

*Developmental  
Communications and  
College Success  
Tallahassee Community College*

*Preparing Students for Academic Success*



## The DCCS Mission Statement

The mission of the Developmental Communications and College Success Division is to support the learning needs of our diverse *community of learners* as they work toward achieving the goal of graduation. We strive to utilize many learning strategies: *skilled faculty, flexible course delivery methods, skill level assessments, career assessments, digital literacy, distance education, service learning*

These strategies are intended to assist students to achieve academic success, gain scholastic independence, and improve self-confidence. The Developmental Communications and College Success Division values all participants as they endeavor to support and respect each other in a nurturing, positive learning environment.

**CHANGE IS INEVITABLE.**

**\*\*Senate Bill 1720\*\***

## DCCS Pre and Post SB 1720

### Pre-SB 1720

- One Division- Academic Support Programs
- One Dean- Dr. Sally Search
- Placement Testing
- Required Developmental Education Courses
- Learning Centers
- Connect 2 Complete Peer Mentoring Program

### Post-SB 1720

- Two Divisions- DCCS and DVMA
- Two *Associate Deans*- Sharisse Turner, David DelRossi
- No Testing Required for Exempt Students
- Meta-majors
- Redesigned Developmental Education Courses
- Learning Centers- Sandy Sampson, Director
- C2C-Division of Student Affairs

### Exempt Students

- Started a Florida public high school as a freshman in 2003, and subsequently graduated
- Active duty military
- Deemed “college ready”
- No requirement for placement testing and cannot be required to enroll in developmental courses



### **Non-Exempt Students**

- Entered a public high school as a freshman prior to 2003-04
- Dual-Enrolled
- Out-of-State
- Homeschooled
- GED
- Private School
- Private* Charter
- Will be required to take a common placement test
- If scores indicate, will be required to take developmental courses



### **Exempt Students**

- May still opt to take developmental courses
- Will still need support

### **Non-Exempt Students**

- Are still required to take developmental courses per placement test scores
- Courses must meet at least one of the strategies identified in SB1720



## Our Student Profile in Developmental Education

- **68%** are ethnic minorities; African-Americans are the largest minority group at **55%**.
- **74%** are between the ages of 18-24; **41%** are 18-19 year-olds.
- **63%** are from within our three-district area
- Among students who are out of district, **15%** are from South Florida; **8%** are from Central Florida; **9%** are from North Florida.
- **25%** have received GED's
- **52%** graduated from high school 2007-2013; **33%** graduated from high school in 2014



## Developmental Course Delivery Models

- Modularized Instruction
- Compressed Course Structures
- Contextualized Instruction
- Co-requisite Instruction

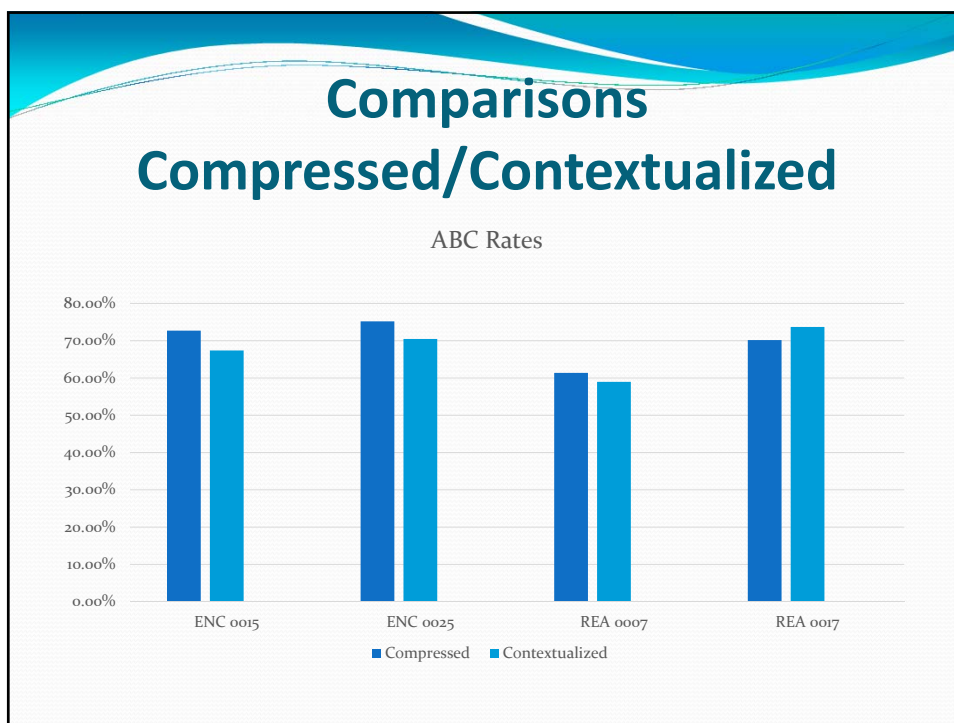
## Meta-Majors for Contextualized Instruction

- A. Arts, humanities, communications and design
- B. Business
- C. Education
- D. Health Sciences
- E. Industry/manufacturing and construction
- F. Public Safety
- G. Science, technology, engineering, and mathematics
- H. Social and behavioral sciences and human services

<i>Developmental Writing Options, Fall 2014</i>			
Compressed	Co-Requisite	Modules	Contextualized
<p><b>ENC 0015</b>—8 weeks Level One Placement Face-to-face w/technology/lab Foundational course—grammar and paragraph writing 3 credits</p> <p>+</p> <p><b>ENC 0025</b>—8 weeks Level Two Placement Face-to-face w/technology/lab Reading-based writing, essays 3 credits</p> <hr style="border-top: 1px dashed black;"/> <p><b>ENC 0022</b>—16 weeks Combined Level One and Two Students with scores of 82-89 on PERT</p> <p>Rigorous writing curriculum Face-to-face class time w/technology/lab 6 credits</p> <p>By the end of the semester, students will have satisfied the level one and level two requirements and may proceed to ENC 1101.</p>	<p><b>ENC 1101 + ENC 0028L</b>—16 weeks (linked courses) 3 college credit hours + 1 non-credit hour= 4 total contact hours</p> <p>Students placed at the cusp of placement with scores of 97-102 in English AND second level reading placement or exemption; scores of 102-105 in reading AND second level writing placement or exemption may enroll in these two courses with the same instructor</p> <p>Freshman composition curriculum with extended instruction for remediation at the developmental writing level</p> <p>Face-to-face w/technology</p> <p>By the end of the semester, the student will have satisfied the developmental education requirement and completed 3 of the required credits for Communication</p>	<p><b>**NONE**</b></p>	<p><b>ENC 0015</b>—16 weeks, 3 credits <b>ENC0025</b>—16 weeks, 3 credits</p> <p>Writing assignments and readings based on the meta majors</p>

**Developmental Reading Options, Fall 2014**

Compressed	Co-Requisite	Modules	Contextualized
<p><b>REA 0007</b>—8 weeks Level One Placement Face-to-face 3 credit hours</p> <p>+</p> <p><b>REA 0017</b>—8 weeks Level Two Placement Face-to-face 3 credit hours</p>	<p><b>ENC 1101 + ENC 0028L</b>—16 weeks (linked courses) 4 credit hours</p> <p>Students placed at the cusp of placement with scores of 97-102 <i>in English</i> AND second level reading placement or exemption; scores of 102-105 <i>in reading</i> AND second level writing placement or exemption may enroll in these two courses with the same instructor</p> <p>Freshman composition curriculum with extended instruction for remediation at the developmental writing and reading levels</p> <p>Face-to-face lab</p> <p>By the end of the semester, the student will have satisfied the developmental education requirement and completed 3 of the required credits for Communication</p>	<p><b>REA 0056</b>—8 weeks PERT scores of 95-105 (second level)</p> <p>Self-paced, computer-mediated, workshops, collaborative learning <i>Students may exit early</i> 2 credit hours</p>	<p><b>REA 0007</b>—16 weeks <b>REA 0017</b>—16 weeks Readings used for instruction will cover one or more of the meta-majors 3 credit hours each</p>



## Co-Requisite Option ENC 1101/0028L

Enrolled	Passed Both	Failed Both	Passed 1101 ONLY	Passed 0028L ONLY
25	8	8	8	1

- ENC 1101 ABC rate—64%
- ENC 0028L ABC rate—37.5%
- ENC 1101/0028L ABC rate—32%

## College Success (Student Life Skills)

- ❑ Students who place into developmental writing or reading are required to take **SLS 0003** – Foundations of Student Development.
- ❑ All students seeking an A. A. degree are required to take either SLS 1510 or SLS 2261 within their first 18 enrolled hours. This is now a TCC General Education requirement.
  - **SLS 1510-** *College Success*, 3 credits—note taking skills, study skills, career exploration, time management, budgeting skills, etc.
  - **SLS 2261-** *Dynamics of Student Leadership*, 3 credits—excellent choice for higher-achieving students who know their majors





*“Positioning students for success in their educational context is a key goal for all educators. For students with less preparation who seek higher education, additional support services are needed.”*

**Journal of Developmental Education**

*Study Skills Course Impact on Academic Self-Efficacy*

*Wernersbuch, Crowley, Bates, Rosenthal*

## LINCS

- ***Leadership in Connecting Schools***
  - Team comprised of developmental education faculty, college success faculty, general education faculty, Career Center staff, and Enrollment Services staff.
  - The primary goal is to foster organic faculty interaction with high school teachers in our three-county service district.
  - Our **First Connection**: Wakulla High, September 2014. Met with college readiness English teachers and district administrators. Discussed course materials, textbooks and lesson plans. Future collaborations such as group grading/norming and shadowing instructors in developmental education and ENC 1101.

## DCCS Contacts

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