ACHIEVING THE DREAM STAFF

Caitlin Donnelly
Strategic Partnerships & Development Officer
AGENDA

• About the Webinar Series
• Our Panelists
  • Dr. Jesse Coraggio, Vice President – Institutional Effectiveness & Academic Services, St. Petersburg College
  • Joseph Leopold, Director of Learning Resources, St. Petersburg College
  • Dr. Christa Ehmann Powers, Vice President & Chief Academic Officer - Smarthinking, Pearson
• Presentation: “When Legislation Changes the Game: The New Playbook for Responding to Remedial Need”
• Q&A and Discussion
TECHNOLOGY SOLUTIONS WEBINAR SERIES

• ATD Institutions increasingly turn to technology to improve student success outcomes

• Intended to provide information about promising technology solutions

• An opportunity to stay informed in a rapidly changing education technology environment
OUR PANELISTS

Dr. Jesse Coraggio
Vice President, Institutional Effectiveness &
Academic Services
St. Petersburg College

Joseph Leopold
Director of Learning Resources
St. Petersburg College
WITH CONTRIBUTION FROM

Dr. Christa Ehmann Powers
Vice President & Chief Education Officer, Smarthinking
Pearson
WHEN LEGISLATION CHANGES THE GAME:

THE NEW PLAYBOOK FOR RESPONDING TO REMEDIAL NEED
ABOUT ST. PETERSBURG COLLEGE

BY THE NUMBERS

- 7 Major Learning Sites
- 32,478 Fall Enrollment
- 273,924 Fall SSH
- 6,669 Degrees/Certificates Awarded in 2014/15
- 386 Full Time Faculty
## Traditional Developmental Education Delivery

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 0020/25</td>
<td>59.7%</td>
<td>57.1%</td>
<td>56%</td>
<td>67.6%</td>
</tr>
<tr>
<td>MAT 0024/28</td>
<td>48.4%</td>
<td>50.9%</td>
<td>57.4%</td>
<td>56.3%</td>
</tr>
<tr>
<td>REA 0007/17</td>
<td>66.6%</td>
<td>68.2%</td>
<td>65.2%</td>
<td>75%</td>
</tr>
</tbody>
</table>

## Redesigned Developmental Education Delivery

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 0056</td>
<td>NA</td>
<td>68%</td>
<td>67.5%</td>
<td>79%</td>
</tr>
<tr>
<td>MAT 0056</td>
<td>NA</td>
<td>54.2%</td>
<td>60.3%</td>
<td>69.2%</td>
</tr>
<tr>
<td>REA 0056</td>
<td>NA</td>
<td>86.8%</td>
<td>78.7%</td>
<td>88.2%</td>
</tr>
</tbody>
</table>

Source: Pulse, Business Intelligence, Student Success Rates report
STARTS WITH STUDENT SUPPORT

- New Student Orientation
- My Learning Plan
- Learning Support
- Career Advising
- Early Alert System

College Experience
WEEKLY STAFF WEBINAR

Leading the charge with **committed leadership** every Wednesday morning

- New Student Orientation
- Integrated Advising & Career Services
- My Learning Plan & Automated Graduation Status
- Early Alert and Student Coaching System
- Out of Classroom Support
- Training
A student who...

entered 9th grade in a Florida public school in the 2003-2004 school year, or any year thereafter, and

earned a Florida standard high school diploma or

a student who is serving as an active duty member of any branch of the United States Armed Services...

1. **shall not be required** to take the common placement test and

2. **shall not be required** to enroll in developmental education instruction in a Florida College System institution.
OVERVIEW: OUR SB1720 PLAN

Educate advisors, faculty and students on developmental education reform

Streamline the advising process to engage students immediately after high school transcripts are received

Take a broader view for readiness advisement that considers multiple factors and provides best guidance and support
IMPLEMENTATION: OUR SB1720 PLAN

- Leadership support
- Oversight group
- Dev Ed Committee
- Front-line Engagement
- Regular BOT updates
- Terminology
- Technology Enhancements
- Early Implementation
- Monitoring
OUR SB1720 TRAINING PLAN

**Faculty Training**

**Advisor Training**

- Developmental Education Reform General Overview
- Understanding the Developmental Student in General Education
- Embedding Success Strategies in General Education Courses
- Implementing Success Strategies in General Education Courses
- Evidence for Flexible Placement
- New Advising Page
- Understanding Curriculum Choices
- Developmental Education Advising Role Play
THE STUDENT JOURNEY: COMMUNICATIONS

Revised Onboarding Steps for New Students

• Existing Web pages
• Letters, emails, postcards
• New Web page for Developmental Education Reform

Inviting qualifying students to see advisor for additional options
THE STUDENT JOURNEY: PLACEMENT

Two Placement Tracks

FLEXIBLE PLACEMENT
Applicable for students who are no longer required to take the placement test and qualify to enroll directly in college-level coursework based on their high school/military records.

TRADITIONAL PLACEMENT
- Applicable for all remaining students
- Requires valid test scores or completed coursework
### THE STUDENT JOURNEY: PLACEMENT

#### Flexible Placement Options for Math
*(Traditional diploma awarded from a Florida Public School >= 2007)*

<table>
<thead>
<tr>
<th>College Recommendation</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dev Ed Strongly Recommended</td>
<td>MAT0018 (MO or CO)</td>
<td>MAT0022 (CO)</td>
<td>College-Math MOOC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dev Ed Recommended</td>
<td>MAT0028 (CO)</td>
<td>MAT0028 (MO)</td>
<td>MAT0055 1cr. (MO) or MAT0056 2cr. (MO)</td>
</tr>
<tr>
<td>Likely College Ready</td>
<td>MAT1033 or MAT1100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher level Math Courses</td>
<td></td>
<td>Refer to Accuplacer Test Scores</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:** CO= Compressed, CR= Co-requisite, MO= Modularized
Sample Problems

8) Perform the indicated operation.
\[
\frac{x^2 + 7x + 10}{x^2 + 10x + 25} \div \frac{x^2 + 2x}{x^2 - 2x - 35}
\]

14) Solve: \(2x^2 + x - 1 = 0\)

A. \(1, \frac{1}{2}\)
B. \(-1, \frac{1}{2}\)
C. \(-1, -\frac{1}{2}\)
D. \(1, \frac{1}{2}\)

Choose the sentence that has faulty sentence structure, or choose E if there is no error. No item has more than one error.

4.
A. A parent should monitor the television programs his or her child watches.
B. Many shows include violence, profanity, and nudity.
C. Although older children might responsibly handle such abrupt or shocking scenes, younger children often lack the maturity emotionally, therefore, they may be affected negatively by what they see.
D. To avoid such trauma, a parent's careful monitoring of television programs will help the young child develop normally.
E. No error.

5.
A. Laziness was my friend's most prominent trait.
B. He constantly talked about how busy he was and tried to convince others he was busy even when he wasn't.
C. Filling his typical day with chatter and busy work, achieving little.
D. Because he talked too much, he produced no significant work and even less money.
E. No error.
THE STUDENT JOURNEY: INFORMED CHOICES

Developmental Education Results – Spring 2014

**Flexible placement**

**MATH**
Recommended
Developmental education

Enrolled in college level course
MAT1033

Only 2 out of 10 students passed with a C or better

**Flexible placement**

**READING**
Recommended
Developmental education

Enrolled in college level course
ENC1101

Only 5 out of 10 students passed with a C or better

**Flexible placement**

**WRITING**
Recommended
Developmental education

Enrolled in college level course
ENC1101

Only 5 out of 10 students passed with a C or better

Developmental Education courses will help build the skills you need to be successful in college. Learn more: [www.spccollege.edu/advising](http://www.spccollege.edu/advising)
THE STUDENT JOURNEY: INFORMED CHOICES
THE STUDENT JOURNEY: INFORMED CHOICES

Over 10,000 students have enrolled in Get Ready for College MOOCS since May 2013
THE STUDENT JOURNEY: NEW MATH PATHWAY

STEM & Business Programs

- Calculus Track including College Algebra
- MAT 1033 Intermediate Algebra

Health Sciences, Education, Public Safety, etc.

- Liberal Arts Math or Statistics
- MAT 1100 Exploration of Mathematics & Quantitative Reasoning
THE STUDENT JOURNEY: SUPPORT

Virtual Learning Commons
THE STUDENT JOURNEY: SUPPORT

Week 10 – Fall 2015

Total # Selected Services On Campus: 2720
Total # Selected Services Online: 308

- Writing/Lang: 709 (23%)
- Science: 589 (20%)
- Smarthinking: 308 (10%)
- Research Help: 148 (5%)
- Computer Help: 232 (8%)
- Math/Stats: 1,041 (34%)
THE STUDENT JOURNEY: SUPPORT

One-to-one, highly tailored tutorial conferences
THE STUDENT JOURNEY: SUPPORT

The Keys to Unlocking Learning

- Upfront tutor training
- On-going professional development
- Reinforcing the perspective that tutors support faculty instruction
Smarthinking online tutoring yields higher grades, greater persistence and increased retention rates.
THE STUDENT JOURNEY: SUPPORT

Out-of-Class Support

The more often students visited the learning centers, the more successful they were in their courses.

<table>
<thead>
<tr>
<th># of visits</th>
<th>Course Success Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>75%</td>
</tr>
<tr>
<td>3-4</td>
<td>77%</td>
</tr>
<tr>
<td>5-9</td>
<td>78%</td>
</tr>
<tr>
<td>10+</td>
<td>83%</td>
</tr>
</tbody>
</table>
THE STUDENT JOURNEY: EMPOWERED BY DATA

Welcome St. Pete,

Time Zone - Eastern Standard Time (New York)

Dashboard

Statement Of Work

No data available

Survey

<table>
<thead>
<tr>
<th>Percentage</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Response Rate</td>
<td>30%</td>
</tr>
<tr>
<td>Would you recommend Smarthinking to a friend?</td>
<td>95%</td>
</tr>
</tbody>
</table>

By interaction type

<table>
<thead>
<tr>
<th>Interaction Type</th>
<th>Sessions</th>
<th>Total Time (minutes)</th>
<th>Total Time (Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live Sessions</td>
<td>2,550</td>
<td>88,148</td>
<td>1,469.13</td>
</tr>
<tr>
<td>Online Writing Lab</td>
<td>6,510</td>
<td>269,615</td>
<td>4,493.58</td>
</tr>
<tr>
<td>Submitted Questions</td>
<td>190</td>
<td>5,130</td>
<td>85.50</td>
</tr>
<tr>
<td>Total</td>
<td>9,750</td>
<td>362,893</td>
<td>6,048.21</td>
</tr>
</tbody>
</table>

Registration

<table>
<thead>
<tr>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinct Users During Period</td>
</tr>
<tr>
<td>New Registrations During Period</td>
</tr>
</tbody>
</table>

Sessions By Hour

Hour - Eastern Standard Time (New York)
**THE STUDENT JOURNEY: EMPOWERED BY DATA**

<table>
<thead>
<tr>
<th>Organization ID</th>
<th>Organization Name</th>
<th>Subject ID</th>
<th>Subject Name</th>
<th>Created On</th>
<th>Minutes Billed</th>
<th>Essay Description</th>
<th>Essay Interest</th>
<th>Tutor Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>846</td>
<td>St. Petersburg College</td>
<td>8563</td>
<td>Essay Center</td>
<td>2015-10-18 00:15:23</td>
<td>42</td>
<td></td>
<td>Transitions, Sentence Structure</td>
<td>1</td>
</tr>
<tr>
<td>846</td>
<td>St. Petersburg College</td>
<td>8563</td>
<td>Essay Center</td>
<td>2015-10-18 01:18:10</td>
<td>42</td>
<td></td>
<td>Grammar &amp; Mechanics, Word Choice</td>
<td>1</td>
</tr>
<tr>
<td>846</td>
<td>St. Petersburg College</td>
<td>80005</td>
<td>Grammar &amp; Documentation</td>
<td>2015-10-18 04:20:00</td>
<td>42</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>846</td>
<td>St. Petersburg College</td>
<td>8563</td>
<td>Essay Center</td>
<td>2015-10-18 09:44:33</td>
<td>42</td>
<td></td>
<td>Content Development, Grammar &amp; Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>846</td>
<td>St. Petersburg College</td>
<td>8563</td>
<td>Essay Center</td>
<td>2015-10-18 09:51:50</td>
<td>42</td>
<td></td>
<td>Organization, Grammar &amp; Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>846</td>
<td>St. Petersburg College</td>
<td>80005</td>
<td>Grammar &amp; Documentation</td>
<td>2015-10-18 10:30:06</td>
<td>42</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>846</td>
<td>St. Petersburg College</td>
<td>8563</td>
<td>Essay Center</td>
<td>2015-10-18 11:28:00</td>
<td>42</td>
<td></td>
<td>Content Development, Transitions</td>
<td>1</td>
</tr>
<tr>
<td>846</td>
<td>St. Petersburg College</td>
<td>80005</td>
<td>Grammar &amp; Documentation</td>
<td>2015-10-18 15:09:52</td>
<td>42</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
THE STUDENT JOURNEY: EMPOWERED BY DATA
### RESULTS SO FAR: DIGGING INTO THE DATA

**Fall 2014 Prediction Model Outcomes**

<table>
<thead>
<tr>
<th>Courses</th>
<th>All FTIC Students</th>
<th>Likely College Ready</th>
<th>Dev Ed Recommend</th>
<th>Dev Ed Strongly Recommend</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math Recommendations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 1033 and MAT 1100</td>
<td>54.7%</td>
<td>60.1% (557)</td>
<td>41.7% (252)</td>
<td>35.6% (160)</td>
</tr>
<tr>
<td>Developmental Ed Courses</td>
<td>62.8%</td>
<td>40.9% (22)</td>
<td>52.0% (152)</td>
<td>47.9% (140)</td>
</tr>
<tr>
<td><strong>Writing Recommendations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENC 1101</td>
<td>69.9%</td>
<td>71.1% (967)</td>
<td>58.2% (189)</td>
<td>50.4% (131)</td>
</tr>
<tr>
<td>Developmental Ed Courses</td>
<td>72.7%</td>
<td>78.0% (50)</td>
<td>80.4% (56)</td>
<td>62.9% (62)</td>
</tr>
<tr>
<td><strong>Reading Recommendations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENC 1101</td>
<td>69.9%</td>
<td>73.3% (859)</td>
<td>58.4% (262)</td>
<td>48.8% (166)</td>
</tr>
<tr>
<td>Developmental Ed Courses</td>
<td>73.1%</td>
<td>88.9% (9)</td>
<td>86.1% (36)</td>
<td>59.3% (27)</td>
</tr>
</tbody>
</table>

*Note: Success rates exclude Pass/Fail Grading basis courses and audits.*

*Source: Pulse Business Intelligence System, Campus Success Rates dashboard, Data extracted January 11, 2015*
# RESULTS SO FAR: DIGGING INTO THE DATA

## Fall 2014 Success Rates

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014 Flex Placement</th>
<th>Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Taking College Recommendation</td>
<td>Taking College Recommendation</td>
</tr>
<tr>
<td>Overall FTIC Flex Placement</td>
<td>730</td>
<td>1,094</td>
</tr>
<tr>
<td>Overall FTIC</td>
<td>55.3%</td>
<td>70.5%</td>
</tr>
<tr>
<td>Male</td>
<td>51.7%</td>
<td>67.2%</td>
</tr>
<tr>
<td>Female</td>
<td>58.2%</td>
<td>72.8%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>42.6%</td>
<td>55.7%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>61.7%</td>
<td>75.6%</td>
</tr>
<tr>
<td>White</td>
<td>57.8%</td>
<td>72.0%</td>
</tr>
<tr>
<td>Black/African American Male</td>
<td>37.6%</td>
<td>55.7%</td>
</tr>
<tr>
<td>Hispanic/Latino Male</td>
<td>53.4%</td>
<td>73.4%</td>
</tr>
<tr>
<td>White Male</td>
<td>55.6%</td>
<td>68.1%</td>
</tr>
</tbody>
</table>

**Note:** Success rates exclude Pass/Fail Grading basis courses and audits. Groups defined by Custom Cohort and Dev Ed Exempt Student Group.

**Source:** Pulse Business Intelligence System, Campus Success Rates dashboard, Data extracted January 11, 2015
NEXT STEPS AND POLICY CHANGE

1. Begin Smart Start Orientation
2. Improve identification & communication
3. Implement co-requisites for Gateway Courses
4. Create Course Completion Milestones
5. Work closely with Pinellas County Schools (PCS) on alignment (CAG Grant)
Q & A AND DISCUSSION

Dr. Jesse Coraggio  
Vice President, Institutional Effectiveness & Academic Services  
St. Petersburg College

Joseph Leopold  
Director of Learning Resources  
St. Petersburg College
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Christa.Ehmann@pearson.com
NEXT WEBINAR

• Wednesday, January 20, 2016
  12:30pm – 1:15pm EST
Thank You!