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Increasing Momentum for Student Success (Research Brief)

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RESEARCH BRIEF

Increasing Momentum for Student Success: Developmental Education Redesign and Student Progress in Florida

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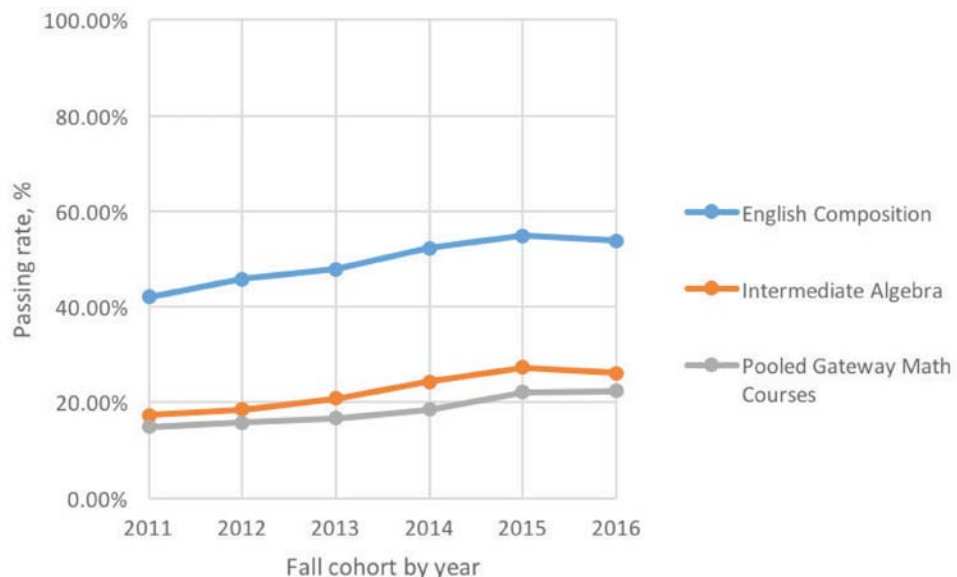
BACKGROUND

In the fall of 2014, Florida’s Senate Bill 1720 (SB 1720) initiated a major statewide developmental education redesign in the Florida College System (FCS). Now that the reform has been underway for a few years, we used data from the Florida K-20 Education Data Warehouse (EDW) on six cohorts of first-time-in-college (FTIC) students to examine student progress to understand the impacts of SB 1720. We included six-cohorts (fall 2011 to fall 2016) of FTIC student data from all 28 public state colleges in Florida. The outcomes are

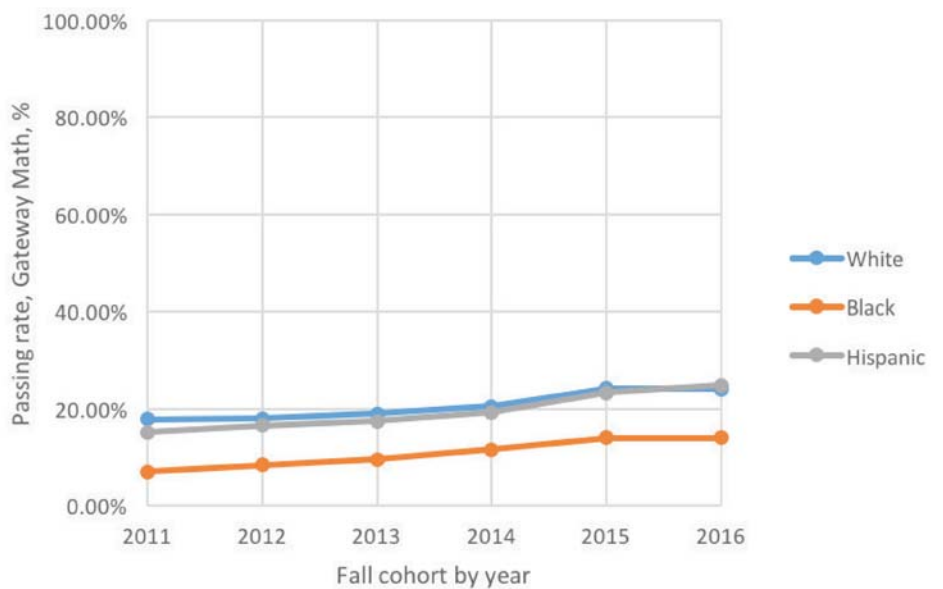
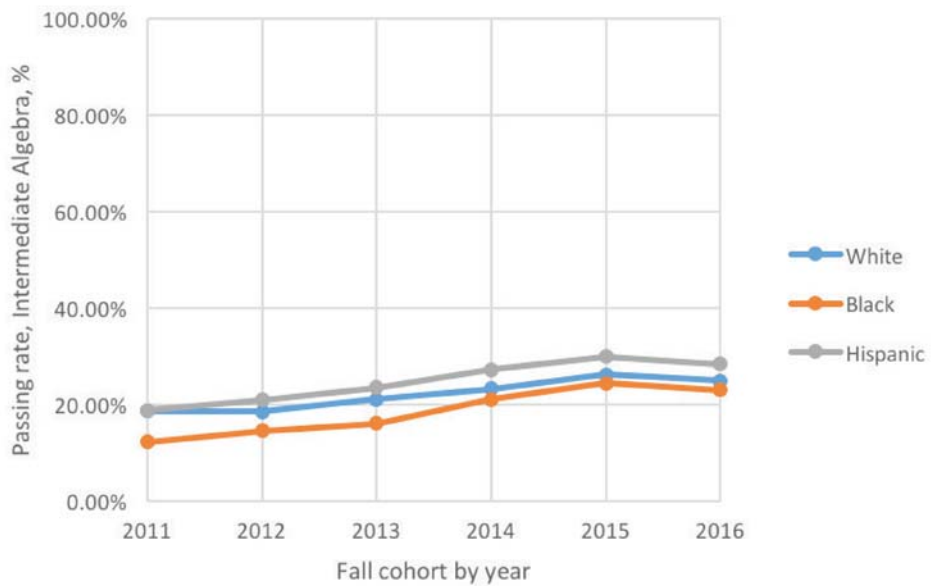
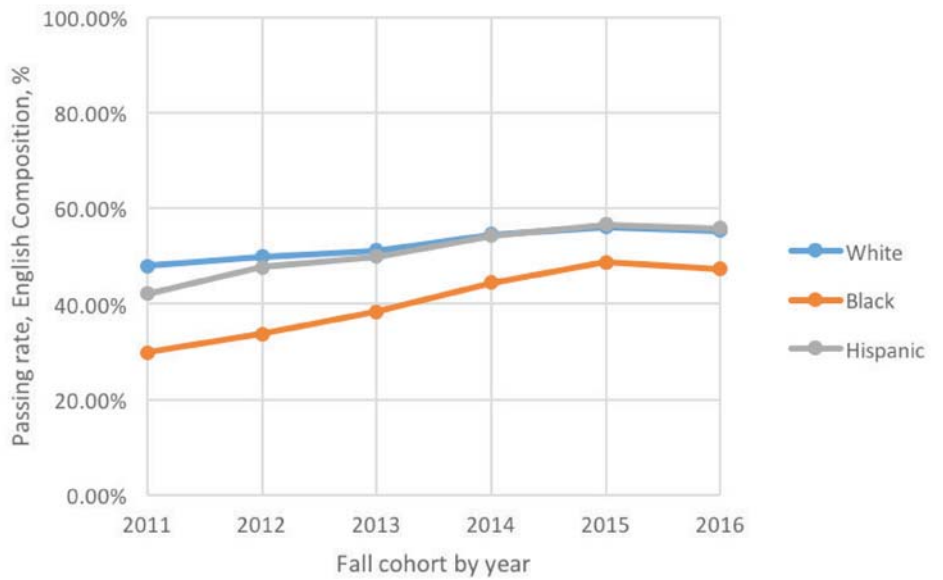
observed in the first year of student enrollment in college for all six cohorts. English composition is a statewide gateway course. Intermediate algebra is a prerequisite math course of which credit hours are counted as elective college credits, while gateway math courses are a combination of all math courses that can be considered as gateway math toward different meta-majors. In this research brief, we summarize the key findings based on a full research report that is available on the Center for Postsecondary Success website.

FINDINGS

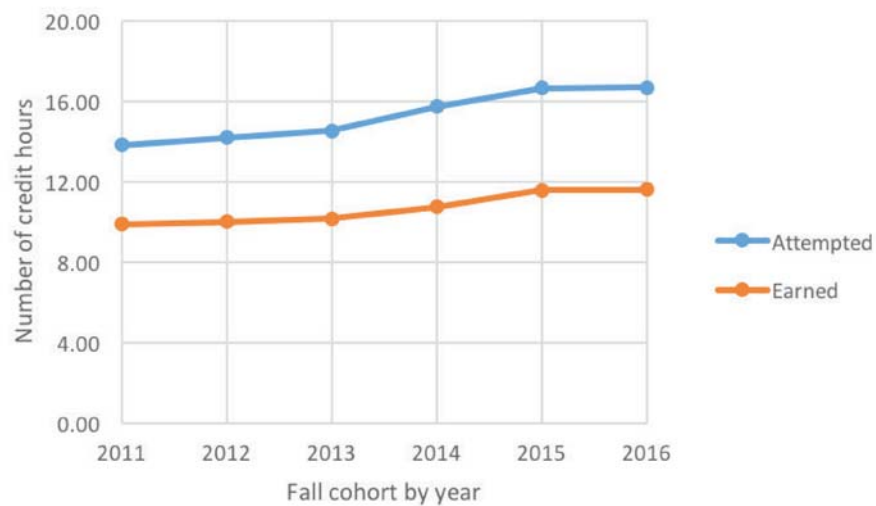
- Cohort-based passing rates in English and math courses increased following the reform from a cohort-by-cohort comparative perspective as illustrated in the following figure.



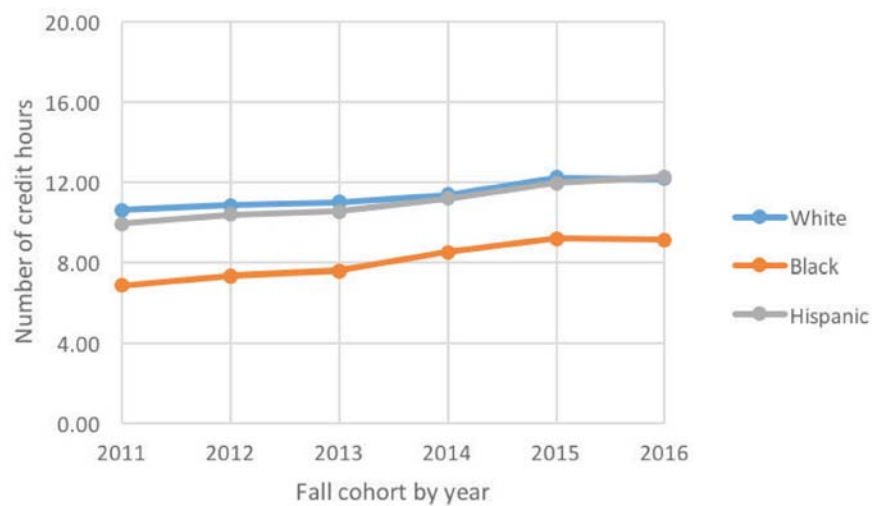
- Cohort-based passing rates for Black and Hispanic students increased at greater rates following the redesign than for White students in English and math courses as illustrated in the following figures.



- **Total first-year credit hours attempted and earned increased for all students following the reform as illustrated in the figure to the right.**



- **Black and Hispanic students experienced a greater increase in college-level credits earned following the reform, compared to White students, as illustrated in the figure to the right.**



SUMMARY

In sum, since the implementation of the developmental education reform in Florida in fall of 2014, there has been an increase of student success as measured by introductory college-level course passing rates as measured as the share of students of each cohort who passed the courses and college-level credit hours earned during the first year of enrollment. The findings also point to the narrowing gaps in those measures for students of different racial/ethnic backgrounds. Overall, the developmental education redesign in Florida appears to have led to increased success and improved equity in the Florida College System.