

Developmental Education Reform Implementation Plan

Eastern Florida State College

Submitted by Dr. Linda Miedema, Vice President of Academic Affairs and Chief Learning Officer

Eastern Florida State College

1519 Clearlake Road

Cocoa, Fl. 32922

miedemal@easternflorida.edu

321 433-7380

Date of Board of Trustee Approval: December 16, 2013

Introduction

Pursuant to Section 1008.30, Florida Statutes, Eastern Florida State College (EFSC) has prepared this plan for the implementation of the recent Florida Developmental Education Reform Legislation. This plan was developed through the collaborative efforts of faculty, staff, and college administration and submitted for approval to the EFSC's Board of Trustees. The Board unanimously approved the plan on December 19, 2013.

This plan includes the following statutorily required sections:

- I. Comprehensive Advising Plan
- II. Local Policies for Documented Student Achievements
- III. Developmental Education Strategies for Reading, Writing, and Math
- IV. Description of Student Costs and Financial Aid Opportunities
- V. Description of Data Collection Plans
- VI. Additional Components for Student Success

I. Comprehensive Advising Plan

Eastern Florida State College will provide advising to all entering, first-time-in-college students. The initial advising session will be used to establish a meta-major academic pathway. Students will then be informed of the academic pathway that correlates to their selected meta-major, including the appropriate gateway courses.

For students who are not exempted from the common placement test, scores shall be used to advise students regarding developmental education options, should those scores indicate a need pursuant to SBE 6A-10.0315. Each student who qualifies for exemption consideration will be required to meet with an academic advisor to discuss possible options and direction for successful degree completion. The college has created a Common Placement Testing & Developmental Education Student Waiver (form attached) that will be used as a comprehensive guide for advising students seeking exemption from placement testing and/or developmental education enrollment. Included in the advising meeting will be a review and consideration of the student's high school transcript, GPA, subjects completed, placement test scores, work history, military experience, Meta-Major, declared program of study, and any previous postsecondary studies.

Also during the advising meeting, students will be informed of all developmental education options, opportunities for tutoring, online resources, adult basic education, student support programs, and private provider instruction (s.1007.263, F.S.). Any student who is not college ready based on common placement scores will be informed of all developmental education options and will be allowed to select the developmental education option that best fits the student's need (s. 1008.30(4)(b), F.S.). At the conclusion of the advising session between the academic advisor and the student, the waiver form will be signed in acknowledgement by the student and the advisor. This waiver will be added to the student's academic record.

Attachments

- Common Placement Testing & Developmental Education Student Waiver
- Meta-major Academic Pathways Crosswalk
- Advising Steps for Assisting Exempt and Non-Exempt Students

II. Documented Student Achievements

The College will use documented student achievements in addition to common placement test scores for advising students regarding enrollment options.

These documented achievements include the following:

- High school grade point average, cumulative
- High school grade point average, subject area
- Work history
- Military experience
- Participation in juried competitions
- Career Interests
- Degree major declaration
- Meta-Major/Program of Study declaration
- Achievement on an assessment other than a common placement test

Other documented achievements that would be considered are the following:

- AP, IB, or CLEP credits earned
- College transfer credits and developmental courses
- Completion of a 4-year degree at any regionally accredited college or university
- Dual enrollment history in college-level English and/or math

These options will be included in ESFC procedures. Current Eastern Florida procedures 431 (“Student Assessment”) and 432 (“Alternative Methods of Preparatory Instruction”) will be updated to include this information; additionally, new procedures will be written to cover other advising and academic option changes. All published advising training documents will also be updated to reflect the changes outlined in this plan.

III. Developmental Education Strategies

Mathematics

Developmental mathematics options will include modularized and compressed course options for non-exempt students and for those exempt students who choose to enroll in these courses.

Modular Instruction—MATV 0057

- **Scheduling:** MATV 0057 will be offered as a repeatable three (3) credit, sixteen (16) week course.
- **Targeted populations:** The course will be open to any non-exempt student, regardless of PERT or comparable placement test scores and to any exempt student who chooses to enroll.
- **Course exit requirements:** To exit MATV 0057, students will demonstrate mastery of all assigned modules. Successful completion of the course will satisfy the developmental mathematics requirement and allow students to enroll in MAT 1033 at the next available opportunity.
- **Students who do not pass the sixteen (16) week class:** In the event that students do not complete all assigned modules, they may re-enroll in MATV 0057. Students will need to demonstrate mastery of all objectives in at least one module to receive an “S” (satisfactory) in a given semester. Students may enroll in MATV 0057 up to three times, for a maximum of nine (9) credits.
- **Diagnosis and individualized prescription:** Students will take a diagnostic assessment at the beginning of each module to prescribe assignments for the individual student.
- **Instructional delivery:** MATV 0057 may be offered as a face-to-face class with web supplement, a hybrid class, and/or as an online class. Students will be doing extensive work outside the class using a mathematics software program. Classroom time can be used for instruction, group work, one-on-one assistance, or as determined by instructor.

Compressed Instruction—MATV 0018

- **Scheduling:** MATV 0018 will be used to deliver compressed instruction scheduled in eight (8) week mini-mesters.
- **Targeted populations:** The course will be open to non-exempt students with PERT scores of less than 96 (or comparable placement test scores) and to any exempt student with said placement scores who chooses to enroll.
- **Course exit requirements:** To exit MATV 0018, students will have demonstrated mastery of course objectives. Successful completion of the course will allow students to enroll in MATV 0028 at the next available opportunity.
- **Instructional delivery:** MATV 0018 can be offered as a face-to-face, hybrid, and/or online class.

Compressed Instruction—MATV 0028

- **Scheduling:** MATV 0028 will be used to deliver compressed instruction scheduled in eight (8) week and twelve (12) week mini-mesters.
- **Targeted populations:** The course will be open to non-exempt students with PERT scores between 96 and 113 (or comparable placement test scores) and to any exempt student with said placement scores who chooses to enroll.
- **Course exit requirements:** To exit MATV 0028, students will have demonstrated mastery of course objectives. Successful completion of the course will satisfy the developmental mathematics requirement and allow students to enroll in MAT1033 at the next available opportunity.
- **Instructional delivery:** MATV 0028 can be offered as a face-to-face, hybrid, and/or online class.

Reading

Developmental reading options will include modularized and compressed course options for non-exempt students and for those exempt students who choose to enroll in these courses.

Modular Instruction—REAV 0056

- **Scheduling:** REAV 0056 will be offered as a repeatable eight (8) week mini-mester course.
- **Targeted populations:** The course will be open to any non-exempt student, regardless of PERT or comparable placement test scores, but students whose scores indicate a high level of need (less than 95 on PERT or comparable score on other placement tests) will be strongly advised to enroll first in REAV 0007.
- **Course exit requirements:** To exit REAV 0056, students will pass all assigned vocabulary and reading modules that will be determined by the teacher, utilizing appropriate diagnostic assessment(s). Successful completion of the course will satisfy the developmental reading requirement and allow students to enroll in ENC 1101 at the next available opportunity.
- **Options for students who do not pass the eight (8) week class:** In the event that students do not complete all assigned modules within the eight (8) week term, they may re-enroll in REAV 0056 and complete their study plan, or they may enroll in a different developmental reading course of their choice.
- **Diagnosis and individualized prescription:** Students will complete appropriate reading diagnostic assessment(s). Following the completion of the assessment(s), students will meet with faculty to determine a personalized learning plan targeting weaknesses revealed by the assessment(s). Students will sign a contract for the completion of the learning plan.
- **Instructional delivery:** REAV 0056 classes will be offered in a computer-equipped classroom. Students will participate in face-to-face large group interactions, small group reading skill instruction, and individualized computer work, with the understanding that working outside of class meeting times will also be necessary.

Compressed Instruction—REAV 0007

- **Scheduling:** REAV 0007 will be offered in eight (8) week mini-mesters. It will remain a four (4) credit course, but will be comprised of lecture and lab in a proportion of 3:1 contact hours, and will follow the course description and competencies of the currently adopted traditional course.
- **Targeted populations:** The course will be open to any non-exempt student, with PERT scores of less than 84 or comparable placement test scores. Exempt students may also be advised into the course.
- **Course exit requirements:** To exit REAV 0007, students will meet the already designated, current course competencies. Successful completion of the course will allow students to enroll in REAV 0017 at the next available opportunity.
- **Instructional delivery:** Students will meet face-to-face in a classroom for six (6) contact hours per week with the course section's assigned instructor and will complete an additional two (2) hours per week of prescribed lab work under that supervision of his or her instructor. Faculty will be present in the computer lab during the lab hours assigned to their course sections and will be available to assist all developmental reading students, not only their own.

Compressed Instruction—REAV 0017

- **Scheduling:** REAV 0017 will be offered in eight (8) week mini-mesters. It will remain a four (4) credit course, but be comprised of lecture and lab in a proportion of 3:1 contact hours, and will follow the course description and competencies of the currently adopted traditional course.
- **Targeted populations:** The course will be open to any non-exempt student with PERT scores of 84—105, but students whose scores indicate a low level of need will be strongly advised to enroll in REAV 0056 in order to save time and expense. Exempt students may also be advised into the course.
- **Course exit requirements:** To exit REAV 0017, students will meet the already designated, current course competencies. Successful completion of the course will satisfy the developmental reading requirement and allow students to enroll in ENC 1101 at the next available opportunity.
- **Instructional delivery:** Students will meet face-to-face in a classroom for six (6) contact hours per week with the course section's assigned instructor and will complete an additional two (2) hours per week of prescribed lab work under the supervision of his or her instructor. Faculty will be present in the computer lab during the lab hours assigned to their course sections and will be available to assist all developmental reading students, not only their own.

Writing

Developmental writing options will include modularized and compressed course options for non-exempt students and for those exempt students who choose to enroll in these courses.

Modular Instruction—ENCV 0056

- **Scheduling:** ENCV 0056 will be offered as a repeatable, eight (8)-week mini-semester course.
- **Targeted populations:** The course will be open to any non-exempt student, regardless of PERT or comparable placement test scores, but students whose scores indicate a high level of need will be strongly advised to first enroll in ENCV 0025.
- **Course exit requirements:** To exit ENCV 0056, students will pass all assigned grammar modules and essay assignments and write a satisfactory final essay. Successful completion of the course will satisfy the developmental writing requirement and allow students to enroll in ENC 1101 at the next available opportunity.
- **Options for students who do not pass the eight (8)-week class:** In the event that students do not complete all assigned modules within the eight (8)-week semester, they may re-enroll in ENCV 0056 and complete their study plan, or they may enroll in a different developmental writing course of their choice.
- **Diagnosis and individualized prescription—writing:** Students will write a short essay which will be scored with a rubric designed to pinpoint the composition skills modules to be targeted for improvement.
- **Diagnosis and individualized prescription—grammar:** Appropriate diagnostic assessment(s) will identify the areas in mechanics, punctuation, and grammar where improvement is needed. Following completion of the diagnostic test, students will meet with faculty and determine an individual study plan for completing the necessary modules and to create a contract for completion of the assigned modules.
- **Instructional delivery:** ENCV 0056 classes will be offered in a computer-classroom. Students will participate in face-to-face instruction, collaborative writing-process activities, and individualized computer time, with the understanding that working outside of class meeting times will also be necessary.

Compressed Instruction – ENCV 0015

ENCV 0015 will no longer be offered, eliminating one level of instruction for students scoring 50 to 89 on the PERT or other placement test. Eliminating ENCV 0015 creates program compression for the lowest scoring students. Options for low-scoring students include enrollment in ENCV 0056 or ENCV 0025.

Compressed Instruction—ENCV 0025

- **Scheduling:** ENCV 0025 will be offered in 8-week mini-mester courses.
- **Targeted populations:** The course will be open to any non-exempt student, regardless of PERT or comparable placement test scores, but students whose scores indicate a low level of need (greater than 94 on PERT or comparable score on other placement tests) will be strongly advised to enroll in ENCV 0056 in order to save time and expense. Exempt students may also be advised into the course.
- **Course exit requirements:** Students will meet currently established course competencies. Successful completion of the course will satisfy the developmental writing requirement and allow students to enroll in ENC 1101 at the next available opportunity.
- **Instructional delivery:** ENCV 0025 will be a four (4)-credit course comprised of lecture and lab in a proportion of 3:1 contact hours. Students will meet face-to-face in a classroom for six (6) contact hours per week with the course section's assigned instructor and will complete an additional two (2) hours per week of prescribed lab work under supervision of his or her instructor. Faculty will be present in the computer lab during the lab hours assigned to their course sections and will be available to assist all developmental writing students, not only their own.

Compressed Instruction – ENC 0027 Combined Reading and Writing

- **Scheduling:** Compressed instruction of developmental reading and writing will be available in a combined, four (4) -credit course, ENC 0027, comprised of lecture and lab in a proportion of 3:1 contact hours. ENC 0027 will be offered in twelve (12) week or sixteen (16) week terms.
- **Targeted populations:** This course will be open to non-exempt students with PERT scores falling within 90 to 102 for writing and 84 to 105 for reading (or comparable scores on other placement tests). It also will be open to any exempt student who needs remediation, but who also faces schedule or financial aid constraints that might limit the option to register for stand-alone developmental reading and writing courses.
- **Course exit requirements:** To exit ENC 0027, students will have a passing class average and write a satisfactory final essay. Successful completion of the course will satisfy the developmental reading and writing requirement and allow students to enroll in ENC 1101 at the next available opportunity.
- **Instructional delivery:** Students will meet face-to-face in a classroom for the lecture portion of the course (3 credit hours) and in a computer lab for the remaining one credit hour. Students will complete their prescribed lab work under the supervision of his or her instructor. Faculty will be present in the computer lab during the lab hours assigned to their course sections and will be available to assist all developmental students, not only their own.

IV. Description of Student Costs and Financial Aid Options

Eastern Florida State College will provide the following developmental education enrollment options. The associated costs are listed beside each option. Eastern Florida State College's residential tuition fee is \$104 per credit hour at the associate's level. The non-residential tuition fee is \$405.76 at the associate's level. A WI-FI/Print Access Fee of \$10 is charged per student, per semester. All online sections have a \$10 lab fee per credit hour. Through the textbook rental program at the campus bookstores, as well as other sources for textbooks, the textbook costs as listed below may be lower for individual students.

Mathematics

Modular Instruction—MATV 0057. Three credit hours. Repeatable up to three times. Sixteen weeks. Residential cost: \$312. Non-residential cost: \$1,217.28. Online cost in addition to tuition: \$30.

Compressed instruction—MATV 0018. Three credit hours. Eight weeks. Residential cost: \$312. Non-residential cost: \$1,217.28. Online cost in addition to tuition: \$30. Textbook: *MyMathLab* with eBook-Instant Access: \$118.55.

Compressed instruction—MATV 0028. Three credit hours. Eight weeks and twelve weeks. Residential cost: \$312. Non-residential cost: \$1,217.28. Online cost in addition to tuition: \$30. Textbook: *MyMathLab* with eBook-Instant Access: \$118.55.

Reading

Modular instruction—REAV 0056. Two credit hours. Eight weeks. Repeatable up to three times. Residential cost: \$208. Non-residential cost: \$811.52. Not suitable for online delivery. Textbook/software to be determined.

Compressed instruction—REAV 0007. Four credit hours. Eight weeks. Residential cost: \$416. Non-residential cost: \$1623.04. Lab fee: \$40. Not suitable for online delivery. Textbook: *Ten Steps to Improving College Reading Skills*: \$41.45.

Compressed instruction—REAV 0017. Four credit hours. Eight weeks. Residential cost: \$416. Non-residential cost: \$1623.04. Lab fee: \$40. Not suitable for online delivery. Textbook: *Bridging the Gap: College Reading*. \$101.65.

Writing

Modular instruction—ENCV 0056. Two credit hours. Eight weeks. Repeatable up to three times. Residential cost: \$208. Non-residential cost: \$811.52. Not suitable for online delivery. Textbook/software to be determined.

Compressed instruction—ENCV 0025. Four credit hours. Eight weeks. Residential cost: \$416. Non-residential cost: \$1623.04. Not suitable for online delivery. Textbook: *Touch Stones-Looseleaf + Learning Curve*: \$65.

Combined Reading and Writing

Compressed instruction—ENC 0027. Four credit hours. Twelve weeks. Residential cost: \$416. Non-residential cost: \$1623.04. Not suitable for online delivery. Textbook/software: yet to be determined.

Financial Aid Options

Financial aid may be available to cover approved compressed and modularized options up to thirty (30) attempted credit hours for each student (eligible for financial aid). All tuition and fees must be paid at the end of add/drop week. The standard withdrawal and refund policies apply to developmental education options. A student who voluntarily withdraws from a college credit course after the end of add/drop week to take a developmental education option will be responsible for paying the resulting additional tuition/fees assessed for the change in registration. Students who complete compressed or modularized coursework before the end of a semester and enroll in additional coursework will be responsible for payment of tuition/fees.

Veterans Affairs will certify students for VA benefits for developmental education options only if it is documented by a college program advisor that the college's accepted testing method reveals that secondary level training is required for the student to reach a mastery level necessary for pursuit of a postsecondary program of education. The VA will certify benefits only for the level of developmental education the veteran tests into. The developmental education option must be delivered as a face-to-face class to be certified for VA benefits; online and/or hybrid classes will not be certified. VA students who complete a developmental class before the end of the term will have their benefits reduced accordingly. VA will not certify veterans for developmental education if they are exempt from taking the common placement test.

The college offers scholarships to students with demonstrated financial need that cannot be met through state or federal aid.

V. Collection of Student Data

The following *Data Collection Plan* has been developed to provide an overview of EFSC's strategy for the collection of data related to the college's implementation of the Developmental Education Reform. This plan lists methods of coding student status, courses, and majors and it describes methods to measure success and completion rates within these categories using data obtained from the EFSC's collegewide data management system, BANNER. Additionally, student use of college resources such as tutoring, "boot camps," and success coaching will be captured to review the impact of these resources on student success. References to information forms are all a part of the BANNER system.

All developmental education strategies will be engaged in a continuous assessment process, which includes defining assessment measurements and tools, collecting and analyzing assessment results, making improvements where necessary, and determining the effectiveness of such improvements.

Assessment timelines will vary by program; some programs may assess more frequently due to small enrollments and limited offerings, while others will be done on a sixteen (16) week semester basis. Working with faculty, the college will develop data collection tools to meet the needs of the developmental programs. Direct measures of assessment will be developed to evaluate achievement of student learning outcomes and course success rates, and indirect measures will be developed to measure developmental course completion rates, developmental program completion rates, and subsequent success in gateway and other college credit courses.

Student Data

- Exempt students will be identified in BANNER. The graduation date, diploma type, and the year the student entered the Florida public school are noted on SOAHSCH – (High School Information form).
- The exemption code will be noted on SOATEST (Test Score Information):
 - Test Code: CPEX (Common Placement Test Exam)
 - Test Score: 999
 - Test Date: Current date
 - Source: **HS** - CPT Exempt FL high school graduate or **MI** - CPT Exempt active duty military
 - Note: If the student qualifies for a test waiver under both high school and active military categories, the "HS" code will be the source code used.

- Instructions for processing the exemptions are posted on the Student Services Information Page (SSIP) at http://inside21.brevardcc.edu:7310/pdfs/ADMCPEXCPTandDevEdExemption_000.pdf
- Students' Meta-Majors, their completion of achievements, including meeting with a Success Coach, Peer Tutoring, Soft Skills Workshops, and completion of an MAI Career Course will be recorded on SGAUSDF (Student Institutional Reporting Requirements) in BANNER.
- Specific developmental education course enrollments will be obtained from BANNER and disaggregated based on the CPEX code on SOATEST.
- Current developmental education courses will be offered in compressed options and will be noted by the "part of term." As new academic options are created, course identification codes will be developed and linked to the new options and built into BANNER.
- Course enrollments and grades will be obtained from BANNER and disaggregated by CPEX code on SOATEST.
- Enrollments for developmental courses will be obtained and terms counted from first attempt to successful completion for each developmental course. The data will be disaggregated by CPEX code on SOATEST and an average will be taken by term.
- Course enrollments for gateway courses will be obtained and terms counted from first attempt to successful completion for each gateway course after the successful completion of the developmental course. The data will be disaggregated by CPEX code on SOATEST and an average will be taken by terms.
- Data will also be collected reflecting the number of terms of enrollments from first time in a major/degree through the completion of that major/degree.

Advising Data

- Advising sessions with students will be noted on SOAAPPT (Person Appointments/ Contacts) in BANNER. The purpose of the advising session as well as the outcome will be noted. This information will then be used to identify the impact such advising sessions have on student success in developmental courses and/or gateway courses for exempt students electing to register directly into gateway courses.

Data Collection Responsibilities

Senior programmers and analysts in the college's Institutional Advancement department use BANNER in retrieving student and course data for review and analysis. The data will be retrieved at the beginning of term for enrollments and end of term for grades and completions.

The following charts reflect EFSC's assessment cycle for review of developmental courses and the types of data that will be collected and reviewed.

Annual Assessment Cycle



Data will be collected to track student usage of college academic support resources. The following chart identifies the type of data to be collected and measured:

Student Use of Tutoring and Academic Support Resource Example

Student ID #	Usage Date	Interaction Type	Sessions	Minutes
B0000234	12.12.2013	Writing Center	2	90
B0000234	12.14.2013	Campus Learning Lab Tutoring	1	40

EASTERN FLORIDA STATE COLLEGE
Developmental Education Course Assessment
Student Assessment Review

Developmental Course Name:				Person Completing Form:			
Instruction Type:	Modularized <input type="checkbox"/>	Compressed <input type="checkbox"/>	Co-requisite <input type="checkbox"/>	Reading <input type="checkbox"/>	Math <input type="checkbox"/>	Writing <input type="checkbox"/>	
	Contextualized <input type="checkbox"/>						

Part A: Course/Student Outcomes:

Outcomes:	How Measured	Program Format	When Measured (semester)	Who Collects Data	Who Submits Data	Performance Standard or Benchmark	Results	Results Compared to Standard	Is the Outcome Targeted for Improvement?
Direct Measure:						__ % of Students achieve a "C" or better on the assessment			
Indirect Measure:						__ % of Students will complete the course with the grade of "C" or "S"			

Part B: Outcomes Targeted for Improvement

Targeted Outcome	Results Compared to Standard	Improvement Target	Use of Data for Improvement	Date of Reassessment

Part C: Program Narrative: _____ (program name)

Program History:

Development of Outcomes:

Outcome Measures Targeted for Improvement:

Implementation of Improvement Plan:

Curriculum and Program Revisions:

Program Effectiveness Data Analysis:

Supporting Documentation:

Results and Improvements

- Data analysis and tracking of trends will lead to curriculum revision and program changes. The data collection plan described herein will then be used to track the effectiveness of all changes implemented.

VI. Additional Plan Components

As a method to supplement the college's developmental curriculum and provide further academic support to students, EFSC has developed resources to assist both exempt and non-exempt students. The following is a list of some of the options available to students:

- **Boot Camps:** Students can choose to enroll in one of two week-long skill builder Boot Camps offered through VPI (Vocational Preparatory Instruction) in campus the Learning Labs. One boot camp would be offered at the beginning of the term and then a second at mid-term. Content will be determined by faculty and delivered by VPI tutors.
- **Tutoring:** Students can make hour long appointments with a VPI tutor for face-to-face skill building assistance. Adjunct Faculty will provide another option for tutoring.
- **Web Resources:** A list of resources available on the Web has been created and submitted to the college's Developmental Education Task Force for review and inclusion in course materials. These resources will give options to students who choose not to enroll in developmental classes nor to use the diagnostic/skill builder option.
- **Smarthinking:** Students may be directed by their instructors to Smarthinking, an online tutoring resource used by EFSC.

As part of the College's Quality Enhancement Plan (QEP), the EFSC Core Scholar Program has been developed and will provide additional resources to support developmental education strategies. The Core Scholar Program includes participation in all the following four strategies designed to improve basic skills through a cohesive, high-profile program:

- **Peer Tutoring:** To enhance academic support, peer tutoring programs will be developed in the highest enrollment courses having high percentages of students earning D, F, I, or W grades. This peer tutoring will complement existing professional tutoring in the Learning Labs on each campus. This program requires faculty input regarding the student tutors chosen for these specific courses. Training will be provided for peer tutors, as well as dedicated space for the tutoring sessions. Time spent in tutoring sessions will be tracked by the appropriate software. Those selected to be peer tutors will be given service-learning credit or scholarships for their efforts.
- **Success Coaching:** To address the perceived hurdles a student faces at EFSC, an enhanced mentoring program will be developed to increase student awareness of the resources available at the College and to help students set and reach their academic goals. In this strategy, trained faculty and staff will meet with students for a predetermined number of sessions per term to help them learn about college resources and procedures, the requirements of graduation and transfers, and career planning.
- **Soft Skills Workshops:** To address the soft skills that students and faculty recognize as part of success, a series of workshops will be developed. These will complement content delivered through the existing Success Strategies course, but will not replace it because students will not be required to register for a semester-long course. Some proposed workshop topics include time management, study skills, organization, personal finance, and career planning. The workshops will be developed in cooperation with various areas of the EFSC community (faculty, career centers, libraries, student activities) to supplement existing resources and to reach even more students with high-profile QEP events.
- **MAI Online Learning Communities:** Major Area of Interest (MAI) online learning communities will be developed to allow students with similar academic goals to communicate and learn about their chosen career field by encouraging networking and career planning. This program has been piloted successfully during QEP planning and will be expanded to include more disciplines. These online learning communities can include faculty, students, alumni, and community members. The online discussions are based on discipline-specific content.

Student usage of these resources will be tracked to monitor effectiveness. All students using the college Learning Labs or the web-based tutoring system are required to log in using their student identification number. Data can then be obtained to identify the

type of assistance provided and the time allotted to each session. This data can then be crossed-checked against student grades and success rates.

Conclusion

This Developmental Education Reform Implementation Plan is intended to be a dynamic document designed to change as data reveal trends and areas of needed improvement. Eastern Florida State College will monitor data and review faculty assessment input as a basis to determine any needed revision of the curriculum, course delivery methods, or student services resources. With the goal of achieving greater student achievement and progression to degree, EFSC will be responsive to all measurements of the plan's effectiveness.