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Adapting to Change: Administrators' Perceptions of the Second Year of Developmental Education Reform in the Florida College System

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Executive Summary

The Florida Legislature passed Senate Bill 1270 (SB 1720) in 2013, which redesigned developmental education across the 28 Florida College System (FCS) institutions. SB 1720 went into effect in the fall of 2014 and designated a select group of high school graduates and military personnel as “exempt” from developmental education and the placement testing process. Exempt students are not required to take a placement test and can also opt into or out of developmental coursework in math, reading, and writing regardless of prior coursework or academic performance. Colleges were also required to offer developmental courses in math, reading, and writing in at least two of the following instructional modalities: modularized, compressed, contextualized, and co-requisite. To facilitate students’ enrollment in the new course offerings, colleges were also required to offer enhanced advising to all students and to develop meta-majors, or major-course pathways for students to select based on their interests, academic goals, and career aspirations.

The Center for Postsecondary Success at Florida State University has been studying the implementation and outcomes of SB 1720 since its initial implementation by surveying campus leaders across the FCS. This report explores the third set of surveys, administered in spring of 2016. This survey focused on changes the colleges made between the first and second years of implementation of SB 1720.

Using descriptive statistics and qualitative analysis of open-ended questions, we report the following key findings:

- Overall, a smaller percentage of 2016 respondents than 2015 agreed to the statement regarding the overall effectiveness of implementation, academic advisors having ample time with students, and the use of degree maps in advising, indicating increased advising challenges after the initial implementation of the legislation.
- The majority of respondents agreed that the academic advisor workload increased over the past year, reflecting advisors’ perceptions that advising sessions had increased in both duration (92.3%) and in number of sessions (80.8%).
- To combat the increased advisor workload, respondents most often reported hiring more advisors or advising support staff, but also reported utilizing other efforts including implementing technology solutions, increased use of faculty in advising, and redesigning the advising caseload system.
- To accommodate increased gateway course offerings, some respondents reported pursuing additional funding to open more faculty lines; however, many more reported shifting faculty course assignments from developmental education to gateway courses for appropriately credentialed faculty and to college success courses for those ineligible to teach higher-level coursework.

- The majority of respondents agreed that gateway course instruction (62.5%) and curriculum (50%) had been reformed, though few indicated that these changes were in regard to grading practices, which appear to have largely stayed the same.
- Most respondents reported directing increased financial and/or staffing resources toward student support services. Specifically, more than half of respondents indicated an increase of resources for face-to-face (65.4%) and online tutoring (57.7%).
- Many respondents reported that SB 1720 differently affected particular student subgroups, including low-income students (69.6%) and underrepresented racial/ethnic students (66.7%). Administrators discussed interventions particularly designed for these students, including learning communities and financial literacy programs.
- Respondents reported that persistence between years and from fall to spring semester were critical priorities for their college.
- When asked to rank their college's priorities of the mandates resulting from the implementation of SB 1720, 38.5% ranked advising as the top priority, but notably, 69.2% ranked meta-majors as the lowest priority.

Introduction

The Florida Legislature passed Senate Bill 1270 (SB 1720) in 2013, which redesigned developmental education (DE) across the 28 Florida College System (FCS) institutions. SB 1720 designated students who entered a public high school in the 2003-2004 academic year or later and subsequently graduated with a standard high school diploma and active duty military personnel as “exempt” from developmental education and the placement testing process. Exempt students are not required to take a placement test and can also opt into or out of developmental coursework in math, reading, and writing regardless of prior coursework or academic performance. As a result, many students who would have been placed into developmental education in previous years have instead selected to enroll in a first college-level, or “gateway” course.

In addition to these provisions for exempt students, colleges were also required to offer all developmental courses in math, reading, and writing in at least two of the following instructional modalities: modularized, compressed, contextualized, and co-requisite. Modularized instruction allows students to focus their time and effort on modules specifically tailored to their weaknesses. Compressed courses are shortened, typically into eight-week sessions, compared to a full 16-week semester. Contextualized courses link key developmental skills with discipline-specific instruction. In the case of co-requisite courses, students enroll in a gateway course and receive additional support, often through a concurrent developmental course. To facilitate students' enrollment in the new course offerings, colleges were also required to offer enhanced advising to

all students and to develop meta-majors, or major-course pathways for students to select based on their interests, academic goals, and career aspirations.

In January of 2014, colleges were required to submit institutional plans to the FCS and Division of Florida Colleges to outline how they planned to address the legislative requirements. The fall semester of 2014 was the first semester of full implementation of SB 1720 across the state. The Center for Postsecondary Success (CPS) at Florida State University has been closely monitoring and evaluating colleges' progress with the implementation of their institutional plans, students' enrollment and success in both developmental and gateway courses, and practices regarding changes

in course offerings, academic advising, and other student support services. In the spring of 2014, the CPS conducted its first survey with FCS administrators exploring their initial perceptions of the legislation and how they thought it would affect students on their campus. A second survey of administrators was distributed in the spring of 2015, which addressed the first full year of implementation and explored whether the colleges were satisfied with how implementation was enacted. The current report explores the results of the third survey, administered in spring of 2016, to leaders at the FCS institutions. This survey focused on changes the colleges made in the implementation of SB 1720 between 2014-15 and 2015-16.

Literature Review

Developmental education reform is on the national education agenda, evidenced by the fact that multiple states including Colorado, Virginia, North Carolina, Tennessee, among others, have been altering their placement policies and courses offered. Many of these reform efforts have focused on alterations in advising and placement policies and the type of instruction offered in developmental and gateway classes, including the use of support services and co-requisite instruction. However, questions remain on what works in developmental education reform. Changes in policy and practice have been largely driven by the fact that for many students developmental education was deemed "a bridge to nowhere" (Complete College America, 2016) because they were unsuccessful in developmental coursework

(Bailey, Jeong, & Cho, 2010). In this section we briefly review what the research literature has reported regarding these reforms and its relevance to the Florida developmental education reform.

ACADEMIC ADVISING AND PLACEMENT STRATEGIES

Traditionally, new college students often met with an advisor to help them choose their first semester courses often guided heavily, if not solely, by placement test scores. This process has changed with the implementation of advising via multiple measures, or the practice of using several data points to determine the classes most appropriate for each student. For example, North Carolina recently

implemented a hierarchical placement system that included a minimum high school GPA, SAT/ACT scores, and placement tests (Kalamkarian, Raufman, & Edgecombe, 2015). Indeed, there is evidence that students who were placed into their math course via their high school GPA and prior math background performed equally as well as their higher-scoring peers (Center for Community College Student Engagement, 2016; Ngo & Kwon, 2015). Intentional advising, including the use of multiple measures in course placement and regular and frequent advising sessions have been recommended by multiple advocacy groups such as Jobs for the Future and Achieving the Dream (Achieving the Dream, American Association of Community Colleges, Charles A. Dana Center, Complete College America, Education Commission of the States, & Jobs for the Future, 2015; Couturier & Cullinane, 2015).

Further, as advising becomes more complex, faculty may take on an advising role. For example, the Center for Community College Student Engagement (2016) found that 58% of faculty implement an early in-class assessment to evaluate students' course readiness, but a higher percentage of faculty who teach developmental courses, either alone or in combination with college-level courses (70%) engage in this practice, compared to those who only teach college-level courses (54%). Faculty-advisors may alleviate some of the academic advisor workload issues associated with large student caseloads. Similarly, the use of online advising systems and early alert systems may be implemented to assist the advising process (Feghali, Zbib, & Hallal, 2011; Kalamkarian & Karp, 2015).

COURSE OFFERINGS AND STUDENT SUPPORT SERVICES

In addition to revised placement strategies, a major component of the current national reform movement for developmental education also includes focuses on courses and instructional strategies, particularly modularized, compressed, contextualized, and co-requisite. Co-requisite courses in particular have been given ample attention because of organizations such as Complete College America's (2016) and others' claims that these courses improve student success in gateway courses within students' first semester or their first year of college. Co-requisite courses are designed to offer some form of developmental education support at the same time a student takes a gateway course, including but not limited to an additional class, mentoring, or required lab participation (Jones, 2015). Because these additional supports may utilize tutors, mentors, or learning labs, the effects of implementing a co-requisite design may reach across several departments on campus. With a similar goal in mind, compressed or "accelerated" courses have been implemented to shorten students' time in developmental coursework and streamline the developmental education-to-gateway course pathway, and success in these courses have led to greater access to college-level work (Hodara & Jaggars, 2014) and fewer stopping points where students can drop out of the sequence (Hern, 2010).

Educational technology also plays a role in redesigning developmental courses. Particularly in the math sequence, computer-based learning platforms have been used in modularized instruction. These courses have been shown to result in successful remediation (Foshee, Elliott, & Atkinson,

2015; Okimoto & Heck, 2015). Again, use of colleges' computer labs, hardware, and software may impact how resources are allocated to developmental education and support services across the institution.

COST EFFECTIVENESS OF DEVELOPMENTAL EDUCATION REFORM AND RESOURCE ALLOCATION

Nationally, developmental education has been estimated to cost approximately \$3 billion annually (Alliance for Excellent Education, 2011), and in Florida alone, developmental education cost \$154 million during the 2009-10 academic year (Underhill, 2013). However, there is evidence that altering how developmental education is offered is cost effective. The co-requisite model implemented in community colleges in Tennessee has been shown to be more cost-effective than the prerequisite model used in the previous years (Belfield, Jenkins, & Lahr, 2016). The authors explain that although co-requisite is more expensive because fewer students pass their gateway course when following the prerequisite model, the co-requisite model pays off. Similarly, the comprehensive yet costly Accelerated Study in Associate Programs (ASAP) developmental education model in the City University of New York has nearly doubled its graduation rates, leading to a lower per-student cost for program participants (Scrivener, Weiss, Ratledge, Rudd, Sommo, & Fresques, 2015).

DEVELOPMENTAL EDUCATION AND STUDENT SUBGROUPS

One of the issues related to evaluating developmental education reform is that students of various subgroups have historically been placed into developmental education and experienced success

at different rates. That is, higher proportions of Black and Latino students, relative to White students, were placed into remedial coursework (Bettinger & Long, 2005). Further, Black students, relative to White students needing two or three levels of developmental math, had significantly lower odds of passing to the next level in the course sequence; females had significantly higher odds of passing to the next level in both math and reading sequences (Bailey et al., 2010). Similarly, low-income students in developmental courses were less likely to persist, earn an associate's degree, or transfer (Bettinger, Boatman, & Long, 2013). In regards to redesigned courses, there is limited research on how new interventions are related to the success of racial/ethnic minority students, low-income students, or others who have traditionally underperformed in developmental and gateway courses. Thus, in context of the relevant literature and Florida's legislative changes, it is particularly important to determine whether administrators perceived certain student subgroups as being affected by SB 1720 differentially.

Methods

The particular focus of this study was to assess how administrators described the effects of SB 1720 on their institution after the first full year of implementation. This survey was designed as a follow-up to a study of administrator perceptions in spring 2015 (Hu, Woods, Richard, Tandberg, Park, & Bertrand Jones, 2015). We were interested in how institutions have modified their academic advising, support services, faculty, and course offerings after the first year of the implementation of SB 1720. The survey items specifically indicated that respondents should indicate responses, “related to planning and implementation that occurred in fall 2015 to the present.” By doing this, we sought to determine the institutional changes that occurred after the first year of SB 1720. The following research questions guided our analyses:

1. How do administrators describe the implementation of their institutional plan after the first full year of SB 1720?
2. How do administrators assess the impacts of SB 1720 at their institution after the first full year of SB 1720?

SURVEY ADMINISTRATION

The Center for Postsecondary Success invited FCS leaders representing all 28 colleges to participate in an on-line survey about the execution of SB 1720. Email invitations were distributed to student affairs and academic affairs personnel with the link to the online survey. The survey asked the college representatives closed- and open-ended questions about the following topics:

1. Participant background information.
2. Implementation structure and implementation team. This section asked participants about whether or not the implementation has changed in response to students’ needs or other information.

3. Academic advising. This section asked participants about the effectiveness of academic advising for developmental and gateway courses, advising tools used, advising sessions, advisor workload, and advisor training.
4. Support services. In this section, respondents were asked to indicate what support services were available, the resources allocated to these services, if these services were mandatory for any student groups, and student use of support services. Additionally, respondents were asked if there were course interventions or support services designed for specific student groups.
5. Faculty. These questions related to changes in number of faculty, faculty workload, and adjustments that faculty have made to their courses in response to SB 1720.
6. Course offerings. These questions asked participants about changes to gateway courses in response to the legislation.
7. Students. Respondents were asked to indicate and describe any impacts that specific student groups have experienced. Following, respondents were asked to indicate if and how they have overcome these issues.
8. Institutional priorities. In this section, we asked participants to indicate the priorities of their institution based on the various goals associated with SB 1720. Additionally, we asked participants to indicate any new costs associated with these priorities.

SAMPLE

After retrieving the survey responses from the online survey system, Qualtrics, there were 30 total respondents with survey data. We deleted four respondents who represented institutions with multiple participants. For ease of data analysis and

interpretation, we decided to only use data from the most senior representative for each college. Generally, we first included provosts, then vice presidents of academic affairs, then vice presidents of student affairs, then deans of academic affairs, then deans of student affairs. This resulted in a final analytic sample of responses from 26 colleges, which represents nearly 93% of the 28 FCS institutions.

DATA ANALYSIS

To begin our investigation we conducted a comprehensive descriptive analysis. We computed descriptive statistics for the quantitative survey questions. We then grouped survey items together into conceptual categories that allowed us to make sense of the data. Our analyses are separated into the following sections: Advising; Faculty and Courses; Resource Changes to Support Services; Student

Populations – Impacts and Interventions; and, Institutional Priorities.

There were a total of 35 open-ended questions in the survey. Once the sample was determined, we downloaded the responses into NVivo 11 for Windows, a qualitative data analysis software. Descriptive and In Vivo coding (Saldana, 2013) were used to analyze the data. Through descriptive coding, we summarized the main topic of what was reported by administrators. In Vivo coding allowed us to occasionally use administrators' own words to express the main ideas reported. To develop this report, we discuss findings based on the codes present within each question's set of responses. The one exception is with student populations, which reflects codes from responses across multiple questions.

Results

In the Advising section we first discuss issues of advising and compare administrators' responses between the current survey and the survey administered in 2015, then we present results pertaining to advising that are unique to the current survey. In the next section we discuss Faculty and Courses using both descriptive statistics and qualitative data. Resource Changes to Support Services includes new costs in implementing SB 1720, using a Likert scale from little cost to substantial costs, increases in financial or staff resources allocated to support services, and increases in student use of support services. Next, Student Populations are discussed in terms of student subgroups that were particularly affected by SB 1720. Finally, we provide conclusions and a summary of our findings.

ADVISING

Seven survey items in the current survey (administered spring 2016) related to implementation and advising were the same items in the second survey (administered spring 2015; Hu, Woods, Richard, Tandberg, Park, & Bertrand Jones, 2015). These seven items allowed us to compare how administrators perceived implementation and advising in 2015 compared to 2016. Lower percentage of the respondents in 2016 than 2015 agreed on each of the duplicated survey items. Notably, the current survey results showed lower percentage of respondents agreed with items related to advising processes, compared to administrators'

responses from the previous year. For example, while 73.7% of 2015 respondents indicated that their college’s implementation had effectively served their college and student population, only 60% of 2016 respondents expressed agreement with this statement (Table 1). Lower percentage of respondents in 2016 than 2015 agreed that “advisors have ample time to meet with students” (15.2% and 30%, respectively). The last notable difference was found for the survey item, “our advising processes rely on degree maps for students to follow over the course of

several semesters.” While 90% of respondents agreed to this statement in 2015, only 77% of respondents agreed in 2016. These three large differences in the 2015 and 2016 surveys, in addition to our observation that there was lower agreement in the present compared to the past, indicated increased advising challenges after the initial implementation of the legislation. However, these comparisons should be interpreted with caution because of the smaller sample size of FCS institutions in the 2015 survey.

Table 1. Academic Advising Tools, Advising Sessions, and Issues Comparing 2015 to 2016

		Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%	n	%
Our implementation of SB 1720 has effectively served our college and student population.	2015	0	0.0	3	15.8	2	10.5	12	63.2	2	10.5
	2016	0	0.0	2	8.0	8	32.0	14	56.0	1	4.0
Our advising systems and processes have been an effective tool for advising students in regards to their exemption status.	2015	0	0.0	1	5.0	1	5.0	15	75.0	3	15.0
	2016	0	0.0	0	0.0	2	7.7	16	61.5	8	30.8
Our advising systems and processes have been an effective tool for advising students in regards to their developmental education course options.	2015	0	0.0	2	10.0	1	5.0	14	70.0	3	15.0
	2016	0	0.0	1	3.8	2	7.7	17	65.4	6	23.1
Our college considers non-cognitive factors (e.g. family obligations, learning styles, motivation, etc.) during the advising process.	2015	0	0.0	3	15.0	0	0.0	14	70.0	3	15.0
	2016	0	0.0	2	8.0	3	12.0	16	64.0	4	16.0
Advisors have ample time to meet with students.	2015	1	5.0	10	50.0	3	15.0	5	25.0	1	5.0
	2016	5	19.2	13	50.0	4	15.4	2	7.7	2	7.7
Our advising processes rely on degree maps for students to follow over the course of several semesters.	2015	0	0.0	2	10.0	0	0.0	14	70.0	4	20.0
	2016	0	0.0	1	3.8	5	19.2	13	50.0	7	26.9
Our advising processes rely on individualized education plans for students.	2015	0	0.0	3	15.0	1	5.0	12	60.0	4	20.0
	2016	0	0.0	2	7.7	1	3.8	13	50.0	10	38.5

While the previous section made comparisons between the 2015 and 2016 surveys, the following sections only pertain to data collected on the 2016 survey. In terms of advising, all colleges but one agreed that the academic advisor workload increased over the past year (see Table 2). Specifically, the majority of administrators agreed that advising sessions had increased in both duration (92.3%) and in number of sessions (80.8%). Administrators did not perceive that advisor training was an issue, as 84.6% of respondents reported agreement or strong agreement that “advisors have been sufficiently trained to address developmental education course enrollment criteria.” Although administrators reported that advisors were sufficiently trained, there remains room for improvement. Twenty-three administrators (88.5%) reported that advisor workload was an issue at their college, and only five (19.2%) reported that they had “already overcame this issue.”

Administrators reported many strategies that their colleges used to cope with the increased advising workload. Hiring more advisors or advising sup-

port staff was the most often reported effort. Three administrators reported that in lieu of hiring new advisors, their college has begun to include faculty in the advising process. Some colleges have also leveraged technology, such as a student information system or an early alert system to help advisors more effectively reach students. In addition to increasing the number of advisors, some administrators report that colleges implemented a caseload/case management advising system to improve advising efficiency. Increased professional development and training has also been used to support advisors during this time of increased workload. Professional development strategies included regular meetings, cross-training faculty on advising topics, focusing on impacts related to SB 1720, focusing on specific meta-majors, developing advising syllabi and measures to assess students’ readiness for gateway courses, and establishing desired outcomes. Although quantitative results show a perceived increase in advising workload, only one institution reported the ability to collect data on academic advising usage.

Table 2. Academic Advising Sessions, Workload, and Training

	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Advising sessions increased in duration after SB 1720.	0	0.0	1	3.8	1	3.8	11	42.3	13	50.0
The number of advising sessions (per student) increased after SB 1720.	0	0.0	1	3.8	4	15.4	15	57.7	6	23.1
Workload increased for advisors after SB 1720.	0	0.0	0	0.0	1	3.8	9	34.6	16	61.5
Our advisors have been sufficiently trained to address developmental education course enrollment criteria.	0	0.0	1	3.8	3	11.5	13	50.0	9	34.6

A few institutions had unique solutions to the increased advising workload. One administrator reported that their college requires a new student experience course for all first-time-in-college (FTIC) students where students receive mandatory advising from faculty. Another administrator noted that their institution has extended advising and registration periods to allow for more advising time. One college centralized its advising structure under a single dean and another is implementing group advising. Finally, one administrator stated that their institution emphasized the need to show advisors appreciation.

FACULTY AND COURSES

Table 3 provides descriptive statistics about survey items related to faculty over the past year. While 53.9% of respondents agreed that faculty workload increased after SB 1720, 19.2% disagreed to this statement. In a follow-up question, one institution indicated they do not currently have a plan to address this issue, four institutions indicated they are planning to overcome this issue, and six institutions indicated they already overcame this issue (Figure 1). Administrators were also asked to indicate the availability of qualified gateway faculty. Over one-third (38.5%) agreed to this statement, while a similar proportion of respondents (34.6%) disagreed to this statement. In a follow-up question, one institution indicated they do not currently have a plan to address this issue, three institutions indicated they are planning to overcome this issue, and four institutions indicated they already overcame this issue. While institutions reported less availability of gateway faculty they simultaneously reported loss of adjunct faculty, as 61.5% of institutions reported any agreement that their institution lost adjunct faculty after SB 1720.

The data from open-ended questions in this section indicated that although some administrators reported pursuing funding to open more faculty lines, many more administrators reported shifting faculty from developmental education to other courses. For instance, appropriately credentialed developmental education faculty might have been asked to teach gateway courses. At one institution, developmental education faculty who did not have the appropriate credentialing were asked to teach college success (SLS) courses. As a result of this shift, one administrator reported reducing developmental education teaching loads from full-time to part-time. Another administrator reported developing a faculty overload policy for the now more in-demand gateway course instructors. One administrator reported that their college was developing new credentialing policies to allow developmental education instructors to teach gateway courses. Administrators also reported an increased use of adjuncts. One administrator stated that her institution was offering more competitive pay to attract more adjuncts to teach gateway courses. Administrators reported increased use of peer tutoring and tutoring centers as a strategy for overcoming gateway faculty workloads. Finally, respondents from four institutions reported the use of professional development to help their faculty cope, and one administrator stated that it focused on training faculty how to work with underprepared students.

Table 3. Faculty Workload and Staffing Issues

	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Workload increased for faculty after SB 1720.	0	0.0	5	19.2	7	26.9	10	38.5	4	15.4
We lost adjunct teaching faculty members after SB 1720.	1	3.8	3	11.5	6	23.1	13	50	3	11.5
There was a shortage of qualified faculty to teach college-level courses at my institution due to the influx of exempt students into gateway courses after SB 1720.	1	3.8	8	30.8	7	26.9	8	30.8	2	7.7



Figure 1. Follow-up Responses to Reported Faculty Issues

Table 4 indicates that institutions reported that faculty members have made some adjustments to their college-level courses. Nearly two-thirds of institutions (62.5%) reported agreement to the statement that their institution has reformed gateway course instruction as a result of SB 1720. Additionally, 50% of respondents agreed to the statement that their

institution has reformed gateway course curriculum. Further, when asked if “faculty largely resisted adjusting college-level courses for more academically underprepared exempt students in their courses,” only 11.5% of respondents agreed to this statement, while 42.3% of respondents disagreed to this statement. However, these adjustments have not been

made in terms of grading practice. Only one respondent indicated that faculty members have adjusted grading practices in gateway courses as a result of SB 1720, while 69.2% disagreed to this statement.

On the open-ended questions about faculty workloads and shortages, administrators from two institutions reported providing compensation to faculty for curriculum development or course redesign work. One of those administrators specified that this work was only for gateway mathematics courses. Next, one administrator reported that gateway courses at her college were being redesigned into co-requisite courses. Finally, a last administrator stated that her college’s Quality Enhancement Plan (QEP) emphasis for the upcoming year was instructional delivery, making course design a focus of the institution.

RESOURCE CHANGES TO SUPPORT SERVICES

The following section describes results related to resource changes, followed by a specific focus on support services. Table 5 indicates the new costs associated with the passing of SB 1720, exclusively focusing on institutions that indicated any new costs. Of the 18 administrators that reported technology costs, over one-quarter indicated a substantial increase in costs related to technology (27.8%), while 16.7% reported “much,” and 44.4% reported “some” increase in costs related to technology. Eighteen institutions reported new course development costs and the highest proportion of institutions reported “much” (50%) or “substantial” (16.7%) costs related to new course development. Seventeen institutions indicated new staff/faculty costs, specifically 47.1% reported “some,” 23.5% reported “much,” and 17.6% reported “substantial” costs.

Table 4. Gateway Course Instruction, Curriculum, and Grading

	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Our college has reformed gateway course instruction as a result of SB 1720.	0	0.0	2	7.7	8	30.8	14	53.9	2	7.7
Our college has reformed gateway course curriculum as a result of SB 1720.	0	0.0	5	19.2	8	30.8	11	42.3	2	7.7
Faculty largely resisted adjusting college-level courses for more academically under-prepared exempt students in their courses.	2	7.7	9	34.6	12	46.2	2	7.7	1	3.8
Faculty members have adjusted grading practices in gateway courses as a result of SB 1720.	4	15.4	14	53.8	7	26.9	1	3.8	0	0.0

Table 5. New Costs Generated

	Little		Some		Much		Substantial	
	n	%	n	%	n	%	n	%
Generation of new credit hours	4	57.1	2	28.6	1	14.3	0	0.0
New course development	5	27.8	1	5.6	9	50.0	3	16.7
New course implementation	6	40.0	4	26.7	2	13.3	3	20.0
Gateway course staffing	3	23.1	8	61.5	1	7.7	1	7.7
Developmental course staffing	4	40.0	5	50.0	1	10.0	0	0.0
New support services	4	21.1	11	57.9	2	10.5	2	10.5
Advising staffing	4	21.1	8	42.1	6	31.6	1	5.3
Advising approaches	3	25.0	4	33.3	3	25.0	2	16.7
Technology	2	11.1	8	44.4	3	16.7	5	27.8
Staff/ faculty training	2	11.8	8	47.1	4	23.5	3	17.6

Respondents from only seven institutions reported costs related to the generation of new credit hours, the majority of which indicated that these were “little” costs. Costs related to developmental course staffing were reported by 10 institutions, and 40% reported these as “little” while 50% reported these costs as “some”.

Table 6 provides descriptive statistics on the reported increases in resource allocation for different student support services and Table 7 provides descriptive statistics on the reported increase in student use of those support services. The majority of administrators agreed to the statement regarding the increase in resources allocated to academic advising (69.2%), face-to-face tutoring (65.4%), online tutoring (57.7%), and course-based services (50%). Some administrators agreed to the statement on an increase in resources

allocated to computer labs (42.3%), while few agreed to the statement on an increase in resources allocated to mentoring (26.9%).

Administrators reported increased use of various support services. Almost all (92.3%) agreed that there was an increase in student use of advising, and none disagreed to this statement (Table 7). Most administrators also reported an increase in student use of face-to-face and online tutoring (88.5% and 80.8%, respectively, Table 7). A small proportion of administrators reported that there has been an increase in student use of mentoring services (see Table 7). Importantly, the statistics for student use of computer labs and mentoring should be interpreted with caution; 48% of administrators reported they do not have the means to collect data on student use of mentoring and 40% reported they do not have the

Table 6. Increase in Resources (Financial and/or Staff) Allocated to Student Support Services

	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Academic advising	0	0.0	4	15.4	4	15.4	12	46.2	6	23.1
Tutoring (face-to-face)	1	3.8	5	19.2	3	11.5	10	38.5	7	26.9
Tutoring (online)	1	3.8	6	23.1	4	15.4	12	46.2	3	11.5
Course-based services	0	0.0	9	34.6	4	15.4	12	46.2	3	11.5
Computer labs	0	0.0	8	30.8	7	26.9	9	34.6	2	7.7
Mentoring	0	0.0	6	23.1	13	50.0	5	19.2	2	7.7

Table 7. Increase in Student Use of Academic Support Services

	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Academic advising	0	0.0	0	0.0	2	7.7	17	65.4	7	26.9
Tutoring (face-to-face)	0	0.0	1	3.8	2	7.7	15	57.7	8	30.8
Tutoring (online)	0	0.0	1	3.8	4	15.4	13	50.0	8	30.8
Course-based services	1	3.8	2	7.7	7	26.9	11	42.3	5	19.2
Computer labs	0	0.0	1	3.8	9	34.6	13	50.0	3	11.5
Mentoring	1	3.8	1	3.8	16	61.5	7	26.9	1	3.8

means to collect data on student use of computer labs (not reported in tables). Increased use of these support services could be because some colleges created mandatory support services for certain student groups. For instance, 18 of the respondents either reported that their colleges required all students, all new students, or FTIC students to receive academic advising. Some colleges, according to the administrators, additionally targeted associate's degree-seeking

students or at-risk students as populations who are required to receive advising. In contrast, the other services were less often required across institutions. For instance, only one administrator reported that athletes at her institution were required to receive tutoring. According to the administrators, degree seekers, FTIC, and non-exempt students who placed in developmental education courses were required at some institutions to enroll in student success courses.

Mandatory mentoring is more limited to students involved in specific programs, such as programs for low-income or specific racial/ethnic groups. One administrator mentioned that her college is piloting a faculty mentoring program, while another discussed that her institution selecting some FTIC students to receive mentoring. Only one administrator reported that students in a developmental education mathematics course were required to use the computer lab.

Few administrators provided information about how their colleges collected data on student usage of academic advising, computer labs, course based services, and mentoring. One administrator reported that her college used advising tracking software to collect academic advising information; used learning management systems, student email, and course-specific software to track student usage of computer labs; and used TRiO (federally-funded college support programs) advisor case notes to track mentoring data. A second administrator reported using participation in a specific program to track mentoring data. Finally, a third administrator reported that her institution used enrollment data to track course-based services.

IMPACTS AND INTERVENTIONS RELATED TO STUDENT SUB-POPULATIONS

We next asked administrators to report on the impacts and interventions related to specific student populations. The highest percentage of administrators reported that low-income students (69.6%) and underrepresented racial/ethnic students (66.7%) were differentially impacted by SB 1720 (Table 8). Additionally, just over half of the participants indicated that active duty military personnel or veterans (52.2%) were impacted by SB 1720. Almost 43% reported other student groups were impacted, and just over one-third reported that English language learners were impacted.

Table 8. Student Groups Differentially Impacted by SB 1720

	Yes		No	
	n	%	n	%
Underrepresented minority students	16	66.7	8	33.3
Low-income students	16	69.6	7	30.4
Active duty military personnel/ Veterans	12	52.2	11	47.8
English language learners	8	34.8	15	65.2
Other student groups	9	42.9	12	57.1

We used open-ended responses to report perceived impacts and interventions based on administrators' strength of agreement that student populations were impacted. First, we discuss low-income and underrepresented racial/ethnic students; then, active duty military and veterans; and finally, students who are 25 years of age or older, students with a disability, English as a second language students, first time in college students, and part-time, returning, or transfer students. For the quantitative results discussed in the following sub-sections, please see Table 9 below.

Low-Income Students

Administrators identified low-income students as a population that was particularly impacted by the passing of SB 1720. At one institution, an administrator reported that these students made up about two-thirds of the student population, indicating that addressing these students' needs was imperative. There was a perception by administrators that these students will not elect to take developmental education courses without financial aid to off-set the cost of the courses. Furthermore, administrators reported that low-income students have lower completion rates in gateway courses,

further negatively impacting these students' financial situations. One administrator asserted a positive outcome of the new policy. At this administrator's institution, they reduced its developmental education mathematics course from four credit hours to one credit hour, and as a result, completing developmental education is more affordable.

Of the 16 administrators that reported a specific impact to low income students, 81.3% (n = 13) belonged to colleges planning to overcome this issue, while 18.8% (n = 3) belonged to colleges that do not currently have a plan. Nearly 38% of administrators (37.5%) reported that their college implemented course interventions for low-income students (Table 9). To further make developmental education more affordable, at least one institution provided free materials to students who took those courses, according to its reporting administrator. Many administrators also reported that their colleges provided student support services or other TRiO (federal-funded college success programs) services for low-income students in particular. Additional interventions included general tutorial labs and enhanced tutoring, supplemental instruction, and mentoring or coaching programs. One administrator reported that her institution had an informal online learning community specifically for low-income students, and another was piloting a faculty mentoring program specifically for students experiencing homelessness. Finally, two administrators expressed a desire for improved advising tools for this student population.

A few administrators described the intersection of low-income status and race/ethnicity identity. For instance, one administrator reported that her institution's evaluation of its developmental education program found that the most significantly impacted populations by SB 1720 were students of color and low-income students. Also using institutional data,

another administrator reported that low-income African American students at her college were academically worse off than their middle- or high-income counterparts. Finally, when asked about interventions for low-income students, a last administrator described programs that were appropriate for both this population as well as African American students, including financial literacy interventions, support groups for African American males, academic support services, TRiO programs, and the Office of Diversity.

Underrepresented Racial/Ethnic Students

For at least one institutional respondent, underrepresented racial/ethnic groups made up 90% of the student population. Citing primarily descriptive statistics from institution-specific evaluations, administrators asserted that underrepresented racial/ethnic groups, especially African Americans, had higher pre-SB 1720 enrollment in developmental education courses and lower passing rates in gateway courses compared to their White counterparts. One administrator pointed to MAT 1033 specifically as a source of racial/ethnic disparity in passing rates. Perhaps because of findings like this, administrators perceive that underrepresented racial/ethnic groups have a higher need for support services and might take more than one effort to pass gateway courses.

Of the 16 administrators that reported an impact to underrepresented racial/ethnic students, nearly all (93.8%) were planning to overcome this issue. Administrators reported that colleges support this student population much in the same way as other student populations, through advising, tutorial labs, and academic success centers. Thirty-six percent of administrators reported that their institution developed course interventions to support underrepresented racial/ethnic students (Table 9); however, administrators did not provide details on

what types of interventions were enacted. There were also supports specific to this student population implemented across colleges. For instance, some administrators reported that institutions provide mentorship opportunities particularly for men of color. As mentioned in the previous section, some colleges have implemented programs to address the challenges faced by students of color with financial need, such as through TRiO programs.

Active Duty Military and Veterans

Throughout the responses, active duty military personnel and veterans were discussed in conjunction with one another. This was striking given that SB 1720 directly impacts all active-duty military, but only a portion of veterans. Administrators reported that they perceived both negative and positive outcomes for both active duty military and veteran students. Some administrators asserted that exemption from developmental education courses allows active duty military students to reduce their time to degree. However, others expressed concern that this population may not select the best courses given their actual skill level. One administrator described a greater use of co-curricular courses by this population. In relation to veterans specifically, some administrators reported that SB 1720 has implications for veterans' ability to qualify for benefits. Veterans do not receive funding for developmental education, and courses must be "fully seated" for these students to receive some of their benefits.

Of the 13 administrators who reported that active duty military or veterans were impacted, 30.8% (n = 4) reported their college already overcame this issue. However, 38.5% (n = 5) reported their college is planning to overcome this issue (a far lower percentage than what was reported for low income and minority students) and 30.8% (n = 4) reported their college does not currently have a plan to address this

issue. While only 25% reported course interventions for active duty military personnel (Table 9), 41.7% of institutions reported course interventions specifically for veterans. For instance, one administrator reported that her institution provides fully seated sections of reading and writing courses specifically for veterans, to help them receive their benefits. Other administrators reported their institutions using more general, population-focused services, such as military or veteran resource centers or Veterans Upward Bound. Others targeted active duty military and veterans through services already in place at their institution, such as faculty alert systems or advising interventions. Finally, one administrator reported that information dissemination is important for this population: "SB 1720 has required that we refine our messaging to these students. [...] we have had to be more cautious and thorough."

Students Aged 25 or Older

Although they make up a large portion of FCS students, students aged 25 or older were scarcely discussed in open-ended responses from administrators. In fact, the lowest proportion of administrators (20.8%) reported having designed course interventions for older students (Table 9). When asked directly about support systems for these students, only two interventions were cited specifically for this population: early alert systems and tutorial labs. We did not prompt administrators to report how this population was impacted by the policy reform.

Students with a Disability

Similar to students aged 25 or older, we did not specifically ask about administrator's perceptions of how students with a disability were impacted by SB 1720. However, we did ask about interventions or supports provided to these students through gateway or developmental education courses.

The largest proportion of administrators reported having interventions designed for students with disabilities or special needs (62.5%; Table 9). Most administrators cited the use of specific departments developed to support these students, such as an Office of Disability Services. Others simply reported that their institutions provided accommodations to these students, given appropriate documentation. Finally, one administrator cited that her institution provided priority registration and supplemental instruction for these students.

English as a Second Language (ESL) Students

Administrators explained that English as a Second Language (ESL) students are particularly impacted by SB 1720 because they are no longer required to take exams which may indicate their need for ESL-specific support services. Administrators perceived that these students would have a particularly difficult time in gateway English courses. Of the nine administrators who reported that ESL students were particularly impacted, 77.8% (n = 7) reported that their college is planning to overcome this issue, and 22.2% (n = 2) reported that their college does not currently have a plan to address this issue. Forty percent of administrators reported that their college has course interventions for non-native English speakers (Table 9). To support these students, administrators reported a variety of interventions. At least one institution had collaborated between an English Language Programs Task Force and Student Affairs staff. Interventions included ENC 1101 course sections with specific ESL support or ESL-focused gateway courses; supplemental instruction, instructional assistants, or tutoring focused on ESL student needs; and mentoring and coaching specifically for ESL students. Administrators reported that these interventions were supported through

improvements in student information systems and increased information dissemination to ESL students about campus programs that may benefit them.

First-Time-in-College Students

None of the administrators described specific impacts to first-time-in-college (FTIC) students, however almost half (48%) reported that their institutions designed course interventions for this student population (Table 9). FTIC students were the target of mandatory advising policies across most of the responding institutions. In addition, these students may receive support through first year success courses, orientation programs, tutorial labs, and early alert systems. Some administrators reported mentoring or coaching programs for selected FTIC students. One administrator described an online, self-paced program designed to support these students. Finally, one administrator stated that developmental education was specifically developed with this population in mind.

Part-Time, Returning, or Transfer Students

Part-time, returning, or transfer students make up a large portion of college students, yet administrators did not report many unforeseen problems or interventions specific to these student populations. The only support services attributed to these students included early alert systems and tutorial labs for part-time and returning students; schedules meant to develop momentum towards the degree for part-time students; and advising and student success courses for students who intend to transfer.

All Students

Although we asked about specific student populations in the survey, several administrators pointed out that all students were impacted by changes related to SB 1720. Indicating problems and interventions that related to students across the entire college was more common than citing problems and interventions related to individual groups of students. Therefore, while there were some modifications to common support programs, advising, tutoring, mentoring/coaching, academic success centers, early alert systems and student success courses were generally developed with all students in mind.

Table 9. Course Interventions Designed for Specific Student Groups

	Yes		No	
	n	%	n	%
Underrepresented minority students	9	36.0	16	64.0
Low-income students	9	37.5	15	62.5
Active duty military personnel	6	25.0	18	75.0
Veterans	10	41.7	14	58.3
Students with disabilities or special needs	15	62.5	9	37.5
Non-native English speakers	10	40.0	15	60.0
Part-time students	6	25.0	18	75.0
Full-time students	6	25.0	18	75.0
FTIC students	12	48.0	13	52.0
Returning students	6	25.0	18	75.0
Older students (aged 25 or older)	5	20.8	19	79.2

INSTITUTIONAL PRIORITIES

Table 10 includes descriptive statistics on the administrator-reported priorities of the institutions. Increasing persistence appeared to be an important priority for the colleges. Specifically, 92.3% of administrators reported that increasing persistence between years was an essential priority for their college, and 84.6% of administrators reported that increasing persistence from fall to spring semesters was an essential priority. Additionally, 92.3% of administrators reported that increasing graduation or degree/certificate attainment was an essential priority.

While almost all administrators reported degree attainment and persistence as an essential priority, many administrators also reported decreasing the time to degree/transfer as an essential priority (68.4%). Also, 50% of administrators reported a moderate priority to decrease the number of attempts in developmental courses, while 42.3% reported this as an essentially priority. Similarly, 46.2% of administrators reported a moderate priority to decrease the number of attempts in gateway courses, while 50% reported this as an essentially priority. In addition to reducing time spent repeating courses, administrators also expressed a priority in general to decrease the number of semesters spent in developmental courses. Specifically, 53.8% reported this as a moderate priority and 30.8% reported this as an essential priority.

Table 10. Institutional Priorities in Response to SB 1720

	Not a Priority		Somewhat a Priority		Neutral		Moderate Priority		Essential Priority	
	n	%	n	%	n	%	n	%	n	%
Increasing or managing enrollment	0	0.0	0	0.0	4	16.0	6	24.0	15	60.0
Increasing persistence from fall to spring semesters	0	0.0	0	0.0	0	0.0	4	15.4	22	84.6
Increasing persistence between years	0	0.0	0	0.0	0	0.0	2	7.7	24	92.3
Increasing graduation/ degree/certificate attainment	0	0.0	0	0.0	0	0.0	2	7.7	24	92.3
Increasing the proportion of students who transfer	1	3.8	0	0.0	4	15.4	9	34.6	12	46.2
Increasing developmental education course enrollment	5	21.7	2	8.7	13	56.5	2	8.7	1	4.3
Decreasing developmental education course enrollment	7	26.9	2	7.7	12	46.2	4	15.4	1	3.8
Increasing gateway English course enrollment	2	7.7	0	0.0	11	42.3	9	34.6	4	15.4
Increasing gateway math course enrollment	2	8.0	0	0.0	9	36.0	10	40.0	4	16.0
Decreasing the number of semesters spent in developmental courses	0	0.0	2	7.7	2	7.7	14	53.8	8	30.8
Decreasing the number of attempts in developmental courses	0	0.0	0	0.0	2	7.7	13	50.0	11	42.3
Decreasing the number of attempts in gateway courses	0	0.0	0	0.0	1	3.8	12	46.2	13	50.0
Decreasing time to degree/ transfer	0	0.0	0	0.0	3	11.5	6	23.1	17	65.4
Implementing or improving current meta-major options	0	0.0	3	12.0	5	20.0	10	40.0	7	28.0
Implementing or improving current meta-major selection and participation process	0	0.0	3	11.5	4	15.4	11	42.3	8	30.8
Implementing or improving current course pathways	0	0.0	1	3.8	0	0.0	12	46.2	13	50.0
Streamlining the advising process	0	0.0	1	3.8	0	0.0	12	46.2	13	50.0

However, administrators did not tend to report that increasing (4.3%) or decreasing (3.8%) enrollment in developmental education courses were essential priorities. In fact, 21.7% of administrators reported that it was not a priority to increase developmental education enrollment, and 26.9% reported that it was not a priority to decrease developmental education enrollment.

Finally, administrators reported that implementing or improving current course pathways was an important priority, with 50% ranking it as essential and 46.2% ranking it as moderate. Also, the same proportions of administrators reported that streamlining the advising process was either an essential (50%) or moderate (46.2%) priority.

We also asked administrators to rank-order their college’s current focus of the reform in terms of developmental courses, gateway courses, advising,

student support services, and meta-majors (Figure 2). Among these options, advising was most often ranked as the most important to an institution (38.5% of administrators), and advising was most often ranked as the second most important part of the reform (46.2% of administrators). Student support services were ranked as the institution’s top focus of the reform for 23.1% of administrators, and also ranked as the second most important focus of the reform for 23.1% of administrators. Finally, developmental courses were more often ranked as the top priority (19.2% of administrators) compared to gateway courses being ranked as the top focus of the reform (11.5% of administrators). Meta-majors were notably absent from administrators’ priorities, while only 3.8% of institutions ranked it as most important, and 69.2% of institutions ranked it as least important. Additionally, it should be noted that one institution selected the write-in option for their top institutional priority, and identified this priority as “structured pathways reform” (not shown in Figure 2).

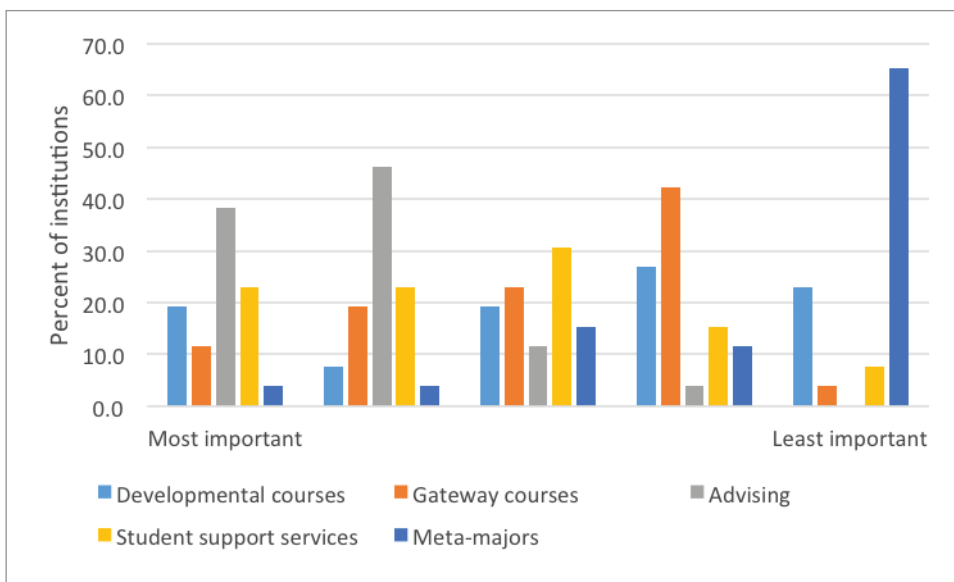


Figure 2. Institutional Priorities Ranked from Most Important to Least Important

Discussion and Conclusions

This study examined institutional administrators' perceptions of the implementation of SB 1720 in its second year of practice. The study focused on changes between the first and second year of implementation, with particular attention paid to changes in advising; faculty workloads; gateway courses; resources allocated to courses, advising, and student support services; specific student populations impacted by SB 1720, and institutional priorities in response to the legislation. This descriptive report, accompanied by qualitative responses from administrators, illustrates the current status of developmental education reform across the FCS. Below we highlight our main findings.

- *Overall, lower percentage of the respondents in 2016 than 2015 agreed to the duplicated survey items regarding overall effectiveness of implementation, academic advisors having ample time with students, and the use of degree maps in advising, indicating increased advising challenges after the initial implementation of the legislation.*

These data might indicate that, for some institutions, issues emerged over the past year that were not initially present when the 2015 survey was conducted. Indeed, the 2015 survey was administered only after the first semester of SB 1720 implementation, while the 2016 survey was administered over a year and a half after initial implementation. Additionally, some institutions might now be less likely to use degree maps in the advising process if these institution administrators perceive degree maps as the sacrificial component of advising due to limited time in advising sessions. It should also be noted that the 2016 survey includes a larger sample, so these results should be interpreted with caution due to the different sample sizes.

- *The majority of administrators agreed that the academic advisor workload increased over the past year, reflecting advisors' perceptions that advising sessions had increased in both duration (92.3%) and in number of sessions (80.8%).*

All FCS institutions are now required to provide enhanced advising services to students. Therefore, it is expected that there has been an influx in the number of students receiving advising at the colleges. Increases in advisor workload are possibly a result of inadequate increases in advising staff in response to the increased number of students requiring advising. Also, it is expected that advising sessions require more time because advisors are now required to address the complexities of developmental education enrollment decisions and discuss the different options with their students.

- *To combat the increased advisor workload, administrators reported hiring more advisors or advising support staff most often, and other efforts including implementing technology, including faculty, and redesigning the advising caseload system.*

While hiring more advisors may be a straightforward way to address increased advisor workloads, this may not have been an option for all institutions due to limited resources. Some institutions may have implemented technology to reduce some of the tasks that advisors manually completed in the past, such as early warnings for at-risk students. A creative solution used by one institution was to shift some of the advising workload to faculty members, but it is yet to be seen if this is a viable long-term solution. Because many institutions also reported an increase in faculty workload, this does not seem to be a viable solution for all institutions.

- *To accommodate gateway course offerings, some administrators reported pursuing additional funding to open more faculty lines on the open-ended questions, however many more reported shifting faculty course assignments from developmental education to gateway courses for appropriately credentialed faculty and to college success courses for those ineligible to teach higher-level coursework.*

Some institutions were able to acquire more resources to hire adjuncts at a competitive pay rate to teach gateway courses, but this was not a common solution. It is also important to note that the increase in gateway course offerings is accompanied with a simultaneous decrease in the number of developmental courses offered. Therefore, this potentially creates issues with providing faculty members a full teaching course load. Although all faculty teaching loads may not have been maintained, by shifting the teaching assignments, institutions have been able to staff their gateway courses and also try to reduce the financial impact on some faculty members who typically only taught developmental courses. Changes to faculty's teaching assignments might help explain why over half of the institutions reported an increase in faculty workload.

- *The majority of administrators agreed that gateway course instruction (62.5%) and curriculum (50%) had been reformed, though few indicated that these changes were in regards to grading practices.*

Adjustments have been made to gateway courses after SB 1720, and most colleges are making adjustments based on the increases of academically-underprepared students in their gateway courses. Importantly, institutions do not report that faculty members are curving or inflating their course grades, but it is possible that the course content may be less rigorous

or the class may cover less material to accommodate the more academically diverse students in class.

- *Most institutions reported an increase in financial and/or staffing resources for student support services. Specifically, more than half of respondents indicated an increase of resources for face-to-face (65.4%) and online tutoring (57.7%).*

One of the critical aspects of implementing SB 1720 was the notion that students can bypass developmental coursework if they are equipped with adequate resources to supplement their gateway course experience. Therefore, it comes as no surprise that the FCS institutions provided funds in the various forms of academic support services. Specifically, face-to-face tutoring and online tutoring were allocated increased resources at the majority of colleges. Institutions recognize the utility of tutoring to supplement gateway coursework, but it is also likely to be in part because more students are using tutoring services. In fact, almost all institutions report an increase in face-to-face tutoring (88.5%) and nearly as many report an increase in student use of online tutoring (80.8%).

- *Many administrators reported that SB 1720 affected particular student subgroups, including low-income students (69.6%) and underrepresented racial/ethnic students (66.7%). Administrators discussed interventions particularly designed for these students, including learning communities and financial literacy programs.*

Two traditionally at-risk community college student groups include low-income students and underrepresented racial/ethnic students. In light of the changing legislation, some institutions expressed concern that low-income students would avoid optional developmental coursework due to the cost of enrollment.

Therefore, institutions took particular interest in providing free supports, including informal learning communities, targeted at low-income students who might avoid developmental coursework. Additionally, students of color were targeted for mentorship opportunities.

- *Administrators reported that persistence between years and from fall to spring semester were essential priorities for their college.*

Developmental education reform is a hotly contested issue due to conflicting research on the effects of developmental coursework on degree completion. With the intention of SB 1720 being to increase degree attainment, it is expected that institutions are focused on increasing persistence as an essential priority. Interestingly, it appears that institutions do not associate developmental education enrollment with persistence, as almost no institutions report that it is an essential priority to increase or decrease developmental enrollment. Therefore, it appears that institutions have the agenda to increase persistence, but results of this survey indicate that increasing persistence is not necessarily associated with overall developmental enrollment.

- *When asked to rank their college's priorities of the mandates resulting from the implementation of SB 1720, 38.5% ranked advising as the top priority, but notably, 69.2% ranked meta-majors as the lowest priority.*

Meta-majors were ranked as the lowest priority for the majority of institutions. It might be that the implementation of meta-majors is an additional burden for academic advisors who are attempting to utilize their limited advising time to make proper developmental or gateway course recommendations for their students. Alternatively, meta-majors might be an important priority for colleges, but meta-majors might simply not be as crucial to institutions as academic advising and student support services. Indeed, 38.5% of institutions ranked academic advising as their top priority, as advisors are now working without necessarily having the same performance metrics in the past (placement test scores) to make course recommendations. Because SB 1720 did not mandate how institutions conduct their academic advising, this new policy period provides an opportunity where institutions are dedicating time and resources to determine how to best serve their students in advising.

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