

School Name	St. Petersburg College, St. Petersburg, FL
Course Name	Upper-level developmental reading; upper-level developmental writing
Course Format	Modularized; compressed; accelerated, lab-based

Key Results Success rates in the redesigned courses average 13.6 percentage points higher than the traditional course over the past three years and have increased each year. In 2013-14, the redesigned writing course had a 78 percent success rate; the redesigned reading course boasted an 84 percent success rate.

Submitted by
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Course materials
MyWritingLab, MyReadingLab (no text)*
**Most sections used these products; data reflects all sections*

Setting

St. Petersburg College is the fifth largest state college in Florida, serving 35,000 students each year. In the recent past, approximately 40 percent of students would place into developmental English and/or reading courses. However, a Florida law passed in 2013 requires many fewer students to take the placement test.

Challenges and Goals

With so many students in need of developmental education, we were eager to improve students' results and learning experience. Specifically, we felt we needed to find ways to address the following concerns:

- dissatisfaction with pass rates in developmental courses;
- need to improve retention of developmental students;
- need to accelerate students' advancement into college level courses;
- desire to improve students' preparation for success in Composition I.

In 2010, the state of Florida made funding available for course redesign through a developmental education initiative grant. St. Petersburg College launched the first redesigned developmental reading and writing courses in spring 2011 on five campuses with 189 students. These redesigned courses transitioned from 16-week, 4-credit hour courses with 22 students per section in online, hybrid, and traditional formats to accelerated 8-week, 2-credit hour courses meeting in computer labs twice a week with no more than 15 students per section. For the 2013-14

academic year, enrollment held strong at 240 students in upper-level developmental writing and grew to 407 students in upper-level developmental reading. We have continued to offer the traditional 16-week courses.

We based the redesign of our courses on NCAT (National Center for Academic Transformation) principles, which allowed our new courses to include:

- diagnostic standards for placement into specific instructional modules;
- individualized pedagogy grounded in best practices;
- the opportunity to exit developmental coursework into college-level courses in the same semester;
- personalized, accelerated learning instruction to assess and address students' individual weaknesses.

Implementation

We adopted MyWritingLab and MyReadingLab for these new developmental courses and had students complete the MyLabs' diagnostic Path Builders, which we then correlated to Florida's standard core competencies. The Path Builders prescribe an individualized Learning Path for students so they focus their work on areas assessed as "deficient," allowing each student to generate a personalized instructional and assessment plan with multiple attempts for post-test mastery (which we define as 80 percent or better). Faculty lectures are supported through our learning management system. All sections have close ties to our Learning Support Commons.

Benefits

The advantages of MyLab implementation include: diagnostic assessment, consistency of course design, training support for adjunct faculty, and reduced costs for students through access codes.

These features in the redesigned courses enable some students to exit early if they satisfactorily demonstrate they have remedi-

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ated their deficiencies. Some students finish in four weeks and go into a 12-week Composition I course, although most go into 8-week Composition I. Students who do not complete in 8 weeks have the option of continuing to work with the faculty and Learning Support Commons to complete the course.

Assessments

Redesigned reading course:

40 percent MyReadingLab assignments (at 80% mastery)

20 percent In-class assignments/quizzes

20 percent Midterm exam

20 percent Final exam

Redesigned writing course:

40 percent MyWritingLab tests and essays (at 80% mastery)

20 percent Midterm grammar exam

20 percent Research portfolio/persuasive essay

20 percent Final persuasive essay

- Success rates in the redesigned reading course have risen 11 percentage points in the last three years and are now at a high of 84 percent (Figure 2).
- In 2013-14, the redesigned writing course and reading course have success rates 11 percentage points higher than the standard developmental writing and reading courses (Figures 1 and 2).

Conclusion

Course redesign offers many new academic pathways for students, and our redesign process will be ongoing. We want to advise students better throughout the process, provide completely online delivery of our redesigned courses, and further support the professional development of our faculty as they gain expertise with the redesign model. Nevertheless, in examining the student performance results of the old and new courses side-by-side, we see clearly that we are meeting our goals. The redesigned courses with MyReadingLab and MyWritingLab are addressing students’ remediation needs quickly and effectively, enabling more students to advance out of developmental studies and into credit-level courses swiftly, cost-effectively, and with a level mastery that fosters their success in subsequent courses.

Results and Data

- Success rates in the redesigned writing course have risen 9 percentage points over the last three years and are now at a high of 78 percent (Figure 1).

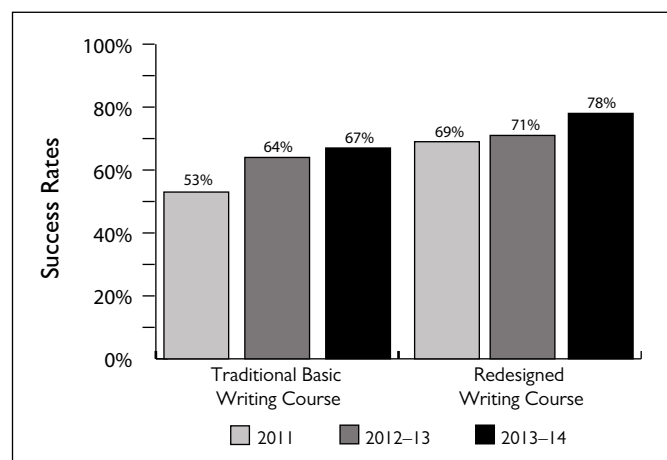


Figure 1. Success Rates (C or Better) in Traditional and Redesigned Writing Courses. Basic Writing II: 2011 (n=774); 2012-13 (n=1084); 2013-14 (n=952) Redesigned Writing: 2011 (n=100); 2012-13 (n=281); 2013-14 (n=240)

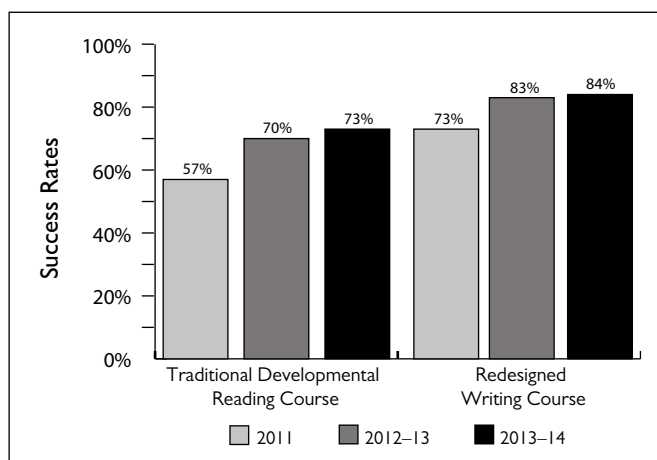


Figure 2. Success Rates (C or Better) in Traditional and Redesigned Reading Course. Basic Reading II: 2011 (n=744); 2012-13 (n=1270); 2013-14 (n=1191) Redesigned Reading: 2011 (n=89); 2012-13 (n=399); 2013-14 (n=407)

Implementation and results case studies share actual implementation practices and evaluate possible relationships between program implementation and student performance. The findings are not meant to imply causality or generalizability within or beyond these instances. Rather, they can begin to provide informed considerations for implementation and adaptation decisions in other user contexts. For this case study, mixed-methods designs were applied, and the data collected included qualitative data from interviews, quantitative program usage analytics, and performance data. Open-ended interviews were used to guide data collection.