2011 Joint Commission Conference

Institutional Effectiveness, Planning, and Professional Development Commission

While Hispanic enrollment is following local demographic shifts, it adds to the already significant challenges posed by high and partially increasing developmental education needs and associated attrition rates. Participants will discuss several successful ("best") practice approaches and new developments in proposed institutional responses to both of those challenges.

Demographics:

- Hispanic population growth in traditionally "white" communities
- Strong migration from South Florida to Central Florida and beyond
- Example: Hispanic growth in I-4 corridor 70% to >900,000 since 2000
- Florida's Hispanic population growth is expected to continue to reach >5 million by 2020

Student Success:

- High School graduation rates of minorities are still lagging by 10% or more
- Hispanic college enrollment is lagging system-wide and particularly in main growth areas
- Hispanic enrollment growth is evident (national data on freshmen), success is a challenge
- College readiness is a particular problem for children of migrant worker populations
- FGIC associated with slower completion and less advanced degree-seeking

Developmental Education:

- First-year attrition is correlated with college prep course failures (CR tests fail to predict)
- Many students that need additional language skills are not placed into ESL course-work
- Cognitive processing time for problem-solving creates language-based performance issues
- Traditional Hispanic social/family environments are often unsupportive to meet challenges
- Hispanic first-year attrition rates ("leavers") are higher than average

Instructional Change:

- Traditional developmental education framework is unsuccessful (high demand/high attrition)
- Ineffective in addressing the needs of weaker "College-Ready" students (e.g., MAT1033)
- Education Pipeline: Address shortages of placement system and assessment weaknesses
- Modularize developmental sequence, combined with acceleration (retest for exit) framework
- Example 1: Short remedial units are linked to parallel course content of college-level course
- Example 2: Learning communities that connect course content with real-world contexts
- Example 3: Course combinations with inter-linked curricula [(ESL+ENC)+(MAT+SCI)]

Support Measures:

- Fostering meaningful social relationships, extra-curricular programs, learning communities
- Clarifying career aspirations, improve program focus, and academic planning
- Advising supports success in developmental education, persistence rates (CCRC 4/2011)
- *Student Orientation* and enrollment in *College Success* (SLS) courses show positive impact
- Redesign advising/counseling communications to be more streamlined and personalized
- Make non-academic support more intrusive so students are forced into dialogue
- Improve structural design of college programs, reduce decision points by creating cohorts