



INSIGHT

ISSUE HIGHLIGHTS

Special Features

- . Accountability Measures
- . College Prep Reading
- . NWFSC Graduates – Easy Access to SUS

Regular Features

- . Research Factoid
- . Flashback
- . Fast Facts
- . Web Sightings

NWFSC GRADS HAVE EASY ACCESS TO SUS

Students who responded to a recent survey of 2007-08 AA graduates provided good news to NWFSC students heading on to Florida's universities: of the 174 students responding to the survey, 156 (89%) NWFSC graduates were admitted to the school of their choice.

NWFSC Grads Transferring to SUS



The twelve students who gave a reason for being denied admission to their first choice university had not satisfied pre-requisites, did not have the required GPA, were seeking entry to a limited admission program, or failed to meet the application deadline.

The survey also speaks well of NWFSC faculty and staff. Of the students who sought assistance in transferring to another institution, 111 (73%) felt the assistance provided by college staff was either outstanding or good.

COLLEGE PREP READING CLASSES MAKE A DIFFERENCE!

As part of her doctoral studies, NWFSC Communications professor Deb Fontaine researched the effect of college prep reading on developmental students' success in other classes. College preparatory reading classes offer remediation in reading skills for students who enter NWFSC with a reading placement score below the cut-score. The results of this study show that students who require and pass a remedial reading class succeed in reading-intensive college credit courses in other courses at a higher rate than students who require reading remediation but do not take it before taking such classes (students may take up to twelve hours of selected general education courses before completing the remedial reading requirement).

Ms. Fontaine studied five groups of students, spanning two years (Fall 2007 through Fall 2009, excluding summers):

STUDENT CHARACTERISTICS

Group # — Number of Students	Took and Passed Remedial Reading Class(es)	Enrolled in Composition I	Enrolled in Natural/Social Science Classes without Reading Remediation
NO REMEDIATION REQUIRED			
Control Group 1 — 1,444			Yes
REMEDICATION REQUIRED			
Experimental Group 2 — 33	Yes, <u>Prior</u> to Enrollment in Natural/Social Science Classes		
Experimental Group 3 — 249			Yes
Experimental Group 4 — 20		Yes	
Experimental Group 5 — 14	Yes, <u>Concurrently</u> with Natural/Social Science Classes		

Ms. Fontaine selected specific natural and social science courses with a substantial college-level reading component. These courses did not include large numbers of students from special populations such as the Collegiate High School. Humanities courses were excluded because their reading assignments are fairly similar in quantity and type to those in the social sciences.

Students in Group 2 and Group 5 passed those courses at a higher rate than any of the other groups requiring reading remediation. In fact, even though students in Group 2 had much lower FCPT scores on average than students in the control group, they passed the natural and social science classes at approximately the same rate as Group 1 students.

ALL GROUP PASS RATES

	Group 1 Pass Rate	Group 2 Pass Rate	Group 3 Pass Rate	Group 4 Pass Rate	Group 5 Pass Rate
Natural Science	75%	76%	54%	62%	74%
Social Science	87%	88%	78%	53%	90%

Pass rates of Groups 1, 2, 4 and 5 were comparable, but the students who had taken and passed developmental reading passed with lower grades than their counterparts who did not require remediation. A reading skill deficit cannot be entirely erased in a semester; furthermore, these students may have come to college unprepared in the study skills and time management needed for academic success. Nevertheless, despite the various challenges the population experiences, remedial reading classes clearly went a great distance toward leveling the playing field for these developmental students.

These findings confirm the value of reading classes in promoting college success, although Groups 2, 4, and 5 were too small to yield statistically significant results. However, the size of Group 3 (249 students) lends credence to the finding that, as educators would expect, students who need reading remediation but do not take it experience a very low success rate in other reading-intensive classes. In fact, this group of students had the lowest success rate in natural science classes and the second lowest in the social sciences.

(Continued on reverse side)

RESEARCH FACTOID

CHS Ranks #3 in the Region

According to NeighborhoodScout's patent-pending school ratings and data, the Collegiate High School at NWFSC ranks #3 of the Top 5 Public High Schools in the South among America's Best Public Schools.

FLASHBACK

THEN & NOW

2004 — Bachelor of Science in Nursing and Bachelor of Applied Science in Project & Acquisitions Management programs began with a combined total enrollment of 145 students.

2009 — With the addition of BS degrees in Elementary Education and in Middle Grades Math/Science Education, the baccalaureate population has grown to nearly 450 students.

FAST FACTS

- ◆ The world's longest nonfiction work is The Yongle Dadian, a 10,000-volume encyclopedia produced by 5,000 scholars during the Ming Dynasty in China 500 years ago.
- ◆ The names of all the continents end with the letter they start with.
- ◆ About 50% of Americans live within 50 miles of their birthplace. This proximity is called popinquinuity.

WEB SIGHTINGS



- SACS OEP site <http://www.sacscoc.org/pdf/081705/OEP%20Handbook.pdf>
- Integrated Postsecondary Educational Data System from the National Center for Educational Statistics site <http://nces.ed.gov/IPEDS/>
- snopes.com —“one of the Internet's most trusted authorities and truth checking sites” www.snopes.com

BRIGHT IDEAS



If you have a newsletter suggestion or a research idea, please contact us at: <IR@nwfsc.net> or 729-5363

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COLLEGE PREP READING CLASSES MAKE A DIFFERENCE! - CONTINUED

Other findings include the following:

- Of the 20 students in Group 4, only 2 passed ENC 1101, so the remaining 18 students still had to pass remedial reading and retake ENC 1101, thus falling behind in their progress to graduation. (Students who pass ENC 1101 are exempt from remedial reading.)
- Upon completion of the natural/social science courses, the control group had the highest average GPA (2.91 for natural science and 2.93 for social science), followed by the group who passed reading before taking natural/social science (2.55 for natural science and 2.66 for social science).

The Vice-President for Instruction's staff is currently reviewing Ms. Fontaine's research and the practices at other Florida institutions with an eye to strengthening the advising and enrollment options for students requiring developmental reading classes.

ACCOUNTABILITY MEASURES

As well as being the least expensive choice in Florida for a college education, NWFSC has again exceeded Florida College System averages in several performance measures in the most recent data.

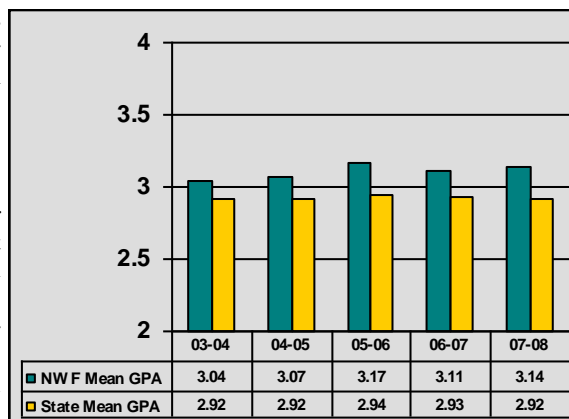
- 35.2% of local high school students attend NWFSC, compared to only 31.6% systemwide.
- 96.7% of NWFSC Associate of Science and certificate graduates find a job in their chosen fields within a year, compared to only 89.8% systemwide.
- 66.7% of students in NWFSC college preparatory math classes succeed, compared to only 51.7% systemwide.

In addition, NWFSC students who transfer to a Florida university graduate with a higher GPA than native students.

NWFSC is implementing strategies to increase students' success and retention. The college is within three or four percentage points of the system average in A.A. and A.S. student success and retention and is working to surpass that benchmark. In addition, developmental students are the focus of increased efforts targeted at their success. Expanded academic support for students is now available through the following:

- The Academic Success Center and Math Labs offer free tutoring Monday through Saturday at nearly all NWFSC locations.
- Smarthinking provides real-time tutoring in most subjects. This service is purchased by the college and offered free to students, who can access it any time.
- More and more instructors are creating Tegrity podcasts of their lectures or mini-lessons on key topics. Students can access these podcasts and replay them to aid in comprehension and retention of material.
- **College Success** is a college-credit class that prepares students for college. State research shows that students who complete **College Success** outperform students of similar academic preparation who do not take the course by over 20%.

AA DEGREE TRANSFER PERFORMANCE—MEAN GPA



AA DEGREE TRANSFER PERFORMANCE— ABOVE 2.5

