

2019-20 Assessment of Transitional Education

This report was created at the conclusion of the 2019-20 academic year and covers data collected from fall 2009 through spring 2020. Transitional education at Seminole State College (SSC) consists of mathematics and language arts, components offered through two of the SSC academic divisions. SSC conducted a major curriculum redesign of its developmental education program in 2013 and in the process “rebranded” it *transitional education*. Another redesign occurred in 2017 implementing co-requisite transitional education courses at scale. As with the previous redesign, the number of transitional courses and the time required for remediation were significantly reduced in both mathematics and language arts by offering one co-requisite course for each mathematics or language arts general education course. SSC still offers one traditional mathematics transitional education course and one traditional language arts transitional education course. All students have the opportunity to finish general education mathematics and language arts in one year. Students enrolled in these courses were required to participate in a loosely structured first-year experience. Assessment of transitional education now focuses on four performance rates: (1) transitional course completion, (2) completion of remediation as a whole in a given subject area, (3) completion of gateway college-level courses, and (4) graduation. These data are summarized in the first two sections of this report. Course embedded assessment, student feedback in transitional education courses, and student responses to the transitional education questions on the *Graduate Exit Survey* are covered in the last three sections of this report.

Transitional Mathematics Education

Curriculum Redesign

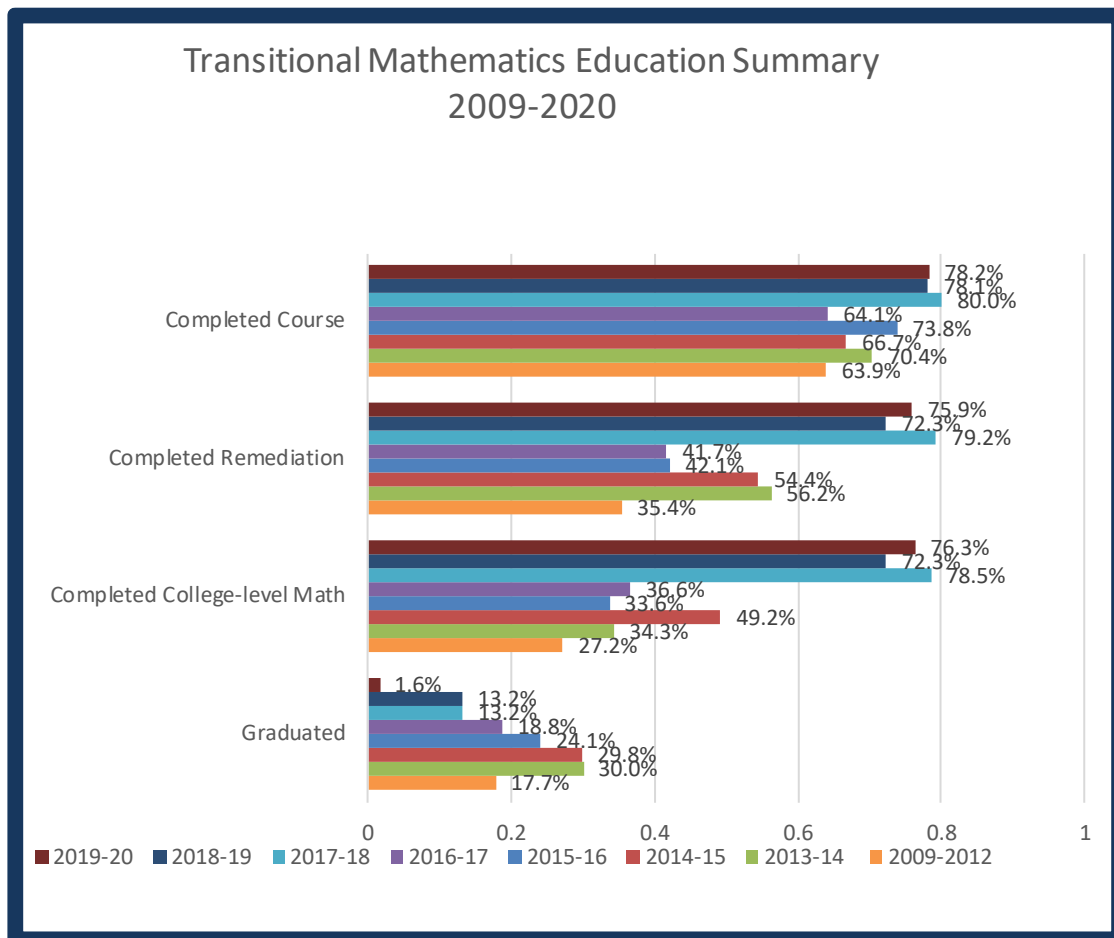
Prior to the curriculum redesign, developmental math students were placed into an appropriate level of a three-course sequence of developmental mathematics courses. For students entering at the lowest level in the pre-redesign model, the best case scenario (i.e. if they passed a math class each and every semester of attendance) would allow them to take a college-level math course in their fourth semester of attendance at the earliest. To alleviate what must have felt to students like an impossible labyrinth of obstacles to a college education, the three courses were merged into a sequence of overlapping courses in which most students take only one transitional course, or take one transitional course followed by a second transitional course in which they were co-enrolled in a college-level course (so-called *corequisite remediation*). With this curriculum redesign, most transitional mathematics students have the opportunity to take college-level math by their second semester of attendance. Transitional students who qualify are able to participate in corequisite remediation and take a college-level course in their first semester of attendance. After the curriculum redesign, only a small percentage of transitional mathematics students consisting of the most challenged students have to pass two transitional courses prior to being able to enroll in college-level math their third semester, which still represents an improvement over the pre-redesign model.

Pre-Redesign Baseline Cohort

To compare student performance before and after the curriculum redesign, all students entering the SSC mathematics developmental program for the first time between fall 2009 and spring 2012 were placed into a pre-redesign *baseline cohort*, regardless of their point of entry into the three-course developmental sequence in use at the time. The year 2012-13 was a transition year, so no data was collected for that year.

Post-Redesign Cohort Performance

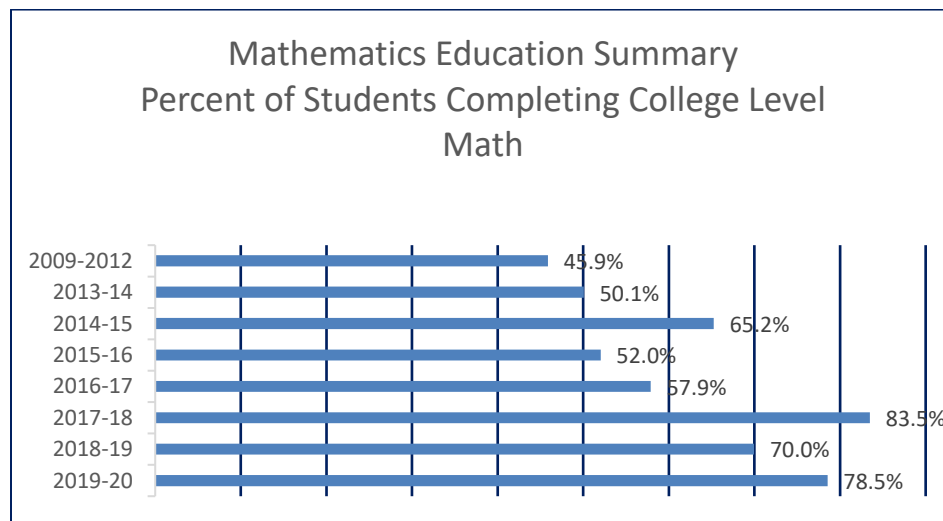
Post-redesign cohorts were created and tracked separately for each of the five academic years since the redesign. A summary of the performance rates for each transitional mathematics cohort is provided in the first graph and table. For each performance rate shown, data are being collected and analyzed cumulatively for the six-year period from the point students begin taking math at SSC. Consequently, within limits to be determined as data accumulates, rates for the completion of remediation, completion of college-level math, and graduation for persisting students could increase as time elapses.



Transitional Mathematics Education Summary								
	2009-2012	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Students Entering Transitional Math	1714	557	439	461	432	265	274	257
Completed Course	63.9% (1095)	70.4% (392)	66.7% (293)	73.8% (340)	64.1% (277)	80.0% (219)	78.1% (214)	78.2% (201)
Completed Remediation	35.4% (606)	56.2% (313)	54.4% (239)	42.1% (194)	41.7% (180)	79.2% (210)	72.3% (198)	75.9% (195)
Completed College-level Math	27.2% (466)	34.3% (191)	49.2% (216)	33.2% (155)	34.0% (158)	78.5% (208)	72.3% (198)	76.3% (196)
Graduated	17.7% (303)	30.0% (167)	29.8% (131)	24.1% (111)	18.8% (81)	13.2% (35)	13.2% (36)	1.6% (4)

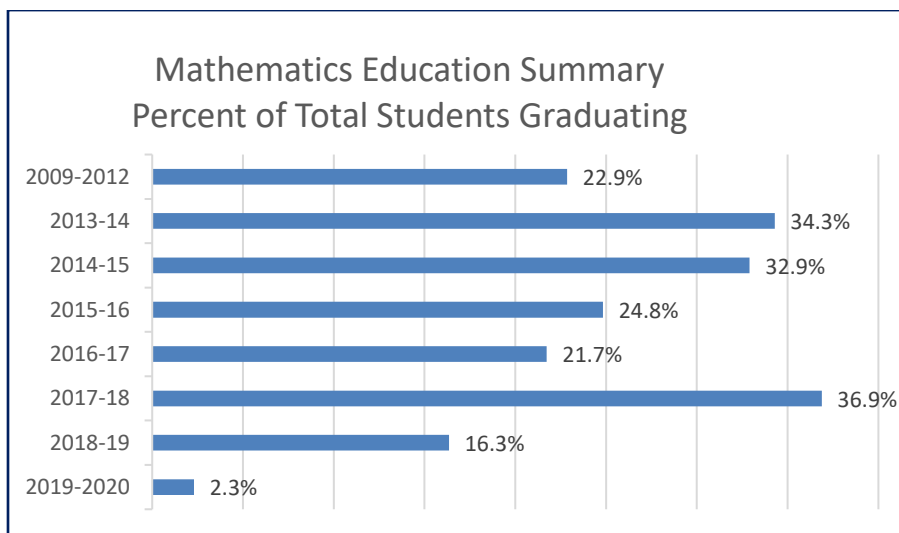
Post-redesign transitional course completion rates show an increase over pre-redesign course completion rates with the greatest change being with the most recent redesign. Rates for the completion of remediation with the most recent redesign have increased more significantly. For example, the 2013-14 cohort completed math remediation at the highest rate of previous years at 56.2% while the 2019-20 cohort did so at the rate of 75.9% compared to 35.4% in the baseline cohort. College-level math completion rates have shown impressive improvement with the latest redesign. The fact that the number of courses and the time required for remediation have both decreased while completion rates for remediation courses, remediation as a whole, and college-level math have increased indicates the success of the curriculum redesign. Post-redesign graduation rates have also increased. For example, the 2013-14 cohort of transitional math students has a three-year graduation rate of 30.0% compared to 17.7% in the baseline cohort (which had six years to graduate). Although this increase is less than desired, it is nonetheless a significant increase, especially for the students who wouldn't have graduated using the pre-redesign curriculum. Data collection and analysis are ongoing for all cohorts other than the baseline cohort whose data is now fixed. As students complete college-level math and graduate in subsequent years, the long-term completion rates should improve incrementally.

The next graph and table show data for the completion of a college-level mathematics course for ALL students taking an SSC mathematics course for the first time. This includes full- and part-time students placing directly into a college-level mathematics course and those placing into transitional education courses. The 2009-12 baseline cohort completed college-level math at a rate of 45.9% compared to 49.5% for the 2013-14 cohort and 64.0% for the 2014-15 cohort. These returns indicate the original transitional math curriculum redesign is having a positive impact on the completion of college-level math campus wide. However, the most current redesign produced a completion rate of 80.8% in the first year with those students completing the general education mathematics requirements in one year thus producing a higher likelihood that these students will graduate from SSC in 2 years.



All Cohorts	2009-2012	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total Students	2481	805	705	713	741	442	496	435
Total Students Completing College-Level Math	1138	403	460	371	429	369	347	342
Percent of Total Students Completing College Level Math	45.9%	50.1%	65.2%	52.0%	57.9%	83.5%	70.0%	78.5%

The next graph and table show graduation rates for ALL full- and part-time students taking an SSC mathematics course for the first time. This includes students placing directly into a college-level mathematics course and those placing into transitional education courses. As was the case for completion rates for college-level math, as students persist and data collection continues, the percentages of graduates in the most recent cohorts are expected to increase to levels at or near the 2013-14 cohort.



All Cohorts	2009-2012	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020
Total Students	2481	805	705	713	741	442	496	435
Total Students Graduating	567	276	232	177	161	163	81	10
Percent of Total Students Graduating	22.9%	34.3%	32.9%	24.8%	21.7%	36.9%	16.3%	2.3%

Transitional Language Arts Education

Curriculum Redesign

Prior to the curriculum redesign, developmental language arts curriculum included two different-separate two-course sequences, one in writing and one in reading. Some students placed into only one of these sequences. Some placed into both reading and writing sequences. In either case, students took one or two courses in a sequence depending on the level of their assessed academic skills. In some cases, students entered college-level composition directly without remediation. Roughly 30% of SSC students typically required some form of language arts remediation. Students who tested into the lowest level of both sequences were required to take four developmental courses amounting to twelve credit hours before they could enroll in college-level composition. To reduce the amount of time and courses required for remediation, language arts faculty designed an intensive course that compressed the information covered in the four pre-redesign courses into a single five-credit hour course called Fundamentals of Language Arts (FLA). In conjunction with the redesign, all students who placed into FLA were also required to participate in a structured first-year experience which greatly limited enrollment choices. As was the case with mathematics, the goal in addition to reducing the amount of time and courses required for remediation was to increase the rates of completion of transitional courses, remediation as a whole, college-level

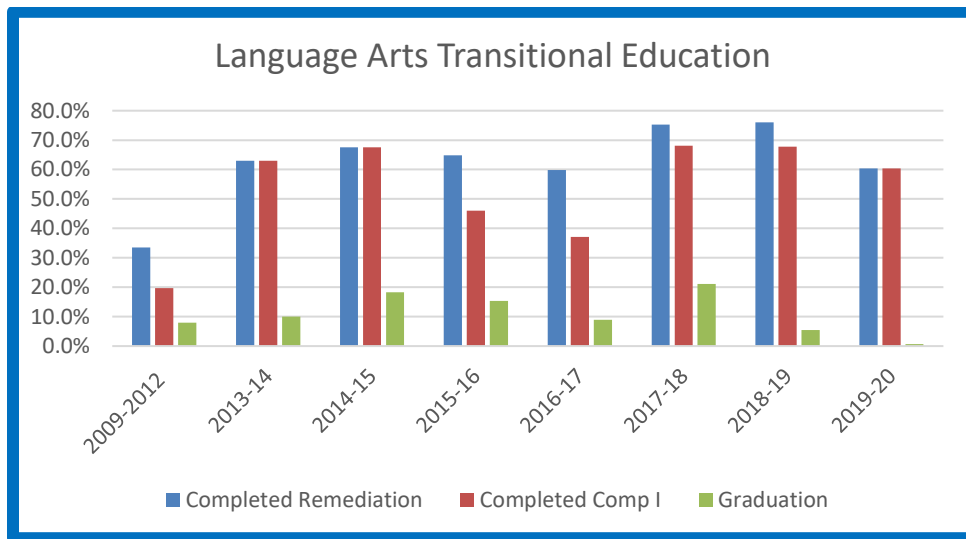
composition, and graduation. Due to the compression aspect of the redesign, which left only one transitional course for all students requiring remediation, completion of the single transitional course became synonymous with completion of remediation. Originally, the contrast from the transitional math redesign was language arts chose not to implement a corequisite remediation model for their curriculum redesign after they piloted such a model in 2012-13 and determined it was not as successful as the single, 5-hour FLA course in remediating students. for their curriculum redesign. In 2017-18, language arts implemented a co-requisite model for transitional language arts in response to increased state and national trends. Recognizing that two pathways to remediation were still needed, language arts kept the 5-hour FLA course for students testing below the cut-score for the co-requisite composition I class. For the 2020-21 year, LAH has made the following changes in order to streamline enrollment and offer students the most effective instruction.

1. We have ended the mixed cohort enrollment. Efforts began with the fall 2020 enrollment. When possible, all fall 2020 ENG 1113 co-req classes were capped at 20 students, all of whom were also enrolled in the corresponding corequisite ENG0203 class. In future semesters, only students enrolled in the coordinating corequisite ENG1113 and ENG0203 classes will be in those particular classes. With this strategy, all ENG 1113 co-req courses will be capped at 20 students, and all of these students will be those needing remediation. They will enroll in the ENG 0203 Special Topics course that matches the ENG 1113 section in which they have enrolled. This decision is meant to address the problems associated with students from different ENG 1113 sections (with different instructors) being enrolled in the same ENG0203 transitional course. This change will thereby increase student success by creating learning communities and better consistency in instruction. Whenever possible, the corequisite ENG 1113 and ENG 0203 classes will have the same instructor and the same general format for instruction, delivery of information and learning environments, which will contribute to even more student success.
2. When possible, the ENG 1113 and ENG 0203 will be in a 2-hour block with students going from 1113 to 0203 immediately. We hope to avoid situations where the 0203 section is before the 1113 class or where students have a time gap between the 2 classes.

Pre-Redesign Baseline Cohort

To compare student performance before and after the curriculum redesign, all students entering the SSC reading and writing developmental program or composition for the first time between fall 2009 and spring 2012 were placed into a pre-redesign *baseline cohort*. The year 2012-13 was a transition year, so no data was collected for that year.

Post-Redesign Cohort Performance



Language Arts Transitional Education								
	2009-2012	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Students Entering Fundamentals of Language Arts	1020	200	197	202	167	69	33	38
Students Entering Comp I through Special Topics						97	113	116
Total Students Entering Language Arts Transitional Education	1020	200	197	202	167	166	146	154
Completed Remediation	33.5% (342)	63.0% (126)	67.5% (133)	64.9% (131)	59.9% (100)	75.3% (125)	76.0% (111)	60.4% (93)
Completed Comp I	19.7% (201)	63.0% (126)	67.5% (133)	46.0% (93)	37.1% (62)	68.1% (113)	67.8% (99)	60.4% (93)
Graduation	7.9% (81)	10% (20)	18.3% (36)	15.3% (31)	9.0% (15)	21.1% (35)	5.5% (8)	0.7% (1)

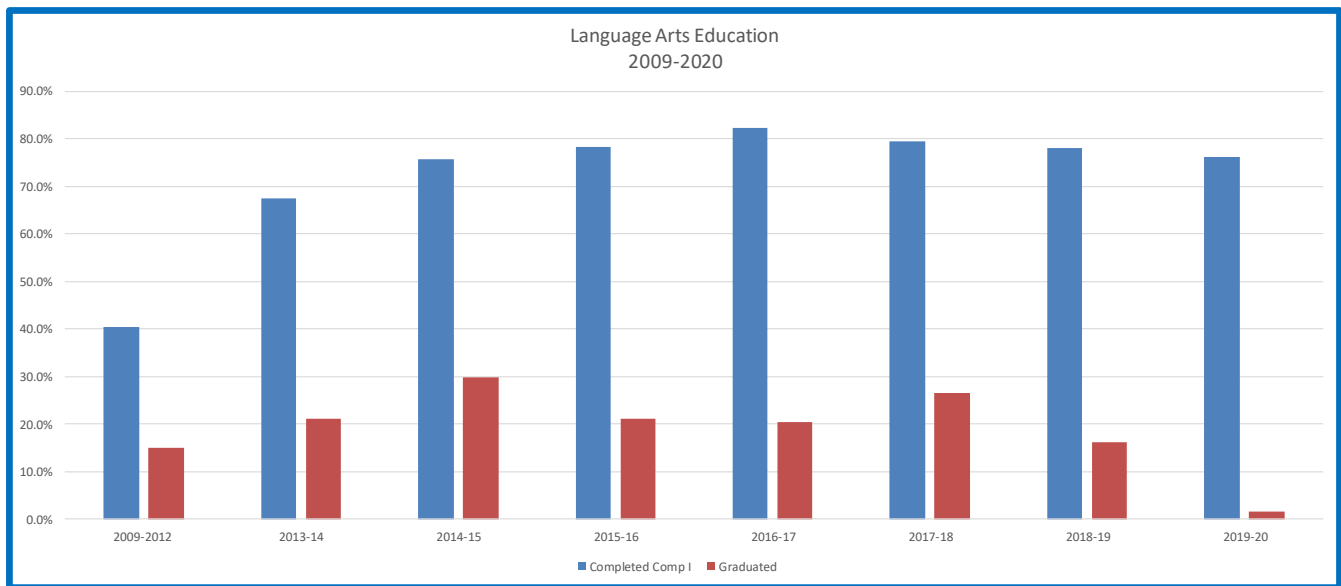
Post-redesign cohorts were compiled and tracked separately for each of the six academic years since the redesign. A summary of the performance rates for each transitional language arts cohort is provided in the graph and table below. For each performance rate shown, data are being collected and analyzed cumulatively for the six-year period from the point students begin taking language arts at SSC. Consequently, as was the case for transitional math cohorts, rates for the completion of remediation, completion of college-level composition, and graduation could increase as time elapses provided students persist.

As shown in the above graph, the pre-redesign rate for completion of language arts remediation was 61.1%. The post-redesign four-year average rate of completion of remediation was 70.0%, a rather significant increase. For the most recent redesign, the rate of completion was 64.2%. The rate of completion of composition I by transitional students experienced an similar but more modest increase from 28.4% in the baseline cohort to 63.1% using the co-requisite model. . Our hope is that the new enrollment model will build on these numbers, and we will be able to link improved results to changes we made last year, like the same instructor teaching the linked 1113/0203 sections and providing more training for our 0203 teachers.

The story on graduation rates is also encouraging, albeit less encouraging than the mathematics data. The pre-redesign graduation rate for developmental language arts students was 7.9%. Each of the first 3 post-redesign transitional cohorts to the point have graduated at a rate more than the pre-redesign rate but not a great deal more.

At this point in the data collection, there appears to be no correlation between increasing the completion rates in composition I and increasing graduation rates for transitional language arts students. Students are completing composition I at an increased rate, but still not graduating at an acceptable pace. It is possible that post-redesign graduation rates will surpass the pre-redesign rates as each cohort gets deeper into its six-year data collection cycle. Based on the lack of correlation between increased completion rates for composition I and graduation, it seems reasonable to conclude composition I is not serving as a roadblock to graduation for SSC students. Unfortunately, that also might mean students who arrive at SSC requiring language arts remediation are not able to function effectively in reading and writing intensive courses both before and after remediation. This dichotomy is under further discussion and analysis. Of particular use in those discussions will be analysis of sub-cohorts within the larger cohort of transitional language arts students. For example, analysis of the cohort of students who previously placed into the lowest level of developmental courses in both reading and writing might prove informative.

The next graph and table show composition I and graduation rates for ALL full- and part-time students taking an SSC language arts course for the first time. This includes students placing directly into a college-level composition course and those placing into transitional education courses. As was the case for transitional students alone, the post-redesign completion rates in composition I show a steady and impressive increase. The 2018-19 cohort completed composition I at a rate of 76.7%, but they had the opportunity to complete the course in one semester. These increases have not yet had a noticeable positive effect on graduation rates in those cohorts. As students persist and data collection continues within the six-year data collection window, the percentages of graduates in all of the cohorts may increase.



Language Arts Education								
	2009-2012	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total in All Cohorts	2399	576	614	784	737	564	383	366
Completed Comp I	40.3% (9668)	67.5% (389)	75.7% (465)	78.3% (614)	82.2% (606)	79.4% (448)	78.1% (299)	76.2% (279)
Graduated	15.0% (360)	21.1% (122)	29.8% (183)	21.0% (165)	20.5% (151)	26.6% (150)	16.1% (62)	1.4% (5)

Course Embedded Assessment

Shown in this section are course-embedded assessment results collected in fall 2019 transitional and Learning Strategies courses for the 2019-20 academic year. Personal and Academic Success (SOC 1003) was the first-year student success course in which transitional language arts students were required to enroll through fall 2007. The course was revised and changed to Freshman Seminar (SOC 1101). In 2018, Seminole State College Student Success Committee replaced this course with Student Success (STSC 1002). As per the *SSC Assessment of Student Learning Procedure*, transitional course course-embedded assessments aimed at assessing the achievement of general education outcomes were not included with the overall assessment of SSC general education, but have been included in the assessment of transitional education. These assessments quantified transitional student achievement in the first three of the four following General Education Outcomes:

1. Demonstrate effective and scholarly communication skills.
2. Utilize scientific reasoning and/or critical thinking to solve problems.
3. Demonstrate knowledge and display behavior related to functioning in and adding value to a global society.
4. Recognize the role(s) of history, culture, the arts, or sciences within civilization.

All transitional courses used the pre-post embedded testing. Co-Requisite courses were not assessed separately from the related college-level course.

There were 1014 Transitional Education Course-Embedded Assessments of General Education Outcomes reported for 2019-20. The following table shows the assessment percentages for transitional mathematics courses, transitional language arts courses, learning strategies, and the aggregate for transitional education for all of outcomes. Each outcome showed increases reflecting student learning across the curriculum when comparing pre-test performance to post-test performance. The aggregate increases were 50% for Outcome 1, 53% for Outcome 2, 48% for Outcome 3, and 43% for outcome 4.

Outcome Assessed	Transitional Mathematics				Transitional Language Arts				Learning Strategies				Transitional Education			
	Number Assessed	Pre-Test	Post-Test	Difference	Number Assessed	Pre-Test	Post-Test	Difference	Number Assessed	Pre-Test	Post-Test	Difference	Number Assessed	Pre-Test	Post-Test	Difference
Outcome 1	332	15%	69%	54%	403	56%	85%	29%	279	68%	78%	10%	1014	32%	74%	42%
Outcome 2	332	15%	69%	54%									332	15%	69%	54%
Outcome 3	332	15%	69%	54%					279	68%	78%	10%	611	24%	71%	47%
Outcome 4	94	14%	55%	42%									94	14%	55%	42%

In evaluating this data, focus on two primary areas for each outcome: the percentage of increase from pre-test to post-test and the magnitude of the post-test percentage. In looking at transitional mathematics, language arts, learning strategies, and the aggregate amounts, the percent of increase falls between 10% and 54%. The post-test scores are 69% or above for outcomes 1, 2, and 3. In transitional courses, students must score 70% or a letter grade

of C in the course to pass. Outcome 4 had a growth of 42% but fell below the desired post-test difference of 60%. These post-test scores validate that students demonstrated comprehension in most of the General Education Outcomes 1, 2, 3, and 4.

Graduate Exit Survey

In the 2019 Graduate Exit Survey, students who participated in transitional education courses had the opportunity to assess the quality of teaching in these courses. Students gave the following responses to 3 attributes from transitional education:

Attribute	Percentage of Responses				
	Excellent	Above Average	Average	Below Average	Poor
Quality of teaching in transitional education courses	37.5%	27.5%	21.7%	1.9%	0.3%
College orientation through Freshman Seminar Course (only students who took Freshman Seminar)	46.6%	19.5%	27.1%	2.2%	4.7%
College orientation through STSC Course (only students who took PASS)	55.6%	22.2%	20.6%	0.8%	0.8%
College orientation through Learning Strategies Course (only students who took STSC)	48.6%	19.4%	28.5%	2.1%	1.4%

Only students who enrolled in these courses were encouraged to respond.

Student Feedback on Classroom Instruction in Transitional Education Courses

In the fall semester, students are asked to give feedback on classroom instruction by completing an online survey made available in a sample of classes. The overall rating for classes at Seminole State College in fall 2019 was 4.6/5.0. The average response scores ranged from 4.5 to 4.8 for the rated scale questions. Therefore, all of the averaged responses fell between "usually applies" and "almost always applies" with those responses describing desired attributes or behaviors. The average response score for the rated-scale questions pertaining to all classes was 4.6.

Summary in Closing

This report has summarized the ongoing assessment of transitional education before and after SSC's 2013 redesign of developmental education and the change to scaled corequisite courses in 2017. Course completion rates, remediation completion rates, completion rates in gateway college-level courses, graduation rates, course-embedded assessments, student feedback on instruction, and *Graduate Exit Survey* results, have all been presented. Data collection and analysis will be ongoing through the six-year data collection window established. Current results are promising. Rates for the completion of remediation and college-level math and composition for transitional students have risen noticeably. Completion of math remediation and college-level math seems to have a positive effect on graduation rates. The 2013-14 cohort of transitional math students have graduated to this point at a rate of 29.1% compared to the baseline cohort's rate of 17.7%. Given the preponderance of transitional math students at SSC, it is not surprising that the graduation rate of 2013-14 cohort of all math students (transitional and college-ready) entering SSC that year was 33.7% compared to the baseline cohort's 22.9%. Faculty and administration are optimistic that the following cohorts will demonstrate similar graduation rate improvement in the future. Although completion of remediation and college-level composition have increased, the redesign does not appear to have had the same effect on graduation rates. The difference in graduation rates between the

mathematics cohorts and the language arts cohorts can be attributed to several different factors including students who take a few courses at SSC and then transfer, the transfer students coming to SSC who have had either mathematics or language arts, and the method used to place students into the cohorts.