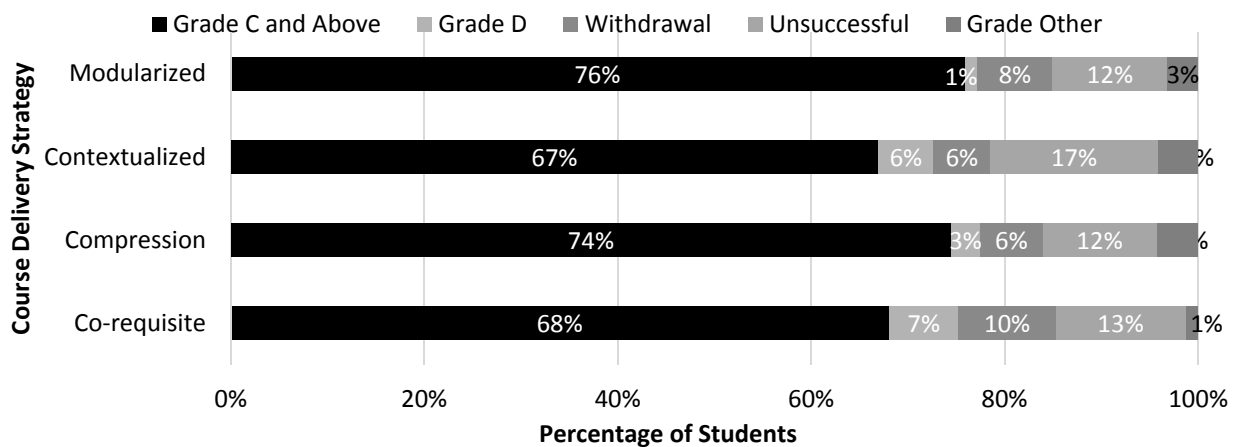


**Figure 5. Outcomes in Developmental Education Mathematics Courses at Florida College System Institutions: 2017-2018**

Source: Florida Department of Education.

### Student Outcomes in Reading by Delivery Strategy

The overall success rate for students taking developmental reading courses was 75 percent. For modularized and compressed courses, 76 and 74 percent of the students earned a “C” and above, respectively. Students had the lowest success rates in contextualized and co-requisite courses at 67 and 68 percent, respectively. Figure 6 provides detailed success rates for developmental reading by strategies.

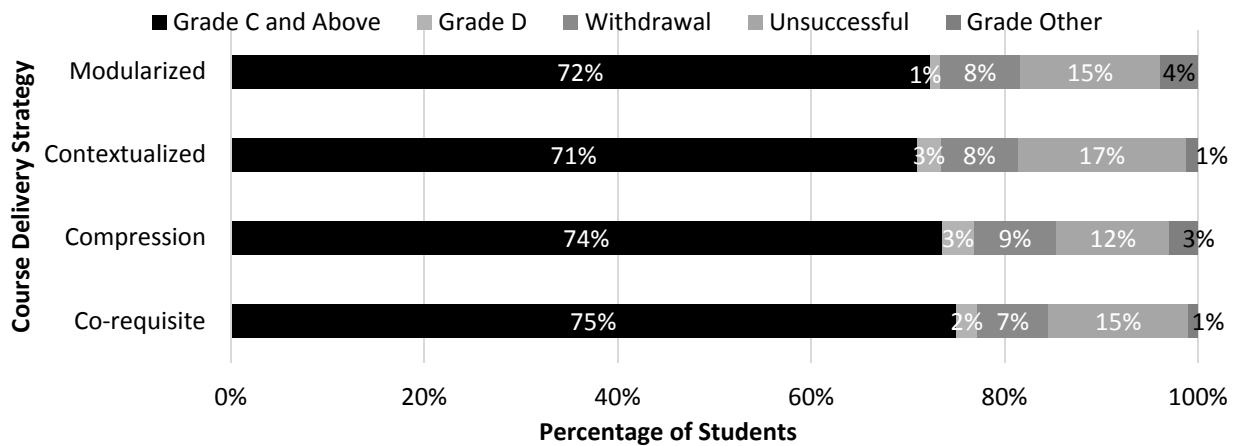


**Figure 6. Outcomes in Developmental Education Reading Courses at Florida College System Institutions: 2017-2018**

Source: Florida Department of Education.

### Student Outcomes in Writing by Delivery Strategy

Developmental education writing had the least variance among course delivery strategies with a four-percentage point difference between the highest and lowest grade of “C” and above success rates by strategy. The overall percent of students earning a “C” and above in writing was 73 percent. The co-requisite course delivery strategy had the highest number of students earning a “C” and above at 75 percent followed by compression at 74 percent. Detailed success rates for developmental writing are included in Figure 7.



**Figure 7. Outcomes in Developmental Education Writing Courses at Florida College System Institutions: 2017-2018**

Source: Florida Department of Education.

### Enhancing Delivery Strategy, Pedagogy and Content Alignment

In an effort to support student success, colleges adjusted delivery strategy structure. For example, a college adjusted the timeframe for compressed developmental courses from eight to four weeks to allow the gateway course twelve weeks as opposed to 8 weeks. Colleges used data to consider which delivery strategies to offer. They also implemented pedagogical revisions and aligned content with high school, college-level and university courses to continue building on foundational skills. Colleges also implemented summer programs with scholarships for students to finish developmental education prior to the fall term.

Colleges consider other factors influencing student success, including offering courses at different times of the day and in different modalities such as face-to-face, hybrid and online. Determining the demand for classes is a critical step in successfully providing what students need to stay on track. Further, colleges are making efforts to increase communication and engagement among full-time and adjunct faculty to ensure consistency with meeting the student learning outcomes.

Colleges indicated that faculty eliminated textbooks in favor of open education resources or faculty-developed materials, which benefited students by providing access on the first day of the course, reducing the overall cost of the degree. At some colleges, faculty required students to purchase one textbook and corresponding software access that was used through a sequence of courses. Students saved money because they did not need to purchase additional textbooks for the subsequent courses.

To set students up for success, some colleges require students in developmental education to enroll in student success courses to expose them to academic success strategies and other resources. To ensure continual improvement, colleges used committees of faculty, staff and administrators to review and recommend enhancements to developmental education.

### **Delivery Strategy Structure**

FCS institutions reported using student success data to determine which delivery strategies to offer. Based on declining enrollments in developmental education, colleges reduced the number of different delivery strategies available to students, streamlining the options and allowing the colleges to focus on offering the delivery strategies where students were most successful. Compared to the previous year, colleges eliminated delivery strategies in all subjects with the exception of contextualized, which remained the same. Often the decision whether to continue with a specific delivery strategy structure depended on the faculty and the success rates at the college.

In addition to considering the statutorily defined delivery strategies, colleges also considered the modalities of offering courses—face-to-face, hybrid and online. Further, colleges combined courses to reduce the cost of education for students. In one example, a college combined two four-hour courses into one five-hour course, saving students the cost of three credit hours. Many colleges continued to praise the benefits of integrated reading and writing to prepare students for gateway communications course.

### **Pedagogical Revisions**

This year, faculty focused pedagogical revisions on personalized and individualized instruction. Colleges implemented more diagnostic tools to assist students with identifying gaps and providing individualized plans to update and enhance their skills and knowledge. By using diagnostic tools, departments scheduled developmental education courses for a late start a few weeks into the semester, allowing access for students who may need additional skill development in order to succeed. One college operationalized courses so students “drop down” a level or enroll in a co-requisite course. Another college used Assessment and Learning in Knowledge Spaces (ALEKS) Placement, Preparation and Learning, a tool many of the Florida state universities use for course placement. Students take an assessment to evaluate what

objectives they know and what they are ready to learn at their own pace. Students are given the opportunity to retake the mathematics assessment in order to improve their course placement, allowing students to accelerate into gateway mathematics courses.

Colleges also mentioned focusing on meta-majors and related contextualization to promote student success as a pedagogical strategy within courses, including mathematics, reading and writing, as a way to incorporate the benefits of the contextualized delivery strategy into other courses. Considering enrollment issues, colleges indicated that faculty members changed the way they taught courses. For example, in co-requisite mathematics courses faculty created open seminars, where students were able to seek individualized assistance—modeled after supplemental instruction and led by learning center staff.

To further increase success, pedagogical revisions included increasing feedback and providing a response to students in a timelier manner, closer to the completion of the assignment. Colleges also increased the use of techniques, such as those from Transparency in Learning and Teaching (TLT) in Higher Education<sup>3</sup>, that help student understand how and why they are learning course content in particular ways. The premise of TLT is for faculty to employ a small change, based on a list of methods, in a course and evaluate the impact.

### **Content Alignment**

As students move from one sector of education to another as well as one level of mathematics to another, content alignment is critical to student success. Students need a strong foundation and basic understandings to connect what they learn to the next level of comprehension. Colleges are collaborating with numerous stakeholders, within the college and outside of the college, to address content alignment.

Two of the colleges reintegrated developmental education faculty into subject area departments as a way to promote better alignment of needed skills and use of resources with developmental education and college level courses. Faculty also taught developmental education and college-level courses.

Mathematics faculty from six FCS institutions met 26 times since 2006 with faculty members from the University of Central Florida at curriculum alignment conferences. The conferences also included school district representatives to review and align mathematics courses. Participants have completed numerous initiatives including prerequisite assessments, syllabi reviews, proficiency checks and shared end-of-course exams to ensure alignment between courses, programs, institutions and educational sectors.

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<sup>3</sup> Transparency in Learning and Teaching Higher Education, University of Nevada, Las Vegas  
<https://www.unlv.edu/provost/teachingandlearning>

Within colleges, faculty convened during the year to share, discuss and implement changes. These meetings resulted in greater coordination with textbook selection, assessments and mentorship between long-time and new adjunct faculty.

To address content alignment and increase consistency across courses, some faculty shared course shells in learning management systems with other faculty to provide videos, handouts, assignments and other tools to promote student success.

In mathematics, colleges used data to ensure the correct sequencing of courses. In the spring of 2017, the Division of Florida Colleges held an Innovations and Excellence Convening at Daytona State College focused on mathematics and workforce. At the convening, college administrators and faculty reviewed data of other colleges and the system to consider strategies for moving forward. The reform work in mathematics has continued under the Florida Student Success Center. Colleges, along with high school and university partners, are considering the alignment of mathematics through all sectors of education. Workgroups are participating in a structured process that will result in recommendations related to practice and policies in mathematics.

Continuing in the direction of the reform work, one college directly enrolled students this past year in non-STEM gateway courses because college data indicated that the previous prerequisite, MAT 1033 Intermediate Algebra – a college level course that counts as an elective – was not a predictor of student success.

As a means of evaluating content alignment, some colleges considered success rates in subsequent courses by disaggregating based on those who took varying levels of developmental education and those who directly entered the course. One college opened up the non-STEM pathways to more students by eliminating the developmental education course prerequisite for Mathematics for Liberal Arts courses. As a result, enrollments for MGF 1106 Mathematics for Liberal Arts I and MGF 1107 Mathematics for Liberal Arts II increased significantly, with student success rates remaining steady. In other developmental education courses, colleges used the redesign of gateway courses to strengthen career and real-world problem solving.

### **Student Success by Subpopulations**

This year, colleges reviewed student success data by subpopulations including race and ethnicity, gender and age. Each college selected one subpopulation and outlined a plan to increase student success over the following year.

In selecting subpopulations, 14 colleges focused on race and ethnicity, specifically black students; eight colleges selected age with three colleges focused on ages 19 or less and one focused on ages 20-24; and seven colleges selected gender with five focused on male students

and one focused on female students. Selected subpopulations varied by colleges with medium and small enrollments. To consider further these subpopulations, 26 colleges focused on mathematics and one focused solely on writing. Twenty-seven colleges focused on increasing success rates and the other college is working to reduce withdrawal rates.

In the system, black students had the lowest success rates in all subject areas (53 percent in mathematics, 70 percent in reading and 69 percent in writing). The gaps in mathematics success rates for black students compared to white students and Hispanic students are seven and 11 percentage points, respectively. For reading, black students were five percentage points below white students and seven percentage points below Hispanic students. For writing, the gaps are smaller at four percentage points compared to white students and seven percentage points compared to Hispanic students.

Systemwide, students ages 20-24 performed the lowest in mathematics, with 57 percent of students in the category earning a “C” and above. For students ages 20-24, the success rate was 71 percent in reading and 70 percent in writing.

When considering gender at the system level, female students were more successful than male students were by five percentage points in mathematics, seven percentage points in reading and eight percentage points in writing. Considering withdrawal rates by gender, male students withdrew from courses at a higher rate than females in all subject areas, with the smallest gap in mathematics and writing at one percentage points and two percentage points in reading.

Although the data provided to the colleges focused on race and ethnicity, gender and age, the Division acknowledges that colleges may further disaggregate each of these subpopulations. For example, colleges disaggregated race and ethnicity by gender to understand the data at a different level and further focus efforts to improve student success. Further, colleges have extensive, long-term initiatives in place to support students. Programs such as minority male initiatives or sister to sister provide services and resources that celebrate, promote and support student success for minority students.

Colleges used information and experiences from on-going initiatives to develop plans for the selected subpopulations, which increased academic support through: student focus groups; professional development for faculty including adjunct faculty; advisor assistance; early interventions through summer programs; open houses for academic support centers; enhanced existing programs; and increased direct contacts with students. Student focus groups helped colleges identify resources, problems, support and barriers to success. For professional development beyond pedagogy, colleges planned to engage faculty, advisors and tutors in workshops on equity and sensitivity training.

Additional efforts included providing guidance on school-life balance and strengthening academic support for students by providing workshops on mathematics, study skills, testing-taking strategies and mathematics anxiety.

Colleges have been actively monitoring and addressing retention strategies for underperforming subpopulations. In some cases, the lower success rates were not unexpected because college staff disaggregated data by the subpopulations and were working to improve success rates.

### **Support for Developmental Education Student Success**

Colleges provided additional support beyond the classroom, intensive academic support and peer programs that establish strong campus-based networks for students. As noted, colleges highlighted advising services, early alert systems and tutoring specifically supporting developmental education. In most cases, these services are also available to the general population. Colleges also offer mentoring and access to computers to further support student success.

Technology continued to serve as a tool for supporting advising, early alerts and tutoring services. Some colleges implemented new systems that facilitated tutoring referrals and tracked visits to the library and learning centers. Other colleges implemented case management technology, such as EAB Navigate, that assigned students to advisors based on their selected academic pathway. Students also had access to academic support 24/7 through online tutoring from platforms such as Smarthinking.

### **Advising Services**

Holistic case management was the most widely noted advising approach in the college reports. Colleges are integrating and requiring advising from high school through the completion of a credential. Advisors connected students with many services and resources, including academic support, financial support services, mental health services and additional basic food and housing services. Many colleges require first-time-in-college students to attend orientation, which is often the first place colleges assign students to advisors and require them to meet prior to registering for classes. Colleges noted that advisor training is a critical key to student success.

Colleges continued to strengthen advising services through an academic foundation with a comprehensive advising curriculum, advising syllabi, individual advising plans and career development. To ensure and determine effectiveness, advisors participated in professional development and implemented assessments of advising services.



### **Early Alert Systems**

Early alert systems create a network of communication to holistically identify student deficiencies as well as recognize student successes and provide appropriate support. Colleges continued to implement these systems and enhance related initiatives. Dropout Detective was the most popular early alert system mentioned this year in the college reports.

### **Tutoring Services**

Colleges offered free tutoring services to students via, face-to-face and through online technology, such as Smarthinking. Along with centers where tutors work with students, centers embedded tutors in courses to connect with students and provide needed academic support for the first week or few weeks of the semester. Some colleges considered extending the timeframe for embedding tutors. Colleges also engaged faculty in tutoring services by using faculty office hours as a time to meet in academic support centers and assist their students as well as other students.

Academic centers embedded tools like Ask a Tutor into the course learning management system, which connected students with tutors to address questions or meet to provide academic support.

### **Conclusion**

Mathematics continued to be the primary subject of focus for increasing student success and strengthening academic support. Colleges reported expanding developmental education initiatives to include supplemental support for gateway courses. Appendix D includes each college's developmental education report for more information.

### References

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**Appendix A – 2017 Florida College System Developmental Accountability Reports Summary**

During 2016-2017, developmental education course enrollments were 86,227. Of these enrollments, 55,005 enrollments in mathematics accounted for approximately 64 percent of all developmental education course enrollments. Twenty-one percent – or 18,185 of all course enrollments – were in developmental writing courses and 15 percent – or 13,037 of all course enrollments – were in developmental reading courses. Students in developmental reading and writing courses performed better than in developmental mathematics courses with 75 percent, 73 percent, and 59 percent of students earning a grade of C and above.

**Appendix B – Developmental Education Student Course Outcomes: 2017-18**

Student Outcomes		Delivery Strategy				All Strategies		
		Co-requisite	Compression	Contextualized	Modularized			
Mathematics	Grade "C" and Above	#	2412	17059	1556	7750	<b>28787</b>	
		%	72%	60%	66%	55%	<b>60%</b>	
	Grade "D"	#	114	1414	136	118	<b>1783</b>	
		%	3%	5%	6%	1%	<b>4%</b>	
	Withdrawal	#	220	2593	251	1275	<b>4340</b>	
		%	7%	9%	11%	9%	<b>9%</b>	
	Unsuccessful	#	448	6130	322	2817	<b>9720</b>	
		%	13%	22%	14%	20%	<b>20%</b>	
	Grade Other	#	133	1060	87	2246	<b>3527</b>	
		%	4%	4%	4%	16%	<b>7%</b>	
	<b>Total</b>	#	<b>3327</b>	<b>28256</b>	<b>2352</b>	<b>14206</b>	<b>48157</b>	
		%	<b>7%</b>	<b>59%</b>	<b>5%</b>	<b>29%</b>	<b>100%</b>	
	Reading	Grade "C" and Above	#	264	5567	306	1602	<b>7739</b>
			%	68%	74%	67%	76%	<b>74%</b>
Grade "D"		#	28	223	26	30	<b>307</b>	
		%	7%	3%	6%	1%	<b>3%</b>	
Withdrawal		#	38	483	27	162	<b>711</b>	
		%	10%	6%	6%	8%	<b>7%</b>	
Unsuccessful		#	52	879	79	252	<b>1262</b>	
		%	13%	12%	17%	12%	<b>12%</b>	
Grade Other		#	5	321	19	66	<b>411</b>	
		%	1%	4%	4%	3%	<b>4%</b>	
<b>Total</b>		#	<b>387</b>	<b>7473</b>	<b>457</b>	<b>2112</b>	<b>10430</b>	
		%	<b>4%</b>	<b>72%</b>	<b>4%</b>	<b>20%</b>	<b>100%</b>	
Writing		Grade "C" or Above	#	1159	8321	391	1893	<b>11783</b>
			%	78%	72%	73%	73%	<b>72%</b>
	Grade "D"	#	8	325	20	26	<b>379</b>	
		%	1%	3%	4%	1%	<b>2%</b>	
	Withdrawal	#	135	1049	30	180	<b>1399</b>	
		%	9%	9%	6%	7%	<b>9%</b>	
	Unsuccessful	#	106	1455	93	385	<b>2040</b>	
		%	7%	13%	17%	15%	<b>13%</b>	
	Grade Other	#	72	456	4	126	<b>658</b>	
		%	5%	4%	1%	5%	<b>4%</b>	
	<b>Total</b>	#	<b>1480</b>	<b>11606</b>	<b>538</b>	<b>2610</b>	<b>16259</b>	
		%	<b>9%</b>	<b>71%</b>	<b>3%</b>	<b>16%</b>	<b>100%</b>	

**Table A1. Outcomes for Students in Developmental Education Courses at Florida College System Institutions: 2017-2018**

Source: Florida Department of Education. Notes. Grade "C" or Above includes the data values of "A", "B", "C", "P", "S" ("P" is passed, "S" is satisfactory); Grade of "D" includes only grades of "D"; Withdrawals includes "W" and "WU" ("W" is Official withdraw, "WU" Unofficial withdraw); Unsuccessful includes "U" and "F" ("U" is unsatisfactory, "F" is fail); and Other category includes "I", "PR", "X" and "Z" ("I" is incomplete, "PR" is progress, "X" no grade awarded, "Z" audit).

**Appendix C – Developmental Education Student Course Outcomes by Subpopulations**

<b>Developmental Education Enrollments and Success Rates by Subject and Race and Ethnicity (System), 2017-18</b>									
Subject	Math	Math	Math	Reading	Reading	Reading	Writing	Writing	Writing
Race	1-White	2-Hispanic	3-Black	1-White	2-Hispanic	3-Black	1-White	2-Hispanic	3-Black
# Students Enrolled	16,734	15,047	12,267	2,798	2,947	3,462	3,919	5,099	5,454
# Students (Grade C and Above)	10,128	9,656	6,516	2,102	2,271	2,424	2,848	3,847	3,750
% Students (Grade C and Above)	60.5%	64.2%	53.1%	75.1%	77.1%	70.0%	72.7%	75.4%	68.8%
# Students (Grade D)	652	434	553	65	72	125	98	102	136
% Students (Grade D)	3.9%	2.9%	4.5%	2.3%	2.4%	3.6%	2.5%	2.0%	2.5%
# Students (Withdrawal)	1,575	1,156	1,226	181	182	283	329	414	525
% Students (Withdrawal)	9.4%	7.7%	10.0%	6.5%	6.2%	8.2%	8.4%	8.1%	9.6%
# Students (Unsuccessful)	3220	2614	3054	370	276	474	519	498	813
% Students (Unsuccessful)	19.2%	17.4%	24.9%	13.2%	9.4%	13.7%	13.2%	9.8%	14.9%
# Students (Grade Other)	1,159	1,187	918	80	146	156	125	238	230
% Students (Grade Other)	6.9%	7.9%	7.5%	2.9%	5.0%	4.5%	3.2%	4.7%	4.2%

<b>Developmental Education Enrollments and Success by Subject and Age (System), 2017-18</b>									
Subject	Math	Math	Math	Reading	Reading	Reading	Writing	Writing	Writing
Age Group	19 or Less	20-24	25 or Above	19 or Less	20-24	25 or Above	19 or Less	20-24	25 or Above
# Students Enrolled	14,434	13,645	20,078	3,409	3,170	3,830	6,157	5,056	5,026
# Students (Grade C and Above)	8,657	7,833	12,297	2,468	2,264	2,994	4,535	3,523	3,713
% Students (Grade C and Above)	60.0%	57.4%	61.2%	72.4%	71.4%	78.2%	73.7%	69.7%	73.9%
# Students (Grade D)	571	521	691	134	87	84	148	124	105
% Students (Grade D)	4.0%	3.8%	3.4%	3.9%	2.7%	2.2%	2.4%	2.5%	2.1%
# Students (Withdrawal)	1,131	1,348	1,861	228	254	227	460	487	451
% Students (Withdrawal)	7.8%	9.9%	9.3%	6.7%	8.0%	5.9%	7.5%	9.6%	9.0%
# Students (Unsuccessful)	2,937	2,906	3,877	440	410	408	785	668	582
% Students (Unsuccessful)	20.3%	21.3%	19.3%	12.9%	12.9%	10.7%	12.7%	13.2%	11.6%
# Students (Grade Other)	1,138	1,037	1,352	139	155	117	229	254	175
% Students (Grade Other)	7.9%	7.6%	6.7%	4.1%	4.9%	3.1%	3.7%	5.0%	3.5%

<b>Developmental Education Enrollments and Success by Subject and Gender (System), 2017-18</b>						
Subject	Math	Math	Reading	Reading	Writing	Writing
Gender	Female	Male	Female	Male	Female	Male
# Students Enrolled	29,276	18,159	6,191	4,042	9,325	6,625
# Students (Grade C and Above)	18,019	10,340	4,762	2,832	7,060	4,512
% Students (Grade C and Above)	61.5%	56.9%	76.9%	70.1%	75.7%	68.1%
# Students (Grade D)	1,058	696	177	122	185	181
% Students (Grade D)	3.6%	3.8%	2.9%	3.0%	2.0%	2.7%
# Students (Withdrawal)	2,155	1,483	360	334	638	526
% Students (Withdrawal)	7.4%	8.2%	5.8%	8.3%	6.8%	7.9%
# Students (Unsuccessful)	5,560	4,024	671	570	1,014	987
% Students (Unsuccessful)	19.0%	22.2%	10.8%	14.1%	10.9%	14.9%
# Students (Grade Other)	2,125	1,351	221	184	332	311
% Students (Grade Other)	7.3%	7.4%	3.6%	4.6%	3.6%	4.7%

**Appendix D – 2017-18 Individual College Developmental Education Reports**

Individual college reports are available upon request. Please contact [ChancellorFCS@fldoe.org](mailto:ChancellorFCS@fldoe.org) for more information.

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