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2017

## Continuing Adaptations: Administrators' perceptions of the third year of developmental education reform in the Florida College System (Survey Summary)

Shouping Hu, Christine Mokher, Julie Harris, Toby Park and Tamara Bertrand Jones



# Continuing Adaptions:

## Administrators' Perceptions of the Third Year of Developmental Education Reform in the Florida College System

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### ABOUT THIS REPORT

This report shares how the implementation of Florida Senate Bill 1720 (SB1720), a bill intended to address concerns about the cost and effectiveness of developmental education (DE), has evolved and how administrators perceive its implementation and effects. The report findings are drawn from four annual surveys given to administrators at Florida College System (FCS) institutions, and it focuses on the fourth, most recent survey from Spring 2017.

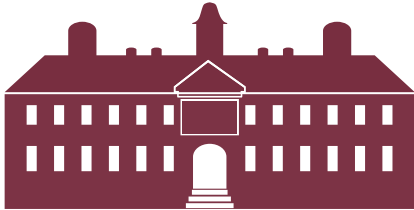
### BACKGROUND

SB 1720 was passed in in 2013. This bill required all public state colleges in the FCS to implement comprehensive DE reform by the fall semester of 2014. SB 1720 made three major changes to Florida's DE policy.

1. Recent high school graduates and veterans became exempt from college course placement testing and DE.
2. FCS institutions became required to offer developmental courses using four modalities: compressed, contextualized, modularized, and co-requisite.
3. Colleges were required to offer enhanced student services to facilitate student enrollment in the new course offerings and to develop meta-majors that students select based on their interests, academic goals, and career aspirations.

# Findings

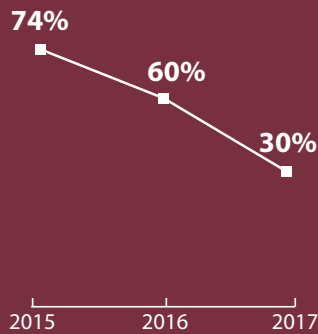
## Overall implementation of SB 1720 and changes that have occurred over time



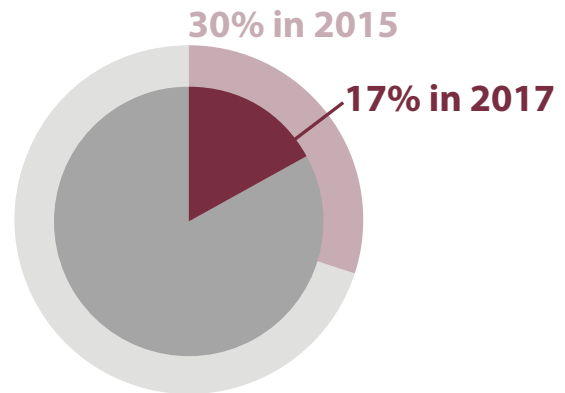
Colleges tend to demonstrate high effort and high compliance in implementation even if they did not agree with the policy.

Administrators' perceptions of the effectiveness of the reform have declined over time.

% of respondents that "agree/strongly agree" the reform is effective

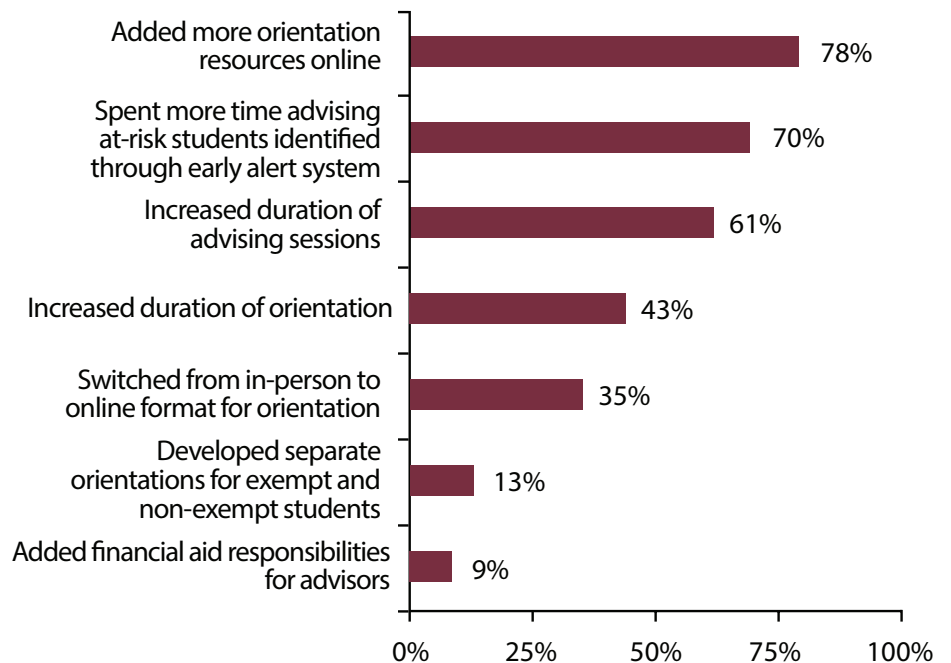


Percentage of respondents reporting that their college's advising systems allow ample time for advisors to meet with students



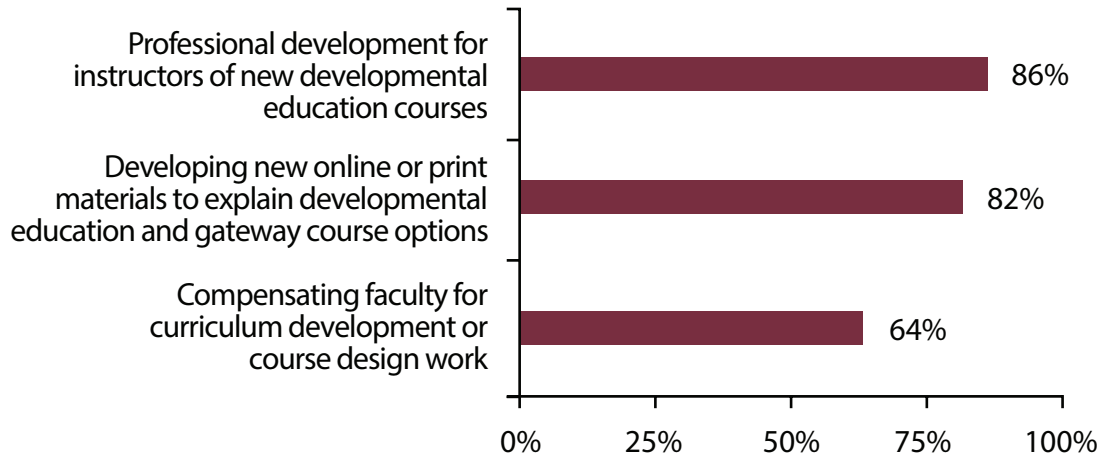
Colleges have made numerous changes to advising processes.

Our advising systems and processes...



## Institutional resources required for implementation

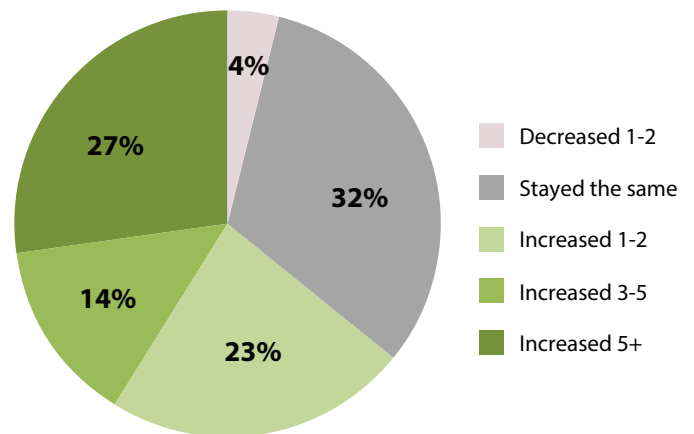
Institutions faced a variety of startup costs, especially for training and development for the new DE modalities. Most of the respondents spent resources on:



Additionally, half of respondents said they spent money on developing an early alert system to identify at-risk students. Fewer than half of respondents reported incurring costs associated with purchasing various equipment and facilities.

**The majority of institutions reported making staffing changes in response to the reform.** Colleges tended to use fewer adjuncts and more teaching faculty for math and English courses. Many colleges also increased advising and orientation staff.

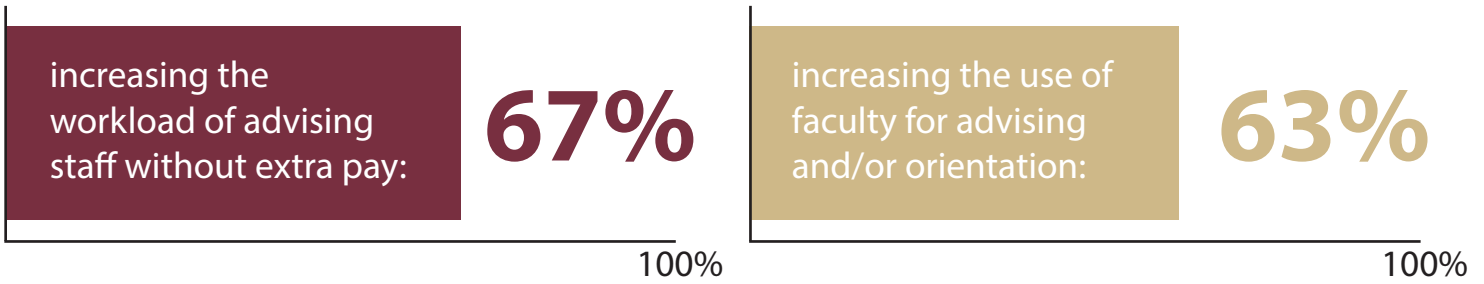
Percentage of colleges with changes in the number of advising and orientation staff



**64%** Reported that their institutions had to increase advising and orientation staff.

**42%** of those reporting an increase said they made an increase of more than five.

**Institutions tried to use methods that did not incur additional costs.** Most administrators reported changes such as:



**Facility usage varied across DE modalities, and some additional space was needed.**

**58%** of respondents reported needing additional space for tutoring.

**25-29%** of administrators reported needing additional space for other activities, including advising, orientation, and workshops and summer bridge programs.

## ■ Implications of the reform for students

**Institutions faced many challenges in student enrollment, tuition, and financial aid.**

Over 90% of administrators reported the following challenges:

