

Preparatory Program Review Recommendations – July 29, 2005

Recommendation 1 Reduce the number of hours from five credit hours to three lecture credit hours and one lab hour (two contact hours). Although the courses are co-requisite, lectures and labs do not have to be linked. This recommendation will go into effect in 2005/2006.

Math: The mathematics preparatory coursework adopted a four credit hour format utilizing the lab as a strategy.

Reading/Writing: The reading and writing preparatory coursework adopted dual formats: a four credit hour format utilizing the lab as a strategy, and a four credit hour format consisting of a three credit hour lecture course and a one credit hour lab course. The reading and writing model also includes the following mandates:

- The development of a mastery learning program consisting of modules that will allow students to exit at their own pace (faculty will be paid a stipend to develop this program);
- The requirement that students only have to complete the course successfully and to pass the State Exit Exam to exit the preparatory curriculum;
- The requirement that student performance be within the 75th percentile in three years as shown on state accountability reports;
- The review of data by semester on student retention and success in all preparatory formats;
- The modification of the three-year plan on an annual basis following data review if student performance clearly is not improving.

Recommendation 2 Labs will be taught by appropriately credentialed individuals; i.e., Bachelor's degree with at least nine hours in the discipline.

Recommendation 3 In accordance with SBE Rule 10.0315, students who are initially placed in the first level of college preparatory instruction and whose subsequent performance indicates that they have accomplished the competencies may be given one opportunity to take the discipline State Exit Exam. All students must have the permission of the faculty member to take advantage of this opportunity. Certification of success or failure will be recorded and submitted to the appropriate dean's office. This information will also be placed in the students' permanent records.

Recommendation 4 The development of a modular curriculum model will be explored and piloted to meet the needs of students who need to refresh specific skills rather than to learn all basic concepts.

Recommendation 5 Students who earned below the state-mandated scores on two or more sections of the college placement test must complete SLS 1101 and either REA 1605 or SLS 1533 before moving on to college-level courses. Students who earn below the state-mandated minimum scores on only one section of the college placement test must enroll in one of the following classes: SLS 1101, SLS 1501, or REA 1605.

Recommendation 6 The College will offer "Getting-Ready-for-College" workshops for potential students.

Recommendation 7 The College will continue to support faculty in their participation with Florida Developmental Education Association through an institutional membership.

Recommendation 8 The College will support the cluster's development of an annual Best Practice Seminar.

Recommendation 9 Follow-up will be conducted on student performance in the preparatory curriculum. Students will be monitored to evaluate retention and success rates, and annual reports will be prepared that portray student progress in the curriculum.

Recommendation 10 Students may be placed directly into prep II reading or writing if they achieve the new college-wide score on the CPT or other placement test.

Recommendation 11 Writeplacer will be used to evaluate writing skills of preparatory students.

Recommendation 12 Establish prep advocates on each campus. Prep advocates will be able to assist students with their support service requirements.

Recommendation 13 Hire full-time faculty members where appropriate.