

Advising for Student Success



Systemic Changes in Advising During Florida's Developmental Education Reform



Shouping Hu
Center for Postsecondary Success,
Florida State University

About the Author

Dr. Shouping Hu serves as the director of the Center for Postsecondary Success at Florida State University.

Preferred citation:

Hu, S. (2019, August). *Advising for student success: Systemic changes in advising during Florida's developmental education reform (Steps to Success series)*. Denver, CO: Strong Start to Finish, Education Commission of the States.

Acknowledgements

This report is based on a series of research reports and publications by the Center for Postsecondary Success (CPS) at Florida State University. The author would like to thank the CPS research team members, Christopher M. Mullin, and Maxine Roberts for their assistance and guidance.

About Strong Start to Finish

Right now, a first-year student sits in a college classroom being ill-served by remedial math.

And if we fail them, they mostly likely will not earn their degree. There is a persistent trend among students placed in remedial or developmental courses – particularly math and English. They are not completing the courses and, in most cases, should not be taking them in the first place. This should not be their path.

We are a network of like-minded individuals and organizations from the policy, research, and practice spaces who've come together for one reason – to help all students, not just the select few, find success in postsecondary education.

Strong Start to Finish was created to better the chances of low-income students, students of color and returning adult students, to create a fundamental shift in the outcome of their college journey. We have networked higher education leaders, policy entrepreneurs, institutions and technical assistance providers to drive towards an outcome where all students pass their first credit-bearing English and math courses during the first year of study.

www.strongstart.org |  [@_strong_start](https://twitter.com/_strong_start) | Sign up for our Monthly Digest on www.strongstart.org

Abstract

Primary Audience:

The primary, though not sole, audience for this publication is a System Chief Academic Officer or Vice President of Students Affairs of an institution.

Problem Statement:

Prior to Florida's developmental education reform in 2014, nearly 70 percent of first-time-in-college (FTIC) students at Florida College System (FCS) institutions tested below college-ready in at least one subject area, and almost half of these students failed to complete all of their developmental education requirements (Underhill, 2013). Even among those underprepared students who completed developmental requirements, only 15 percent earned an associate's degree within three years, compared to 30 percent for college-ready students.

Action:

The Florida Legislature passed Senate Bill 1720 (SB 1720) in 2013 that started statewide developmental education reform in the FCS beginning from the fall of 2014. Accordingly, FCS institutions made changes in advising and support services as required by SB 1720. The majority of respondents from FCS institutions reported undertaking more labor-intensive changes to advising, such as spending more time with at-risk students identified through early alert systems and increasing the duration of advising sessions (Hu, Mokher, et al, 2017).

Context:

The Florida College System (FCS) is one of the two major public postsecondary systems in the state of Florida. The FCS is composed of 28 public community and state colleges with enrollment estimated at nearly 800,000 students at 70 campuses across Florida (Florida College System, 2017).

Process:

Responding to the concern on the costs and ineffectiveness of the traditional developmental education programs, the Florida Legislature passed SB 1720 to reform developmental education in the state. FCS then developed meta-majors with corresponding gateway courses. Finally, institutions were required to submit an implementation plan to the Chancellor's Office for approval with a focus on advising that considered student characteristics and institutional context.

Outcomes:

The statistics based on a cohort-by-cohort comparison indicated that the overall passing rates in English Composition increased for all students, and the gaps in the passing rates narrowed among students of different racial/ethnic backgrounds.

Sources of Support:

Florida College System institutions made internal resource reallocations to enhance advising programs and practices for students. The System's office provided professional development opportunities and learning networks with external funding support.

Introduction

In the Spring of 2013, the Florida Legislature passed [Senate Bill 1720](#) (SB 1720) that changed the placement and instruction of developmental education in the Florida College System (FCS) starting in the fall of 2014 (Florida Senate, 2013). Prior to Florida’s developmental education reform, nearly 70 percent of first-time-in-college (FTIC) students at FCS institutions tested below college-ready in at least one subject area, and almost half of these students failed to complete all their developmental education requirements (Underhill, 2013). Even among those underprepared students who completed developmental requirements, only 15 percent earned an associate’s degree within three years, compared to 30 percent for college-ready students.

SB 1720 initiated a statewide reform to improve postsecondary success for all students in general and the underprepared students within the FCS. Most students at FCS institutions, such as students who entered 9th grade in a Florida public school in 2003-04 or thereafter and earned a standard Florida high school diploma or active duty members of the military, became exempt from developmental education under SB 1720. Colleges were required to offer optional developmental education courses using different instructional modalities (e.g., modularized, compressed, contextualized, and co-requisite modes), and colleges also had to develop enhanced advising and academic support services (Hu, Park, et al, 2016; Hu, Tandberg, et al, 2014).

The Florida developmental education reform includes a range of changes in policies and practices. The purpose of this paper is to focus on the changes in advising as a part of the overall developmental education reform in Florida and to explore its potential contribution to student postsecondary success.

Context

Location & Student Population

The Florida College System (FCS) is one of the two major public postsecondary systems in the state of Florida. The FCS is composed of 28 public community and state colleges with enrollment estimated at nearly 800,000 students at 70 campuses across Florida. These colleges offer a host of programs, including bachelor’s degrees, associate in arts and associate in science degrees, college credit certificates, vocational credits, college and vocational preparatory, and life-long learning (Florida College System, 2017).

Table 1 presents headcount student information in the FCS institutions enrolled in the fall of 2016-17 (Florida College System, 2017). Specifically, the total number of the fall headcount students is 447,962, which includes 77,531 Black students, 123,866 Hispanic students, and 190,038 White students. These three racial/ethnic groups consist of 17.31%, 27.65%, and 42.42% of the total fall headcount of the students and are the focus of the analyses for this paper.

TABLE 1

SITE CONTEXT

Site Demographic

Types of institutions in system	2-year public
Total undergraduate enrollment	447,962

Student Demographics (race/ethnicity)

African-American/Black	17.31%
Hispanic or Latinx	27.65%
More than One Race	2.63%
White	42.42%

Student Demographics (age)

Students aged 24 or under	66.87%
Students aged 25 or older	33.13%

Data Source: Florida College System (2017)

Note. For further information see Appendix A.

Policy Factors

Legislature Became Concerned about Student Performance

Developmental education has been on the radar screen of the Florida legislature for a long time prior to the developmental education reform in 2014. The Florida Legislature's Office of Program Policy Analysis and Government Accountability (OPPAGA) previously worked on remediation issues in the postsecondary systems in the state as [early as 2007](#). The OPPAGA work generally indicated that a large proportion of students in the FCS institutions needed remediation, and many students dropped out prior to the completion of remediation courses. In 2013, the Florida Senate had a hearing from people from the FCS Chancellor's Office, OPPAGA, and outside experts on developmental education. The OPPAGA representative testified that nearly 70 percent of first-time-in-college (FTIC) students at FCS institutions tested below college-ready in at least one subject area, and almost half of these students failed to complete all of their developmental education requirements (Underhill, 2013). Even among those underprepared students who completed developmental requirements, only 15 percent earned an associate's degree within three years, compared to 30 percent for college-ready students. Meanwhile, developmental education was estimated to cost the state \$81 million and students \$73 million in tuition and fees for FTIC students in the 2009-10 academic year. The documented ineffectiveness of developmental education and associated costs became critical factors in the legislative actions related to developmental education reform in Florida.

State Law Changed

The Florida Legislature passed SB 1720 in the 2013 legislative session, which initiated statewide developmental education reform in the Florida College System starting from the fall of 2014. The law stated that "Each Florida College System institution board of trustees shall develop a plan to implement the developmental education strategies defined in s. 1008.02 and rules established by the State Board of Education. The plan must be submitted to the Chancellor of the Florida College System for approval no later than March 1, 2014, for implementation no

later than the fall semester 2014. Each plan must include, at a minimum, local policies that outline... A comprehensive plan for advising students into appropriate developmental education strategies based on student success data " (Florida Senate, 2013).

The Florida developmental education reform as required by SB 1720 is a dramatic departure from what has been done with developmental education in the past. The law has changed both DE programs and practices across the FCS institutions (Hu, Bertrand Jones, et al., 2015; Hu, Woods, et al., 2015) and student course choices (Hu, Park, et al., 2015). By making developmental education optional, delivering developmental education in more tailored ways, and providing needed advising and support to students, there is a hope that students could progress more rapidly and successfully through their academic studies in FCS institutions.

Enabling Conditions

State Mandated Advising

SB 1720 required that FCS institutions offer enhanced academic advising to all incoming students, regardless of their exempt or non-exempt status. The academic advising component of SB 1720 was a significant change. At the time when SB 1720 was passed, few states had used legislative action to mandate academic advising. However, despite the specific attention the legislation paid to advising, it did not specify how advising should be conducted. Thus, it provided great leeway for how colleges could adapt and enhance their advising practices according to student characteristics and institutional context.

System and Institutional Commitment to Student Success

After SB 1720 passed, the importance of strong commitment to student success in FCS and its institutions could not be overstated as an enabling condition in implementing changes in Florida developmental education reform in general and advising. Campus personnel carry out the student success priority through a variety of mechanisms, including academic advising, instruction, and academic support. FCS institutional members seek to instill knowledge of success strategies that will make students more self-reliant learners while tailoring their practices to the needs of specific student populations (Hu, Bertrand Jones, et al, 2018).

The Change Process

MILESTONE EVENT 1

Florida Passes A Law

In 2013, the Florida Legislature passed SB 1720 that stipulated the developmental education reform in Florida to be implemented starting in the fall of 2014. The law had three critical components.

First, the law prohibits requiring placement testing or requiring developmental education for some groups of students (i.e., recent high school graduates and active duty members of the military), giving those students the freedom to choose whether they participate in developmental education programs. Proponents contend that traditional developmental education placement does not place students correctly and could hold students back in their educational progress. Thus, making developmental education optional for a large proportion of students could potentially affect student postsecondary progression and success.

Second, the law requires FCS colleges to offer a range of developmental education course deliveries, including modularized, compressed, contextualized, and co-requisite models, which have been experimented with in the area of developmental education (Hu, Tandberg, et al., 2014). Within this context, the colleges can fully implement developmental education programs according to their own assessments, if they are consistent with the general direction of the law.

Finally, the FCS colleges are expected to ramp up advising and support services in ways they think best serve students as a part of the reform effort. The thought was that broader and more comprehensive advising and support services for students could affect their educational progression and success. The requirement for each institution to develop an implementation plan serves as the next milestone in Florida's developmental education reform process. Implementation plans are available via an open source [link](#).

MILESTONE EVENT 2

Developing Meta-majors Aligned with Gateway Math and English Courses

Quality academic advising continues to be one of the hallmarks of student success. However, advising alone does not guarantee student success. Guiding students to the appropriate meta-major is the first step in each student's academic discovery to their selection of a major. The Division of FCS served as the catalyst by introducing the concept and implementation of meta-majors. Typically institutions utilize one of two advising options, 1) select a major upon entry and with minimal information on that major or 2) enter the institution as an undeclared major for a defined period of time, even after the student has taken some courses and feels he/she is ready to decide on a major. Until meta-majors, institutions chose between these two extremes. The introduction of meta-majors has a material impact on student success, how institutions serve students, and potentially can inform the field of higher education and be implemented at institutions in other states.

Meta-majors have been introduced and incorporated at all FCS institutions. Institutions require students to select a meta-major academic pathway specific to his/her needs. The academic pathway can be aligned to secondary pathways and provide students the opportunity to use industry certification at the post-secondary level. Academic pathways are determined based on alignment of student interest and documented student achievements with the desired meta-major. Students are expected to follow the academic pathway through gateway courses

into their selected program of study through degree completion.

More specifically, meta-major academic pathways were successfully developed and approved by the Florida Department of Education in the summer of 2013. On October 22, 2013, Rule 6A-14.065 became effective and established definitions and components of meta-majors. Gateway courses corresponding to meta-major academic pathways were also successfully established, as shown in the table below.

TABLE 2

FLORIDA COLLEGE SYSTEM META-MAJORS AND CORRESPONDING GATEWAY MATH AND ENGLISH COURSES

Meta-Major	English Gateway Course	Mathematic Gateway Course(s)
Arts, humanities, communication and design	English Composition I, ENCX101 (for all meta-majors)	College Algebra, MAC X105, Liberal Arts Mathematics I, MGF X106, Liberal Arts Mathematics II, MGF X107, or Elementary Statistics, STA X023
Social and behavioral sciences and human services		
Education		
Health sciences		
Industry/manufacturing and construction		
Public Safety		
Science, technology, engineering, and mathematics		College Algebra, MAC X105
Business		College Algebra, MAC X105, or Elementary Statistics, STA X023

One of the potential challenges in implementing meta-major academic pathways was the buy-ins of faculty and staff at FCS institutions. Also, the immediate timeline for implementation was challenging in revamping this aspect of advising systems. In order to mitigate these challenges, the FCS system office provided forums for information sharing through promising practices sessions and statewide conferences. In addition, the FCS system

office launched a statewide Student Success Initiative in which institutions submitted proposals for funding and resources to facilitate or create activities/products related to meta-major academic pathways. Activities or products included:

- A statewide convening/workshop for FCS institutions related to meta-major academic pathway advising;

- A customizable product or products for FCS institutions, such as a poster or brochure, related to meta-major academic pathway advising;
- A professional development opportunity for FCS advisors and/or faculty with content related to advising, including meta-major academic advising;
- A toolkit or website with information related to meta-major academic pathway advising.

Approved activities and/or products were [made available](#) for the use and benefit of all FCS institutions.

MILESTONE EVENT 3

Advising Plan Implementation

As mentioned before in this report, each FCS institution was required to submit a developmental education implementation plan to the Chancellor's Office for approval. The research team at the Center for Postsecondary Success at Florida State University did a thorough content analysis of all the approved implementation plans and found that the plans by the FCS institutions reflected good practices in instructional strategies, academic advising, and support services even though there were variations in institutional plans (Hu, Tandberg, et al, 2014).

Many colleges appear to be making changes in advising since the fall of 2014. According to an annual survey of FCS institutional leaders in 2017, more than three-quarters of respondents (78%) reported adding more orientation resources online (Hu, Mokher, et al, 2017). In addition, the majority of respondents reported undertaking more labor-intensive changes to advising, such as spending more time with at-risk students identified through early alert systems (70%) and increasing the duration of advising sessions (61%). Some FCS institutional administrators reported other changes to the orientation process, such as increasing the duration of orientation (43%), switching from in-person to online format for orientation (35%), or developing separate orientations for exempt and non-exempt students (13%). Only 9% of respondents reported adding financial aid responsibilities for advisors. In all years, over three-quarters of respondents reported that their advising systems rely on degree maps for students to follow over the

course of several semesters and on individualized education plans for students. In addition, over 80% of respondents reported that their advising systems take into consideration non-cognitive factors, such as family obligations and learning styles, when advising students (Hu, Mokher, et al, 2017).

With the improvement of student success at the core of advising practice, there appears to be some common steps and some salient activities in institutional advising practice (Hu, Bertrand Jones, et al, 2017; Hu, Tandberg, et al, 2014); they are summarized in Figure 1.

Determining Student Status

The process typically begins with determining a student's exemption status based on high school transcripts and/or military documents, following the stipulations in SB 1720. Once a decision is reached based on the documentation, colleges communicate with students about their status via an acceptance letter, welcome packet, or email so that students are informed.

Student Orientation

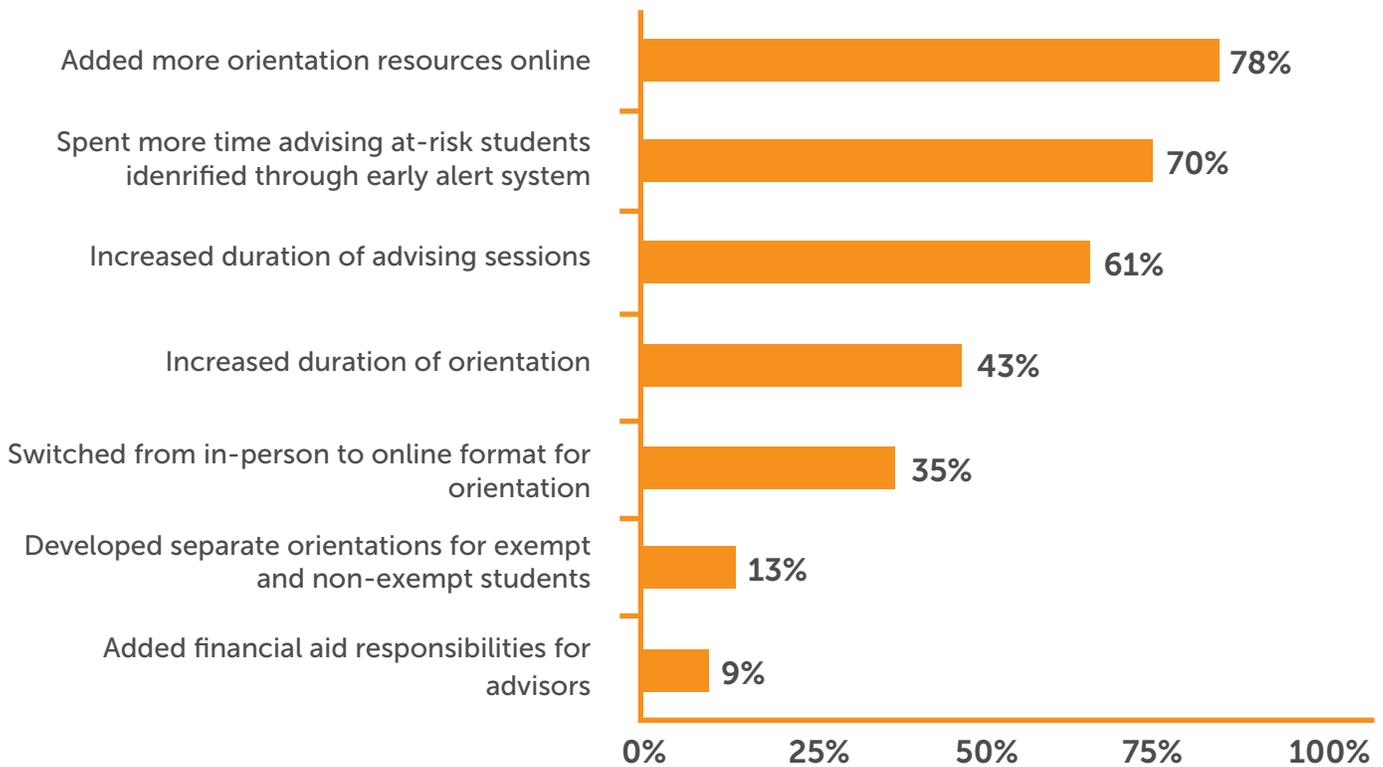
Prior to the start of school, FCS institutions typically ask incoming students to become acquainted with their respective colleges and available course offerings through orientation. Student orientation varies by college. Students may complete online modules (e.g., Santa Fe College), watch orientation videos (e.g., Tallahassee Community College), browse websites with updated information on Senate Bill 1720 (e.g., Florida Gateway College), or meet with college faculty and staff in person (e.g., Miami Dade College).

Advising and Guidance

During the advising sessions with students, advisors will have student records in place and start a conversation with the student to understand student career goals to determine a [meta-major to explore](#). Course selection depends greatly on a student's chosen meta-major. Advisors would talk with students about the courses and sequences to meet the requirements, and future job prospects.

FIGURE 1

PERCENTAGE OF COLLEGES THAT EXPERIENCED CHANGES TO ADVISING OR ORIENTATION SINCE SB 1720



Sources: Hu, Mokher, et al (2017).

Note: Respondents were asked to check all changes that apply. N=23 institutions.

Maintaining good relationships with students allowed advisors to feel more comfortable asking pointed questions regarding course selection and realistic course loads in college, such as, “How many courses do you think is a good load?” With this interpersonal comfort advisors could then challenge students to think critically about their goals, needs, forecast potential roadblocks and also conduct realistic appraisal of time for school and other commitments to plan for course load.

Continuous Support

Students are not required to meet their advisors once students declare a meta-major until the students have completed 30 credit hours and need to make plans to transfer to a four year institution. However, colleges use ongoing intrusive advising to monitor

student progress. Faculty inform advisors if students have excessive absences, academic struggles, and some other at-risk signs. Advisors can reach out the students and other units on campus, such as student affairs, financial aid, and student support to help students. One of the strategies to deal with academic difficulty is coaching.

A campus support staff explained how coaching is both preventative and responsive to students’ needs. She shared that coaches ask questions of students to determine their support structures at home as well as their out-of-school engagements. Another advisor felt coaching was “a good place for students to make a connection with a very supportive instructor” to become “connected to the [academic] services.”

An Advisor's Experience:

In my role as the academic success coach this semester, when they're referred to me and I make that initial contact, initially they're not pleased. They're not, like, excited about the contact. They're not, like, oh my goodness, can't wait for that call. So it's really great when they come back four or five visits later and I'm, like, 'You're back in my office. Why do you keep coming?' And you know, it's like the idea that they really now have found that go-to person.

Outcomes from Change in Practice

Overall Changes

One of the most important features in Florida developmental education reform is to allow exempt students to opt out of DE courses. The research from the Center for Postsecondary Success has indicated that due to this feature, the proportion of students who directly enrolled in credit-bearing college-level courses in English and Math has increased substantially after SB 1720 (Hu, Park, Mokher, et al, 2019; Hu, Park, Woods, et al, 2016). Even though the passing rates for students enrolled in those courses did not change as in gateway English, the larger number of students in each cohort directly enrolling

in those college-level courses led to overall increase of the number of students who succeeded in those courses for the cohorts after SB 1720 (Hu, Park, Mokher, et al, 2019; Hu, Park, Woods, et al, 2016). Thus, it is important to use cohort-by-cohort success rates to understand student success in college-level courses as used in this report. As shown in Table 3, the number of students passing gateway English (English Composition) has increased following the reform. Passing rates in gateway English experienced immediate high increases in the first year post-reform, increasing by 4.36 percentage points.

TABLE 3

CHANGE IN COHORT-BASED GATEWAY ENGLISH COURSE PASS RATE, ALL FTIC STUDENT AND BY RACE/ETHNICITY: FALL 2011 TO FALL 2016

Cohort-Based Gateway English Course Pass Rates

Fall Semester	Total	White	Black	Hispanic
2011	42.00%	47.92%	29.85%	42.17%
2012	45.75%	49.80%	33.73%	47.72%
2013	47.90%	51.14%	38.34%	49.84%
2014	52.26%	54.50%	44.51%	54.33%
2015	54.84%	56.05%	48.68%	56.58%
2016	53.87%	55.27%	47.34%	55.81%

Data Source: Hu, Park, Mokher, Spencer, Hu, & Bertrand Jones (2019)

Notes about the data: Statistics are based on first-time-in-college (FTIC) students

Equity-focused Change

Table 3 also shows the passing rates of gateway English by race/ethnicity in both the pre- and post-policy periods. Cohort-based passing rates for Black and Hispanic students increased at greater rates than White students, narrowing the race/ethnicity performance gap. In gateway English, Black students' passing rate increased by 6.17 percentage points from 2013 (pre-policy) to 2014 (post-policy), where as White students' passing rate increased by 3.46 percentage points over the same timeframe. Hispanic students, while closely trailing behind White students in the pre-reform period, met or surpassed White students in the post-policy period.

Student passing rates in math demonstrate similar patterns in that the overall passing rates increased for all students while the passing rates for students of different racial/ethnic backgrounds decreased after the implementation of the developmental education reform. However, given the fact that many different math courses can be considered as gateway math courses as indicated in Table 2, we do not present the statistics in this report.

Sources of Support

The FCS Chancellor's Office initiated a series of convenings for institutional leaders around matters for student success in general and developmental education reform in particular over years. In those convenings, national experts (e.g., Community College Research Center), researchers (e.g., Center for Postsecondary Success at Florida State University), and institutional administrators (e.g., Miami Dade College, St Petersburg College) shared insights, research, and exemplary programs and practices so that promising programs and practices can be diffused throughout the FCS institutions.

In addition, the Council of Instructional Affairs and Council of Student Affairs (www.fcscouncils.org) meet three times annually. During these meetings the topic was discussed through panels of institutional

representatives, though documentation from these meetings was not readily available. The system office also provided feedback and ultimately approved implementation plans that outlined the work to be undertaken by the institutions as they relate to changes required by SB 1720.

Grant Support

The FCS Chancellor's Office deployed resources from a Completion by Design grant from the Bill & Melinda Gates Foundation to provide support to FCS institutions in three areas: a) Develop and implement comprehensive, high-touch academic advising in the FCS; b) Develop and implement meta-majors/ programs of study; and c) Develop a comprehensive developmental education research agenda. It has enabled the FCS to provide necessary resources and assistance to institutions in achieving the planned outcomes and milestones of the three policy priorities. The incorporation of meta-majors to guide course selection and progression is a research-based educational practice with compelling links to higher completion rates and decreased time to degree. The grant assisted institutions in providing valuable information to students to make important decisions with long-lasting academic and career impact.

To continue the reform efforts and related changes in policy and practice, the FCS established the Florida Student Success Center in 2018 with the support of the Helios Foundation and The Kresge Foundation. According to the FCS website for the [Center](#), "the Florida College System launched the Florida Student Success Center in partnership with Jobs for the Future, Helios Education Foundation, and the Florida College System Foundation. The Florida Student Success Center is part of the national Student Success Center Network and supports Florida's 28 state and community colleges' efforts to develop student-centered pathways and increase student completion rates. We work collaboratively with colleges to create a coherent, statewide strategy so colleges can integrate their varied student success efforts, share best practices with one another and maximize resources. We also represent the collective voice of practitioners in state-level policy discussions." The Florida Student Success Center continues to build

upon the success of the developmental education reform to undertake initiatives in math redesign and guided pathways to promote student postsecondary success.

Reallocation of Resources

Institutions were expected to fully implement the law without additional financial support. Based on a survey of FCS institutional leaders in 2017 (Hu, Mokher, et al, 2017), a few issues emerged related to the cost of implementation:

- First, institutions faced a variety of startup costs, but they faced more startup costs from training and development for the new developmental courses than for new facilities and equipment.
- Second, institutions required more advising staff and tried to use methods that did not incur costs, such as increasing the workload of advising staff without extra pay and increasing the use of faculty for advising and/or orientation.
- Third, administrators reported changes to developmental and gateway course staffing. Institutions used fewer adjunct instructors and more teaching faculty, as fewer instructors were needed for developmental courses. Almost all institutions moved DE faculty with appropriate credentials to gateway courses; faculty without appropriate credentials were sometimes moved to student life skills courses.
- Next, the majority of administrators reported keeping the same number of student support staff in developmental reading/writing and gateway courses while increasing it in other student support services. Again, it seems that institutions used strategies that would allow them to increase services without increasing cost.
- Finally, facility usage varied across DE modalities, and some additional space was needed for other activities, including advising, orientation, and workshops and summer bridge programs (25% to 29%).

Other Resources

The FCS and the Center for Postsecondary Success (CPS) at Florida State University has established strong partnership and collaboration throughout the years to evaluate and study the implementation of the Florida developmental education reform. CPS research activities are supported by a grant from the Institute of Education Science (IES) of the US Department of Education and a grant from the Bill & Melinda Gates Foundation, though this funding serves to inform the research and does not include direct support to the system on particular practices. As mentioned earlier, the FCS Chancellor's Office deployed resources from a Completion by Design grant from the Bill & Melinda Gates Foundation to provide support to FCS institutions as well.

Moving Forward

Lessons Learned

Senate Bill 1720 gave eligible students the freedom to skip developmental education if students so choose, and advisors started to inform students of such options. The end results show that even though some students faced some challenges in succeeding in gateway courses, many students, particularly the traditionally disadvantaged students, can and indeed succeeded in gateway courses, resulting in higher percentage of students passing the gateway courses on a cohort-by-cohort basis in comparison.

Student self-placement, enhanced advising, and strengthened support services, done well, can help promote postsecondary success of the overall student population while narrowing the success gaps among students of different backgrounds as demonstrated in the Florida developmental education reform. As summarized in a blog for the Center for the Analysis of Postsecondary Readiness at Columbia University, SB 1720 has led to increased success and equity in Florida, and there are many factors that may have contributed to this promising outcome (Hu, 2019). Those contributing factors include, but not

limited to: 1) reduced emphasis on placement testing, 2) provocative leadership, 3) enhanced advising and student supports, and 4) strong communication (Hu, 2019). Specific to advising for student success, a couple of lessons emerge from the practices in the FCS institutions.

First, relationship matters in effective advising. FCS staff created the conditions necessary for students to thrive by building rapport, making connections, and developing trust with students. Advisors and other staff formed personal relationships with students grounded on where there was frequent and informal communication. Specifically, relationship-building effectively increased students' engagement with their own learning processes.

Second, the development of meta-major is a valuable step to enrich student advising. Advising students into a meta-major provides the opportunity for students to take college-level courses that are aligned with their educational and career goals.

Third, advising from the guided pathways perspective is helpful for student success. Students often differentiated between 'generalist advisors' and 'specialist advisors' and expressed their preference for specialist advisors. Students noted that the lack of advisors with knowledge of specific majors was not optimal. Specialist advisors were thought to have a better command of unique subject pathways for degree programs as well as prerequisites for transfer to four-year institutions.

Next Steps

The FCS augmented its ability to support institutions implement policies and practices through the establishment of the Florida Student Success Center. Next steps could augment the work of the Center to coordinate student success strategies and connect researchers, policy makers, and practitioners in the effort to promote student success. As it relates to researchers, ongoing intentional collaborations in research to identify effective pathways toward student success with a focus on advising can continue to inform the field. For policymakers and practitioners specifically, the Florida Student Success Center (2019) recently released a set of recommendations for math redesign in the FCS, which could deepen the reform for student success after the developmental education reform if advising efforts are embedded in that work.

References

Florida College System. (2017). The fact book 2017. Tallahassee, FL: Florida Department of Education.

Florida Student Success Center (2019). Mathematics re-design: A vision for Florida's future. Tallahassee, FL: Author. Retrieved from https://www.floridacollegesystem.com/sites/www/Uploads/SSC/Math%20Workgroups/Florida%20Mathematics%20Re-Design%20Institute_Publication.pdf

Florida Senate (2013). Senate Bill 1720. Retrieved from <https://www.flsenate.gov/Session/Bill/2013/1720>

Hu, S. (2019, April 9). A Florida developmental education reform is leading to greater success and equity. New York: Center for the Analysis of Postsecondary Readiness, Columbia University. Retrieved from <https://postsecondaryreadiness.org/florida-developmental-education-reform-equity/>

Hu, S., Bertrand Jones, T., Brower, R., Park, T., Tandberg, D., Nix, A., Rahming, S., & Martindale, S. (2015). Learning from the ground up: Developmental education reform at Florida College System institutions. Tallahassee, FL: Center for Postsecondary Success. Retrieved from <http://diginole.lib.fsu.edu/islandora/object/fsu%3A396340>

Hu, S., Bertrand Jones, T., Brower, R.L., Park, T., Nix, A., Rahming, S., Harrison, J., Sermon, J. & Daniels, H. (2017). Changes on the ground: Site visit report of the third year of developmental education reform in the Florida College System. Tallahassee, FL: Center for Postsecondary Success. Retrieved from <http://fsu.digital.flvc.org/islandora/object/fsu%3A492967>

Hu, S., Bertrand Jones, T., Brower, R., Harrison, J., Sermon, J., Daniels, H., Park, T., & Mokher, C. (2018). Meeting the needs of students: Site visit report of the fourth year of developmental education reform in the Florida College System. Tallahassee, FL: Center for Postsecondary Success. Retrieved from <http://diginole.lib.fsu.edu/islandora/object/fsu%3A574825>

Hu, S., Mokher, C. G., Harris, J., Park, T., & Bertrand Jones, T. (2017). Continuing adaptations: Administrators' perceptions of the third year of developmental education reform in the Florida College System. Tallahassee, FL: Center for Postsecondary Success at Florida State University. Retrieved from <http://diginole.lib.fsu.edu/islandora/object/fsu%3A436885>

Hu, S., Park, T., Mokher, C., Spencer, H., Hu, X., & Bertrand Jones, T. (2019). Increasing momentum for student success: Developmental education reform and student progress in Florida. Tallahassee, FL: Center for Postsecondary Success. Retrieved from <http://fsu.digital.flvc.org/islandora/object/fsu%3A640590>

Hu, S., Park, T., Woods, C., Tandberg, D., Bertrand Jones, T., Hankerson, D., & Richard, K. (2015). How students make course enrollment decisions in an era of increased choice: Results from a survey of enrollment patterns and choice factors (Research report). Tallahassee, FL: Center for Postsecondary Success. Retrieved from <http://diginole.lib.fsu.edu/islandora/object/fsu%3A396389>

Hu, S., Park, T. J., Woods, C. S., Tandberg, D. A., Richard, K., & Hankerson, D. (2016). Investigating developmental and college-level course enrollment and passing before and after Florida's developmental education reform (REL 2017–203). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Hu, S., Tandberg, D., Park, T., Nix, A., Collins, R., & Hankerson, D. (2014). Florida developmental education reform: What do the Florida College System institutions plan to do? Tallahassee, FL: The Center for Postsecondary Success. Retrieved from <http://diginole.lib.fsu.edu/islandora/object/fsu%3A396395>

Hu, S., Woods, C., Richard, K., Tandberg, D., Park, T., & Bertrand Jones, T. (2015). Diving into the deep end: How state college administrators in Florida describe the first year of developmental education reform. Tallahassee, FL: Center for Postsecondary Success. Retrieved from <http://diginole.lib.fsu.edu/islandora/object/fsu%3A396373>

Underhill, B. (2013, Feb. 20). College remediation. Presentation at the Florida Senate the 2013 Regular Session Appropriations Subcommittee on Education Meeting, Tallahassee, FL. Retrieved from http://www.flsenate.gov/PublishedContent/Committees/2012-2014/AED/MeetingRecords/MeetingPacket_2056.pdf

Resources

For research sources regarding Florida developmental education reform, please visit the website of the Center for Postsecondary Success at Florida State University at <http://centerforpostsecondarysuccess.org>

For activities and information by the Florida Student Success Center, please visit website at https://www.floridacollegesystem.com/student_success_center.aspx

Appendix A: Site Context

What is the name of the institution(s), and if appropriate system, where the changes in practice took place?

The Florida College System which is comprised of a system office and 28 institutions.

In which state(s) is/are your institution/system located?

Florida

At which type of institution(s) did this change in practice take place?

2-year public

What is the total, undergraduate (headcount) enrollment for the institution(s) where the change in practice took place?

447,962

What percentage of full-time, beginning undergraduate students received a Pell Grant?

50%

What percentage of students are African American/Black?

17%

What percentage of students are American Indian/Alaskan Native?

1%

What percentage of students are Asian/Pacific Islander?

2%

What percentage of students are Hispanic or Latinx?

29%

What percentage of students are More than One Race?

7.5%

What percentage of students are White?

41.5%

What percentage of students are aged 24 or under?

67%

What percentage of students are aged 25 or older?

33%