

ABSTRACT:

Santa Fe College (SF) located in Gainesville, FL seeks \$2,072,043 in Title III SIP funding to expand its capacity to serve low-income students by improving academic quality, institutional management, and fiscal stability. The College will increase completion for at-risk underrepresented students, employ evidence-based interventions, and conduct a rigorous evaluation of those interventions.

The 2013 Florida Senate Bill 1720 exempted incoming students from mandatory college placement testing and enrollment in remedial, otherwise known as developmental education (DE), coursework. As a result, the large number of underprepared students who enroll at SF are now opting out of DE and enrolling directly into college level courses, courses that do not include remediation. These students are by-passing advisement best-practices and are not receiving remediation in foundational skills or college success skills. Steadily declining enrollment in DE is resulting in increasingly low retention and completion rates, revealing the need for revised curriculum. Declining success rates in the college gateway courses of College Composition (ENC1101) and Intermediate Algebra (MAT1033) jeopardize degree completion. SF has explored strategies designed to help retain underprepared students and move them rapidly through core courses and ultimately through program completion. In the current environment, this could only be accomplished by re-envisioning an entire approach to remedial education. Thankfully, the What Works Clearing House Practice Guideⁱ provides the structure for the college's DE redesign efforts. ***The Practice Guide*** contained six recommendations which were consulted during the Title III design meetings. The college proposes to meet all six guidelines by implementing creative new activities.

Proven research informed the Comprehensive Development Plan (CDP) that led to the identification of strategies to increase student success: 1. Centralization of delivery of critical student services from 7 separate labs into one central Learning Commons to ensure the inevitability of students *receiving* the services; 2. Mindset interventions designed to enhance students' belief in their ability to experience academic growth; 3. Tutoring by College certified tutors; 4. Co-requisite instruction for at-risk students; and 5. Use of Digital Learning Plans.

The project is wholly aligned with the CDP-identified weakness, addressed as summative objectives which are linked to research-based tasks. Continuous progress is monitored through assessment of progress on the formative objectives. Results of the monitoring reports are analyzed and used to implement project modifications, if needed. A rigorous third-party evaluation is based on a quasi-experimental design that meets What Works Clearinghouse standards with reservations.

Staffing is adequate to the purpose of the project and sufficient funding is provided by the College to maintain staffing levels in the post-award period. All project components will be institutionalized at the end of the project period.

ⁱ Institute of Education, "Strategies for postsecondary students in developmental education – A practice guide for college and university administrators, advisors, and faculty", November 2016,
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dev_ed_112916.pdf#page=19