Achieving the Dream™

Environmental Scan Florida Student Success Center
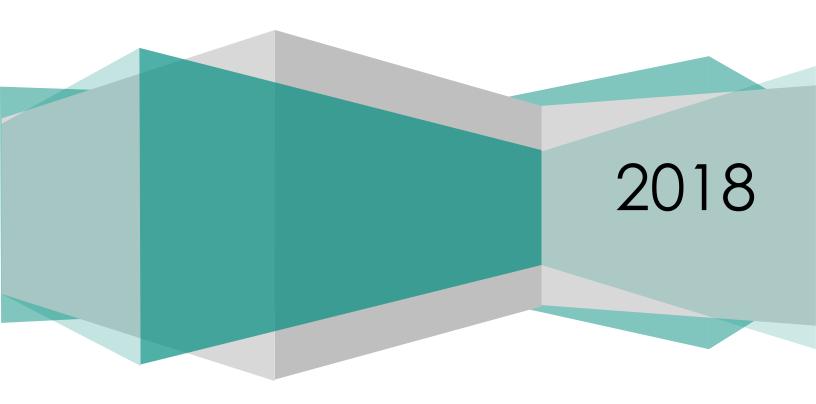
2018

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Introduction to the Florida Student Success Center Environmental Scan

The Florida College System invited Achieving the Dream to conduct an environmental scan of institutional, state, and national student success initiatives relevant to the state and its 28 community colleges. This environmental scan provides a summary of student success initiatives for implementing guided pathways and a mapping of institutional strategies across existing activities.

To conduct the environmental scan, Achieving the Dream reviewed a number of state and local documents provided by The Florida College System, held a series of phone calls with key Florida College System staff and leveraged websites to gather additional information. Given the indirect data collection methods, the information may be incomplete but provides strong background context.

The environmental scan is organized such that key findings are highlighted in an executive summary followed by sections on Leadership and Data, Access, Affordability, Guided Pathways, and Student Completion. Each section includes (1) general observations; (2) key national, state, and college data; and (3) questions to consider based on the data. To aid the reader, there are general observations and critical questions at the beginning of each section. An appendix contains matrices that describe which colleges are involved in which student success efforts to provide a summary at a glance.

Achieving the Dream is pleased to support the Florida College System and the Florida Student Success Center (SSC) by producing this environmental scan which may be used as a living document and adapted for future use.

EXECUTIVE SUMMARY

The environmental scan of institutional, state, and national student success initiatives relevant to Florida and its 28 community colleges revealed strong student success efforts as well as areas of opportunity. This executive summary highlights areas in which the Florida College System and Student Success Center may wish to focus to strengthen implementation of guided pathways.

- **Greater exposure to national student success reform efforts among Florida colleges:**
    - o While many Florida colleges have been intimately engaged in national reform efforts and have achieved top honors and awards, not all colleges have had the same exposure.
    - o Some states like Maine, New Jersey, Ohio, and Tennessee have sought philanthropic support to engage all of their colleges in national change efforts for an overall more equitable approach to student success reform.
    - o There may be an opportunity for the SSC to create a college mentoring program in Florida whereby seasoned colleges (like Indian River State College, Miami Dade College, Tallahassee Community College, Valencia College, and others) share their learnings with those who have not had the opportunity to be as engaged in national reform initiatives.

- **More attention on adult learners:**
    - o The scan produced ample evidence that Florida colleges pay close attention to high school students and the First Time in College (FTIC) cohort (which we suspect is related to the performance based-funding model and recent grant-funded initiatives). Attention on these populations is evident through recruitment, onboarding, advising, and student supports, as well as increasingly national, industry-recognized progression and retention metrics.
    - o However, with the exception of veterans and active service members, it is not clear that adult learners who do not enter college directly after graduating high school are provided equitable attention and support.
    - o About 18 of the 28 colleges provide credits for work experience, but the extent to which this occurs within those colleges is not known.Institutions can consider how credit for prior learning and other recognition of college-level learning could serve as a credential attainment and adult student recruitment strategy.
    - o Few competency-based education (CBE) initiativeswere identified through the scan. CBE may appeal to and support the success of adult students given the self-paced approach CBE offers.

- **Other student groups in possible need of attention beyond those defined by demographic characteristics:**
    - o Per the state Equity Reports, Florida colleges are comprehensive in tracking achievement gaps for underrepresented students.
    - o However, there might be an opportunity to look beyond demographic characteristics to determine if other student groups require more attention as well (e.g., long-time persisters with no credential, part-time students earning fewer than 6 credits a term/12 credits a year, or students who have stopped/dropped out).
    - o Drilling into data through a different lens might produce interesting insights to inform success strategies.

- **Curriculum mapping within meta-majors evolving but mapping for part-time students is not evident:**
  - While most colleges in Florida have created meta-majors per state guidelines, progress is still evolving on curriculum mapping. Some colleges are further along than others and the results of all curriculum mapping are unclear.
  - At least one college reported streamlining curricular options through the elimination of more than 50 courses. This college might serve as a model for others.
  - Curriculum mapping for part-time students is important but was not evident through the scan.

- **Outcome assessment of math pathway reforms beneficial to inform next steps, especially around gateway course redesign beyond math and English:**
  - Per SB 1720, Florida colleges are progressing well with the redesign of math pathways (or replacing college algebra with other math sequences that are tied to labor market need).
  - The extent to which gateway course redesign beyond math and English has occurred is not known.

- **Opportunity to strengthen career exploration and guidance for students in the pre- or early college experience:**
  - While 100% of colleges said they offer some form of career coaching for students, the inventory of career guidance efforts identified through the scan was thin.
  - The SSC may have an opportunity to help colleges strengthen career planning (beyond incorporation into a First Year Experience course) to ensure informed career choice among students.
  - Tracking concentration in a major field of student (or meta major) between students' second and fourth terms to minimize the number of times students change majors, reduce excess credits at the point of graduation, and improve overall time to completion may be worthwhile across all Florida colleges.

- **Educational plans referenced throughout the scan. Consider integration of student financial plans into educational and career plans:**
  - It appears some colleges require the creation of career and academic plans for students but there was no mention of financial planning for students (beyond FAFSA workshops). Integration of financial plans into career and educational plans would be worthwhile.
  - It is unclear if technology platforms are used to host career and academic plans so they are visible and can be tracked or monitored by students, staff, and faculty. It is difficult to know if students are "off-path" if the path is not apparent to all.
  - Some colleges are using degree mapping or Guide to Personal Success (GPS) software to track student progression through a path.

- **Possible need to shore up onboarding and advising for <u>all </u>new students versus the FTIC cohort only:**
  - Some colleges have made orientation and First Year Experience courses mandatory for FTIC students only.
  - Similarly, some colleges have "assigned" advisors for FTIC students only.

- **Opportunity exists to align advising with pathways work and ensure an integrated, holistic approach to advising and student supports:**
  - A common understanding of advising approaches is needed. The scan identified colleges using an "appreciative" approach, an "intrusive" approach, an "intensive" approach, and some say they are applying a "proactive" and "personalized" approach. Nevertheless, no evidence exists to reveal how college practices support these approaches, how colleges distinguish each approach from one another, or what each approach entails.
  - While several colleges have a hand-off point from front-end advisors to faculty advisors, there is no evidence of strong or innovative partnerships between advisors and faculty to enhance integrated student support. The extent of clear referral pathways and processes that enable effective transition of students and ensure efficient follow-up is unknown.
  - It is also unclear how information sharing about students occurs across the institution (across advisors, counselors, success coaches, transfer advisors, faculty advisors, academic student support centers, etc.)
  - The extent to which policies make advising mandatory at very specific times is unclear. Some Florida colleges only require advising for First-Time-In-College students (versus all new students).
  - Consider opportunities for colleges to use efficient and effective advising resources to support more students. High-quality self-advising resources being used by Florida colleges to offset advising time and minimize campus visits for part-time and other student groups were not evident. Group advising strategies were also not evident.
  - Consider segmenting students based on cognitive and non-cognitive needs and equitably providing support to meet those needs. The scan did not reveal these practices.

- **Academic student supports strong but integration with advising and other supports not clear:**
  - Most colleges are heavily engaged in peer tutoring, innovative virtual tutoring, mentoring, and other academic supports.
  - It is not clear how academic supports are integrated with advising and other student supports to ensure seamless assistance across departments.

- **Use of early alert systems on the rise but data sources and broad-scale adoption unknown:**
  - The scan revealed many colleges are purchasing early alert systems like Hobson's Starfish, STARS, Drop Out Detective, and others, but it appears that most of the alerts or signals are tied to course performance (faculty-initiated with advisor follow-up).
  - The SSC may have an opportunity to help colleges strengthen alerts relating to non-cognitive and other factors. Student disengagement can be tracked through Learning Management Systems (LMS) for all courses, not just online courses, but policy changes would be required.
  - There is no evidence of broad-scale use of early alert systems across faculty and staff or whether or not there is clarity in roles/responsibilities for student follow-up given the many layers of advising, success coaching, mentoring, etc. that exist within colleges.

- **More questions about teaching and learning produced by the scan:**
  - Do all colleges have Centers for Teaching Excellence in place?
  - What technology is used to support instructional delivery and how widespread is technology utilization?

- How has pedagogy evolved or innovated to meet changes in the learning needs and learning styles of students and the requirements of employers?
- Are faculty trained in culturally responsive teaching techniques and processes, such as those offered by the Community College of Baltimore County (and their annual conference for community college stakeholders)?

- **Opportunity to scale auto-grad policies and incentives for timely completion of last class(es):**
  - All colleges should implement auto-grad policies (currently at 75%).
  - Only 45% of colleges provide scholarships for the last class needed for a credential.
  - Florida colleges have strength intracking student completion, including disaggregation of data for underrepresented groups, but no information was evident in the scan documents about labor market outcomes or completion of a bachelor degree within six years from students' start at a community college.

- **Opportunity to improve an already strong system of articulation and transfer with the addition of 3+1 programs**

Achieving the Dream is pleased to support the Florida College System and the Student Success Center with this environmental scan. Given the many strengths of the Florida colleges and areas of opportunity uncovered through this scan, consider how the Student Success Center can leverage these strengths and opportunities and services from partner organizations to provide support to implement guided pathways and advance student success.

I. STUDENT SUCCESS LEADERSHIP AND DATA

General Observations:
- Approximately one-third of Florida colleges are active participants in the largest, most visible national reform efforts.
- More than 40% of the Florida colleges were recognized this year by the Aspen Institute as one of the top 150 colleges for exceptional student outcomes.

Questions to Consider:
- How can the institutional learning about student success improvement be shared most effectively within the state?
    - Does an opportunity exist for exemplar colleges to mentor those who are less active in national reform efforts or who have not yet been recognized for exceptional student success outcomes?
    - What might the Student Success Center(SSC) do to inspire sharing of promising practices across Florida beyond the Chancellor's recognition program?
    - Might the Florida College System or SSC consider raising funds for participation in national reforms like Achieving the Dream for colleges with less experience improving student success?
- What metrics are currently used within Florida to track student success outcomes? Are there opportunities to incorporate industry-recommended momentum metrics state-wide?

KEY DATA FROM THE NATIONAL SCAN

AACC's Voluntary Framework of Accountability is the first-ever national accountability system to measure how 2-year colleges perform in serving their more than 13 million students. The VFA gauges student progress and outcomes including pre-collegiate preparation (such as developmental education and Adult Basic Education), academic progress and momentum points, completion and transfer measures, and workforce outcomes for career and technical education."[1] The first year of data collection for the VFA was 2013-14.(Matrices in the appendix depict which colleges are engaged in the initiatives described in this environmental scan.)

Achieving the Dream[2] is the national, nonprofit leader in championing evidence-based institutional improvement. Conceived as an initiative in 2004 by Lumina Foundation and seven founding partner organizations, Achieving the Dream, Inc. now leads the most comprehensive non-governmental reform movement for student success in higher education history. Together with our Network of over 220 institutions of higher education, 100 coaches and advisors, and numerous investors and partners working throughout 39 states and the District of Columbia we are helping more than 4 million community college students have a better chance of realizing greater economic opportunity and achieving their dreams.

Achieving the Dream also provides colleges the opportunity to participate in funded learning initiatives to address critical challenges within the college completion movement. We help community colleges accelerate reform by disseminating successful examples and promising practices across the Achieving the Dream National Reform Network. These formal learning initiatives are bold and poised to deliver tangible results.

Achieving the Dream Leader College designation gives national recognition for sustained improvement in student outcomes at community colleges. Leader Colleges have demonstrated commitment to and progress on the principles of Achieving the Dream. They have also show at least three years of improvement on at least one of the Achieving the Dream's measures of student success. In 2018, 96 colleges have achieved Leader College status, including several active Leader Colleges in Florida.

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[1] https://vfa.aacc.nche.edu/about/Pages/FAQs.aspx
[2] http://achievingthedream.org/

The Frontier Set is a select group of colleges and universities, state systems, and supporting organizations committed to significantly increasing student access, student success, and eliminating racial/ethnic and socioeconomic disparities in college attainment.The name "Frontier Set" was chosen to reflect participating institutions' desire to maximize productivity to benefit students and their willingness to explore new and untested approaches toward that end. Additionally, the name acknowledges that these institutions are leaders and work within important larger networks. The Frontier Set, funded by the Bill & Melinda Gates Foundation, is designed to work within and strengthen connection of these networks, rather than displace them.

Initiated in 2017, the Frontier Set is made up of 29 colleges and universities and two state systems from across the nation that represent a broad cross-section of higher education.[3]Twelve of these 29 institutions are community colleges.[4] The project is scheduled to take place over four years.[5]

Jobs for the Future Student Success Centers Network
Jobs for the Future manages a network of Student Success Centers in Arkansas, California, Connecticut, Florida, Hawaii, Michigan, New Jersey, New York, North Carolina, Ohio, Oregon, Texas, Virginia, Washington, and Wisconsin. Jobs for the Future manages the provision of services and supports to Student Success Centers in three areas:

1. Help Centers provide expert guidance to colleges in implementing guided pathways
2. Facilitate collaboration and learning across Centers
3. Build the capacity of each Center.[6]

The National Community College Benchmark Project (NCCBP) was developed by the National Higher Education Benchmarking Institute at Johnson County Community College (KS). In 2017, one of the Benchmarking Institute's other projects, called Non-credit Education and Workforce Training Benchmark Project was incorporated as a module of the NCCBP. Colleges can use results of the project to benchmark programs, both credit and non-credit. Since 2004, over 400 two-year institutions have participated in the data-collection and reporting process for the Benchmarking Institute's projects. Benchmarking reports cover items such as completion and transfer, retention and persistence, student performance, satisfaction and engagement, job market and a variety of other institutional effectiveness metrics. The non-credit benchmark report covers enrollment, retention, satisfaction, course cancellation rates, financial data, staffing, industry-recognized credentialing, and transition from non-credit to credit instruction.[7]

National Prizes

AACC Awards of Excellence underscores the association's priorities and brings national visibility to promising practices among its member colleges. Nominees will be judged by a select committee of the AACC Board of Directors."[8] AACC makes or has made awards in the following sevencategories.
- Initiated in 2013: Advancing Diversity (**Miami Dade College** received 2013 award; **Hillsborough Community College** received 2017 award); Emerging Leadership (discontinued in 2016); Exemplary CEO/Board (**St. Johns River State College** received 2013 award); Outstanding College/Corporate Partnership; Student Success (**Miami Dade College** received 2014 award)
- Initiated in 2014: Faculty Innovation
- Initiated in 2015: Community College Leadership Safety and Planning

Aspen Prize for Community College Excellenceis a $1M prizeawarded every two years and is the nation's signature recognition of high achievement and performance among America's community colleges. [9] "To award the Aspen Prize for Community College Excellence, the Aspen College Excellence Program engages in

3 https://postsecondary.gatesfoundation.org/frontier-set-fact-sheet/
4 http://highered.aspeninstitute.org/frontier-set/
5 http://www.utrgv.edu/en-us/about-utrgv/news/press-releases/2017/february-21-utrgv-selected-to-participate-in-national-student-success-project/index.htm
6 https://www.jff.org/what-we-do/impact-stories/student-success-center-network/
7 https://www.nccbp.org/benchmarking-institute
8 https://www.aacc.nche.edu/about-us/awards/
9 http://highered.aspeninstitute.org/aspen-prize-program/overview-of-the-aspen-prize/

a rigorous two-year-long process that assesses student outcomes at over 1,000 community colleges in the United States, leading to the selection of ten finalists and, ultimately, one winner. Institutions are assessed for exceptional student outcomes in four areas: student learning, certificate and degree completion (including of a bachelor's degree after transfer), employment and earnings, and high levels of access and success for minority and low-income students. Throughout the process, Aspen looks extensively at data, engages community college leaders, and solicits guidance from experts in higher education."Miami Dade College was a finalist with distinction in 2011. Broward College and Indian River State College were finalists with distinction in 2017. Thirteen Florida colleges are on the top 150 colleges for 2019; three are in the top 10: **Broward College**, **Indian River State College**, and **Miami Dade College**.

Two Florida colleges have been recognized by Achieving the Dream by winning the **Leah Meyer Austin Award – Miami Dade College** and **Valencia College**.

II. ACCESS

A total of 100% Florida colleges engage with high school guidance counselors; 96% (27 of 28) call students who apply but do not register; 93% (26 of 28) conduct outreach in collaboration with university partners; 89% (25 of 28) hold information sessions for parents; 64% (18 of 28) award credit for work experience – Accelerated Adult Education; 57% (16 of 28) offer workshops to assist dual enrollment seniors with moving to full-time enrollment; 11% (3 of 28) pay remaining tuition costs as new student incentive for Bright Futures Florida Academic Scholars Award.

- Overall, most Florida colleges support open access through a range of outreach activities, partnerships and policies, but the focus appears to be more intentional for students enrolling directly from high school via:
- AVID, Upward Bound, TRIO, CROP, Take Stock in Children, College Goal Sunday, campus tours, etc.
- Nearly all colleges offer FAFSA workshops
- Most colleges engage in outreach and college readiness programs for students in underrepresented demographic groups
- There appears to be growing interest in Collegiate High Schools (AA completion at no or reduced cost while in high school)
- It appears that only a few colleges offer Prior Learning Assessment (PLA) or award college credits for work experience.

Questions to Consider:

- How connected are the pre-college activities/initiatives with the overall student pathway experience (i.e., recruitment events and career exploration, program of student introduction, early engagement opportunities)?
- What success rates are achieved for adult recruitment efforts, especially in areas like College Level Exam Program (CLEP) or Prior Learning Assessment (PLA)? What might the SSC do to educate or incent colleges to offer credit for prior college-level learning?
- To what extent do the Florida colleges have partnerships with local employers to train and retain employees?
- To what extent have the colleges implemented programs to re-enroll students who have stopped/dropped out (i.e., Tennessee Reconnect)?
- Might the SSC create a recognition program for colleges engaged in evidence-based practices to serve adult learners who do not enroll in college directly after graduating high school, or make a recommendation to the Chancellor that this is a possible area of recognition?

KEY DATA FROM THE NATIONAL SCAN

National College Access Network (NCAN) "is dedicated to improving the quality and quantity of support that underrepresented students receive to apply to, enter, and succeed in postsecondary education."[10] NCAN pursues four strategies: (1) enhance the capacity of the college access and success field with high-quality data, innovative ideas, and accessible tools; (2) bolster the skills and competencies of college access and success leaders and practitioners through professional development; (3) advocate for improved college completion rates by amplifying a range of policy solutions and increasing member engagement; and (4) foster relationships within communities and across sectors that support college access and success for underrepresented students. Paul J. Luna, president and CEO of Helios Foundation, is on the board of National College Access Network. Incorporated as a national nonprofit in 1995, one of the nine founding members of NCAN is the College Assistance Program of Dade County, which is now called College Assistance Program, Inc.

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[10] http://www.collegeaccess.org/about

Promise Programs make community college free and also increase college access. A detailed description of Promise Programs appears in the Affordability section of this scan. Tennessee Reconnect is the State of Tennessee's initiative to help adults enter higher education to complete a degree or credential. [11] It is an expansion of the state's promise program and serve students who are not entering college directly after graduating from high school. [12,13]

KEY DATA FROM THE FLORIDA SCAN

Florida College Access Network (FCAN)'s mission "is to create and sustain a statewide network that catalyzes and supports communities to increase college and career preparation, access, and completion for all Florida students." Launched in 2012, FCAN's Goal 2025 is to reach "60% of working-age Floridians…hold[ing] a high-quality postsecondary degree or credential by the year 2025." Today, Florida College Access Network is an independent, statewide organization hosted by the University of South Florida System. Central to the work of FCAN is College Ready Florida, a series of three statewide initiatives aimed at helping more Floridians access and complete a postsecondary education. These initiatives focus on high school seniors and place special emphasis on low-income and first-generation college students. The three initiatives are Apply Yourself Florida, which helps students complete college applications, during the school day; the Florida FAFSA Challenge, which encourages students to complete applications for federal financial aid; and Florida College Decision Day, which celebrates the academic goals and postsecondary plans of students."[14]

Local College Action Networks (LCANs) "are community-based coordinating bodies supported by a team of community and education leaders. LCAN members work together to better coordinate and leverage resources that lower the barriers preventing students from completing their educations beyond high school."[15] LCANS represent nearly 60% of Florida's population. FCAN provides support for LCANs.

Complete Florida's goal is to help, "2.8 million Floridians – who started college but never finished – get the degrees they need for the jobs they want." Founded by the Florida Legislature in 2013, Complete Florida, which is a service of the Innovation Institute at the University of West Florida, has partnerships with colleges and universities to offer more than 100 degree programs. All classes are online, though students may take a course at one of the four partner institutions' campuses. Students receive one-on-one support from a Complete Florida Coach who provides variety of resources to help students succeed such as information about academic policies and requirements to accurate, prompt, high-quality student service from admissions to graduation.[16] Students are also eligible for scholarships. Eligible Complete Florida students successfully completed college-level coursework in multiple semesters but left the institution, in good standing, before completing their degree. Students who completed vocational or competency based education courses may also be eligible for Complete Florida. Complete Florida gives priority to veterans and active-duty members of the United States Armed Forces.

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[11] https://www.tnreconnect.gov/GetStarted/tabid/5229/Default.aspx
[12] https://www.insidehighered.com/news/2018/04/20/interest-tenns-tuition-free-program-adult-students-exceeds-expectations
[13] http://www.achievingthedream.org/resource/17378/promise-with-a-purpose-college-promise-programs-built-for-completion
[14] http://floridacollegeaccess.org/initiatives/
[15] http://floridacollegeaccess.org/local-college-access-networks/
[16] https://www.completeflorida.org/how-it-works/faq

KEY DATA FROM THE FLORIDA COLLEGE SCAN

Table 1. Florida College Middle and High School Recruitment Chancellor Recognized Practices

Each year Florida colleges may submit practices that meet a number of criteria including sustainability, innovation, improvement, evaluation, impact, efficiency, and quality for the Chancellor's Best Practice Award. Achieving the Dream analyzed these practices and highlights the following practices that are related to access.

- Chipola College: STEM Days (3-day hands-on, interactive program for high school junior and seniors who want to explore math and science; students solve a "Who Done It" mystery alongside college science majors and faculty using math and science knowledge and reasoning)
- FL Gateway College: Re-examined summer course offerings and created new summer schedule to boost enrollment; courses with low enrollment removed; One Stop Enrollment Days (to provide potential students access to all services in one location)
- Tallahassee Community College: Enrollment Call Center (provides prospective, new, and continuing students assistance needed to navigate enrollment process; reps trained as generalists to navigate admissions, records, advising, financial aid; services offered via phone, e-mail, or online; has FT Director and 8 FT Call Center Representatives)
- Valencia College: Increasing the College-Going Rate in Osceola County (partnership with school district and education foundation of Osceola County; includes a Valencia Ambassador Program whereby Valencia students are employed to visit K-12 classrooms and talk about importance of college; Campus Express provides organized school field trips to Valencia; Scholarship Workshops offered in English and Spanish; Mock College Days host more than 1,500 students each year where students in 3rd-12th grade attend mini classes at Valencia led by college professors; Decision Days hosted to celebrate seniors at each high school who plan to attend college; college-going rate in the county increased from 40% - 49% in 6 years)
- Miami Dade College: College-Career Connect (address shortage of middle skill workers in IT and trade and logistics for high school students; provides fast-track training for 100-150 students aged 16-24 annually; leverages existing agreements between college and public schools developed through Career Pathways Consortium; students earn college credit for courses taken during high school, accelerating progress toward industry certification, college certificate, associate degree with option of pursuing bachelor program)
- College of Central FL: College and Career Collaborative (K-20 Committee to strengthen partnerships, communication and data-sharing between secondary and higher education)
- Daytona State College: Pursue Your Future Program (partnership with Volusia County deputies within law enforcement agencies to refer members of the community to receive free GED, high school diploma or English Language Proficiency instruction)
- Eastern FL State College: Dual Enrollment (provides accelerated education options for high school students to begin college early)
- FL Keys Community College; Project ACCESS (serve individuals with intellectual learning disabilities and autism who have received a special diploma from K-12; provides postsecondary education and vocational training for these individuals)
- Northwest FL State College: Operates a public charter high school (the Collegiate High School). Is similar to an early college high school where 90% of high school grads earn their AA degree. Includes various instructional styles (technology-across-the curriculum approach, student-led conferences, integrated academic seminar series at each grade level, senior graduation capstone project). All students develop an individualized educational plan

Table 2. Inventory of Other Florida College Middle and High School Recruitment Practices

College	Representative Practice One	Representative Practice Two	Representative Practice Three
Chipola	Take Stock in Children program; scholarships and Prepaid College Plan		
Central FL	Partner with U of South FL and U of Central FL on guaranteed admissions for H.S. students		
Daytona	Financial Aid nights at H.S. and College Goal Sundays		
Eastern FL	Take Stock in Children program; scholarships and mentoring for H.S. students	Summer Kick Start; free summer course for H.S. grads never taken a college course	Graduation Gift – 1 free 3 credit course upon earning GED for college transition assistance
Gateway	Career Pathways Festival at H.S.		
Southwestern	Take Stock in Children program; School counselor outreach with targeted recruitment of first generation	Get Your Name in the Game program for H.S. seniors who took ACT first time during senior year	Application fee waivers for H.S. eligible students
FL State Jacksonville	New recruitment plan for H.S. presence	2 new early college academy programs added, both in cybersecurity	FSCJ C.A.R.E.S. program; see what college is like and gain skills needed to make most of college experience
Hillsborough	College Bound Initiative with H.S.		
Indian River	Individualized Education Plan meetings with H.S. to facilitate transition to college		
Lake Sumter	Take Stock in Children, AVID, Upward Bound, Ed Talent Search programs		
Northwest	Cash 4 College 1:1 assistance with FAFSA completion on Saturday and Sundays	Kids on Campus program GLITTER (Girls Learning Industrial Trades to Empower and Redefine)	
Palm Beach	College is Possible workshops in high schools		
Santa Fe	PASS (Preparing for Academic and Student Success): 100 junior and senior Black and Hispanic students to improve college readiness		
State College of Florida	CROP, College Goal Sunday and FL Virtual College Night	New high school recruitment program with 2 new recruitment and new student specialists	Title III College Readiness Bot amps in Summer for math, reading, writing
St. Johns River	Take Stock in Children; Increasing AVID students; College & Career Readiness Rallies for 8th graders	Reach-Out Program, SAT Boot Camp, Data Busters for pre-college youth	Collegiate H.S. with local school district for AA degree at no cost
Valencia	College Transition Coaches support learning about college in schools; "Got College" Initiative	Central FL College Access Network; U. Way serves as backbone; focus areas like FASFA completion	Collegiate Academy at local H.S.; accelerated program for AA degree

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Table 3. Inventory of Florida College Adult Recruitment Practices

College	Representative Practice One	Representative Practice Two	Representative Practice Three	Representative Practice Four
Broward	Get REAL! Program recruits single parents, veterans through scholarships, career coaching			
Eastern FL	Recruit-Back workshop to assist adults with many credits/no degree	Visits to Adult Education Centers	Credit through work experience (PLA)	Outreach to, military (picnic at Patrick Air Force Base)
Gateway	Recipient of Second Chance Pell pilot to transition incarcerated individuals from prison to college/workforce;	Career Pathways Festival at Adult Education Center		
FL State at Jacksonville	Credit for Prior Learning			
Northwest FL	Pursued GEM (General Education Mobile) designation to provide gen ed courses to service members (military)			
Pensacola	Perkins grant to recruit nontraditional adult students to technical careers			
Tallahassee	Present alternatives to traditional college (ready to work programs) to increase # students pursuing AS	linking WF Dev and CTE programs into recruitment		
State College of FL	CLEP (College Level Exam Program) and DANTES (Defense Activity for Nontraditional Education Support)	free CLEP tests for military and families and civil service employees		

Table 4. Inventory of Florida College Outreach to Underrepresented or Underserved Populations Practices

College	Representative Practice One	Representative Practice Two	Representative Practice Three
Broward	Targeted texting to incoming H.S. students with 2.5 GPA or less	Workshops to increase women in IT (speaker series, hack-a-thon, Red Chair events)	Get REAL! Program recruits H.S. dropouts, disabled, LGBT youth through scholarships, career coaching
Chipola	Use African American and Latino students as recruitment ambassadors	Feature minority students on cover of college publications	Work with TRIO to reach underserved middle &H.S. students
Central FL	Project Eagle summer bridge program for at-risk students	Ed. Opportunity Center (EOC) for first generation minorities; support for admissions, financial aid, etc.	Expanded recruitment through Sunshine State Scholars & Catapult Academy (H.S. diploma and college transition for H.S. drop outs)
Daytona	AVID, TRIO, & Center for Women & Children to expose individuals to college/help make transition	Increased scholarships for underrepresented populations	
Eastern FL	AVID to prepare students for success in H.S./ college	Homeless Step-Up program; groups underrepresented youth throughout stay at college	Partner with Hispanic community leaders for outreach
Gateway	Grads used as "celebrity" recruiters		
Keys	Intentional effort to collect race/ ethnicity on application	Increase participation in programs with low enrollment of students in underrepresented demographic groups. Programs include math, science, computer tech, electronics, communications tech, engineering	
Southwestern	College Goal Sunday, mailings to AVID, Upward Bound, CROP programs for low-income, first generation students	Diversity Alliance hosts and markets events in fall and spring	
FL State Jacksonville	FSCJ Promise modeled after National Promise Campaign	Talent Search JAX in middle and H.S. with high numbers of students from underrepresented demographic groups and ESL	
Hillsborough	Targeted recruitment with CBOs for transition bridge for underserved		
Indian River	FTIC student ambassadors at community events	Men of Color Shadow Day for H.S. junior and seniors with GPA of at least 2.3 to experience college life	Nuclear Regulatory Commission grant to recruit underrepresented into Engineering Tech
Miami Dade	CROP College Reach Out Program		
Northwest	Pacesetters Scholarship Program for African		

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	American males graduating from 1 or 2 H.S.'s		
Pasco Hernando	New Enrollment Reporting Analytics for monthly monitoring of underrepresented enrollment		
Pensacola	Outbound call center called Pirate Central created	Partnership with NW FL Manufacturing Council to recruit underrepresented to pursue related career	
Polk State	Developed badge system to ID speakers of other languages on campus	Expanding Spanish and Creole open houses/campus events; Expanding Spanish and Creole portions of website	Building new relationships with faith- based organizations for recruitment of underrepresented students
Santa Fe	Black Male Recruitment Conference	3 new transit routes for students living in rural communities	
Seminole	H.O.P.E. Scholars program for African American males		
South FL	CROP, Take Stock in Children, TRIO		
Tallahassee	New enrollment Call Center (online FAQ, 24/7 question submission; live chats)	Fostering Achievement Program for students aging out of foster care to pursue college	
Valencia	Adopted an elementary school (92% minority) 50 faculty and staff serve as mentors		

III. Affordability

General Observations:
- A total of 61% (17 of 28) Florida colleges provide free access to course textbooks; 54% implement a micro-loan/grant policy to assist students with emergency situations.
- Several colleges provide comprehensive supports and programs to make college more affordable for students including textbook affordability and new installment payment plans.
- Several colleges are also working to decrease organizational costs through enhanced process improvements involving joint purchasing/procurement, outsourcing, and utility cost reduction.
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Questions to Consider:
- To what extent are colleges maximizing opportunities to partner with community organizations to expand the breadth and depth of services provided to make college more affordable?
- To what extent do colleges see affordability as a component of increasing student success? Is there an opportunity for case-making?
- Might a Lean Six Sigma program offered by the SSC help colleges enhance business processes and reduce waste within their organizations? What would the return on investment look like if college personnel were certified in Lean Six Sigma process improvement methods to ensure better business productivity at less cost?

KEY DATA FROM NATIONAL SCAN

Open Educational Resources (OER) and Achieving the Dream's OER Degree Initiative
The Open Educational Resources are "high-quality teaching, learning, and research materials that are free for people everywhere to use and repurpose."[17]

The OER Degree Initiative, led by Achieving the Dream and launched in 2016, seeks to boost college access and completion, particularly for underserved students, by engaging faculty in the redesign of courses and degree programs through the replacement of proprietary textbooks with open educational resources. This initiative involves 38 community colleges in 13 states, including two in Florida**: Broward College** and **Florida State College at Jacksonville**. The short-term goal of this work is to reduce costs for students and accelerate their progress through college. A secondary impact is to change the culture of institutions so that they create systems and structures for better connecting curriculum and pedagogy to updated student learning outcomes.[18].

Promise Programs
According to the College Promise Campaign, College Promise programs make, at a minimum, the first two years of community college universal, free, and accessible.[19]

An exemplar promise program is the **Tennessee Promise**. This program, initiated in 2014, is a last-dollar scholarship, meaning the scholarship will cover the cost of tuition and mandatory fees not covered by the Pell grant, the HOPE scholarship, or the Tennessee Student Assistance Award. Students may use the scholarship at any of the state's 13 community colleges, 27 colleges of applied technology, or other eligible institution offering an associate degree program.[20]The program is intended to remove financial burden and provide students with individual guidance as they navigate the college admission process and requires mandatory meetings for students. According to the program's website, "Tennessee Promise participants must complete and submit

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[17] https://www.hewlett.org/strategy/open-educational-resources/
[18] http://www.achievingthedream.org/resources/initiatives/open-educational-resources-oer-degree-initiative
[19] http://collegepromise.org/the-promise/
[20] http://money.cnn.com/2017/05/11/pf/college/tennessee-free-community-college/index.html

eight (8) hours of community service per term enrolled, as well as maintain satisfactory academic progress (2.0 GPA) at their respective institution."[21]

KEY DATA FROM FLORIDA COLLEGE SCAN

$10,000 Degrees According to a 2014 Florida College System brochure, "twenty-four baccalaureate-granting colleges in the Florida College System stepped up to Governor Rick Scott's $10,000 degree challenge to offer select degrees that meet local and community needs while costing students no more than $10,000.[22] As of fall 2014, 21 colleges reported implementing $10,000 baccalaureate degrees.[23]Florida College System provided data indicates that in 2018, 27 colleges offer these programs. Degree offerings and student eligibility for $10,000 degrees vary by college.

In fall 2017, **Florida State College at Jacksonville** became Florida's first state college to offer a promise program and cover all expenses for two years for needy students. According to the Jacksonville Daily Record, the FSCJ Promise pays tuition, fees and books for up to 1,000 students for whom state and federal funding is not enough to cover those costs.[24]

Miami Dade College's American Dream Scholarship covers the in-state portion of eligible class fees remaining after all other scholarships, financial aid, grants, and Florida Prepaid College Plan funds have been applied for students entering college immediately after graduating with a high school diploma or GED and have earned a 3.0, meet minimum test score requirements, and enroll in college full-time.[25]

Broward College also has a college promise program.

Table 5. Florida College Chancellor Recognized Best Practices

• Daytona State College: Center for Women and Men Homelessness & Hunger Initiative (department within Student Development has a food pantry, clothing closet, laundry vouchers, backpacks, school supplies, textbook lending library, bus passes, housing resources, partnership with cosmetology program for free hair and skincare, access to free healthcare for students and children, access to community and on-campus employment, free printing, access to childcare assistance, supportive staff or faculty mentor); Served 277 students in 2017 (spring to fall) with persistence rate of 48%; homeless students with a mentor persisted at 37%
• FL Keys Community College: Installment Payment Plan (spread tuition costs from 2 – 5 monthly installments; FY 2016 program assisted 15% of total headcount)
• Santa Fe College: 4-Pronged Financial Aid Campaign (reduce student debt by ensuring progress in academic programs without gaps in financial support; every student with financial aid receives standardized notification which connects them to info that can save them thousands of dollars; students directed to a webpage highlighting cost savings of subsidized loans over unsubsidized; provides option by touch of a button to electronically decline unsubsidized loans or reduce amounts; PT financial literacy position created to help students plan budgets, help those who have defaulted, etc.; Amount of unsubsidized loans declined from $10.1M to $8.3M; Number of students who borrowed dropped from 3,175 – 2,970 as did average amount borrowed)
• College of Central FL: Textbook Affordability (Faculty-driven committee to reduce costs; BS program in Early Childhood Ed uses open source materials saving students nearly $2,000 in text books)
• Daytona State College: Free Math Textbook Program (faculty wrote textbooks for Pre-Algebra and Elementary Algebra that were dispersed at no cost to the student and made available through LMS)
• South FL State College: Optimizing Textbook Affordability via OER (promoting and institutionalizing OER)

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[21] http://tnpromise.gov/about.shtml

[22] http://www.fldoe.org/core/fileparse.php/7724/urlt/0083413-10kbaccalaureate.pdf

[23] http://www.fldoe.org/core/fileparse.php/5592/urlt/FCS10kResponse-UPDATED-081114.pdf

[24] https://www.jaxdailyrecord.com/article/fscj-promise-program-will-cover-all-costs-1000-students-two-years

[25] http://www.mdc.edu/financialaid/scholarships/american-dream.aspx

Table 6. Inventory of Other Florida College Affordability Practices

College	Representative Practice One	Representative Practice Two
Broward	OER initiatives: Next Generation Courseware Challenge (NGC) grant recipient; ATD OER grant recipient	Refurbished facilities in lieu of new construction saving costs
Central FL	College Foundation Patriot Fund; emergency financial assistance grants to students	Outsourced book store, after hours security, custodial, and grounds maintenance
Eastern FL	Free public bus transportation to and from college	Reduced distance learning fee from $20 - $15 per credit hour
FL State Jacksonville	Implemented energy conservation program	
Gulf Coast	New "over the hump" grants for students in need to complete a degree	
Hillsborough	Reduced electrical use for efficiency in utility costs	
Indian River	Bimonthly Financial Aid workshops for current students	
Lake Sumter	Promote financial literacy competencies through Financial Avenue portal	New ways to improve text book affordability
Palm Beach	Reduced health insurance costs by participating in FL College System Risk Management Consortium	
Pasco-Hernando	Outsourced security and grounds maintenance	
Pensacola State	Using SmartProcure to save time by gathering pricing info to leverage negotiation opportunities	
Polk State	Better pharmacy pricing and rebates for employee benefits	
Santa Fe	Conserves energy by generating solar power	Reduced costs by converting from legacy phone system to new, unified communications
Southwestern	Reduced fees in 61 courses and eliminating fees in 81 courses	
St. Pete	Reduced costs by converting from legacy phone system to new, unified communications	

IV. GUIDED PATHWAYS

Guided Pathways "is an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market."[26]

According to the Community College Research Center, "as of Spring 2018, more than 250 community colleges have committed to undertaking large-scale guided pathways reforms as part of national, state, or regional efforts, and many other colleges are doing so on their own."[27]

This section of the Environmental Scan is organized around the fundamentals of guided pathways: (1) Clarifying the path; (2) Getting students onto a path; (3) Keeping students on the path; and (4) Ensuring students learn and develop. General observations and questions to consider are provided within each of the four sub-sections.

General Observations:
- Five Florida colleges have participated or are currently participating in national pathway initiatives (including Completion by Design and the AACC Guided Pathways Project). These colleges, Broward College, Indian River State College, Miami Dade College, St. Petersburg College, and Tallahassee Community College, have significant experience and learning that can be leveraged to expand scaled implementation in Florida.

Questions to Consider:
- Might the SSC create a college-to-college mentoring program for colleges that have not been exposed to guided pathways initiatives?

KEY DATA FROM NATIONAL SCAN

Completion by Design (CBD)
Nine colleges in three states (Florida, Ohio, and North Carolina) redesigned academic student services to address equitably the goals and needs of each student. A number of learnings and resources are available for use other colleges and were foundational to guided pathways efforts and to the AACC Guided Pathways initiative. Also available are toolkits to adapt CBD processes, practical advice on building guided pathways, and a data toolkit. National partners who worked in the implementation of CBD formed the AACC Guided Pathways initiative to scale what they learned. Colleges made significant progress on a number of important leading indicators of future degree completion or transfer including percentage of students who complete: (1) entry-level math on their first attempt in their first year; (2) entry-level English on their first attempt in their first year; (3) at least 12 credits in their first term; (4) at least 24 credits in the first year; and (5) three classes or nine credits in the same major area during the first year.[28] In Florida, **Miami Dade College's** campuses participated in CBD.[29]

AACC Guided Pathways Project
To date, 42 colleges in 27 states participated in the Pathways project. Criteria for participation includes "demonstrating serious commitment to transformational work at scale."[30]Participation includes attending a

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[26] https://www.aacc.nche.edu/wp-content/uploads/2017/10/PathwaysModelDescription1021.pdf
[27] https://ccrc.tc.columbia.edu/publications/what-we-are-learning-guided-pathways.html
[28] https://www.completionbydesign.org/s/cbd-outcomes
[29] https://www.completionbydesign.org/s/cbd-outcomes
[30] https://www.aacc.nche.edu/programs/aacc-pathways-project/aacc-pathways-2-0/

Pathways institute series, college technical assistance site visits, and attending a one-day institute at the AACC convention.

Central to the pathways model are clear, educationally coherent program maps—which include specific course sequences, progress milestones, and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level. Students are supported from the start to explore academic and career options, choose a program of study, and develop a plan.

National Partners in Pathways include American Association of Community Colleges, Achieving the Dream, The Aspen Institute, Center for Community College Student Engagement, Community College Research Center, Jobs for the Future, the National Center for Inquiry and Improvement, Public Agenda, and SOVA Solutions.

Other Pathways Initiatives Colleges engaged in AACC Pathways, Completion by Design, Middle-Skill STEM Initiative, career pathways initiatives funded by the federal Perkins Grant, and federal Trade Adjustment Assistance Community College Career Training Program (TAACCCT) grants have experience developing program maps and establishing transfer pathways for students. In addition, colleges using Perkins funding to develop career pathways have experience connecting with K-12 partners to help clarify career pathways early in students' academic careers. TAACCCT grant recipients have experience creating stacked and latticed credentials leading to employment attainable within their region. Some colleges receiving TAACCCT funds also focused on clarifying program maps where students can articulate from noncredit to credit pathways. A key resource on the topic of articulating from noncredit to credit pathways is an issue brief *Creating Opportunity for All: Building Pathways from Continuing Education to Credit Programs* featuring colleges in the Achieving the Dream supported Northeast Resiliency Consortium TAACCCT grant.[31]

KEY DATA FROM FLORIDA COLLEGE SCAN

A number of Florida colleges participated in learning initiatives focused on implementation of guided pathways. These include CBD, AACC Guided Pathways, the Middle-Skill STEM Pathways Initiative led by Achieving the Dream with technical assistance from Jobs for the Future, and Achieving the Dream's Retail Pathways Initiative, among others that are described in this section under four fundamentals that are essential to guided pathways. Colleges that have participated in these initiatives have put in place strategies, practices, and policies for implementing guided pathways.

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[31] http://www.achievingthedream.org/resource/17254/creating-opportunity-for-all-building-pathways-from-continuing-education-to-credit-programs

1. Fundamental One: Clarifying the Path to Student End Goals

This fundamental includes two essential guided pathways practices: (1) simplifying students' choices by providing students program maps with a clear pathway to completion, further education, and employment attainable within the region and (2) establishing transfer pathways for students. In these transfer pathways, alignment of courses and learning outcomes with transfer institutions are important so students' community college credits count for major-specific requirements.The distinction between career pathways for technical programs and career pathways for transfer programs is blurring. Increasingly, both AA and AS programs can have career pathways. For example, STEM programs might have embedded undergraduate research and internships. Considering transferability and articulation for all college-level learning is increasingly important.

General Observations:
- 100% of colleges offer certificates leading to an Associate degree, but (1) most appear to "stack" to an AS or AAS degree; (2) it is not certain the extent to which they intentionally stack in the academic maps; and (3) it is not certain the extent to which advisors are trained to guide students to learn about/follow stackable credential maps.
- Colleges are increasingly moving to meta-major program structures where students in a meta-major enroll in similar/same courses in the first semester/year, regardless of program election.
- Some colleges have established math pathways to recognize that not all jobs or transfer programs require algebra proficiency, and to map algebra and non-algebra course selection to programs of study based on transfer institution and labormarket requirements.
- Most curriculum pathways/academic maps are focused on full-time students.
- The extent to which the programs of study are mapped to longer-term outcomes like economic and social mobility and talent development versus a sequencing of courses to earn a credential is not evident.
- Colleges did not mention creation of pathways specifically geared for part-time students in any of the materials supplied, nor was this evident from recent Florida data collection.
- 36% of colleges use software for efficient course scheduling.
- 100% of Florida colleges have 2+2 Articulation agreements.

Questions to Consider:
- Are there more opportunities for stackable AA programs?
- To what extent are valuable co-curricular opportunities like undergraduate research or internship/apprenticeships included in the academic maps?
- To what extent are colleges mapping curriculum for part-time students and is this a potential area of need for the SSC to support?
- Are courses offered/scheduled so students can complete credentials in a timely way?
- To what extent have Florida collegescreatedpathways for students who enter colleges through noncredit programs to articulate into credit programs? Colleges may have built this capacity through initiatives such as the federal Trade Adjustment Assistance Community College Career Training (TAACCCT) grants.
- How do colleges present pathway information on their websites? Is it clear?

KEY DATA FROM FLORIDA COLLEGE SCAN

Table 7. Florida Chancellor Recognized Best Practice to Clarify the Path to End Goals

State College of FL, Manatee-SarasotaEmbedded Certificates and Academic Pathways (CTE faculty developed academic pathways outlining what is a guaranteed schedule for the courses necessary to earn the AS degree)

Table 8. Inventory of Florida College Practices to Clarify the Path to End Goals

College	Representative Practice One	Representative Practice Two
Daytona	PeopleSoft application restricting students to courses in pathway to reduce excess credits	
FL State Jacksonville	New Fast-track short-term training for certified nursing assistant and welding non-credit programs in spring 2017	
SouthWestern	Implemented declaration of meta-major at point of admissions	Curricular redesign of developmental math using modularized teaching method
Hillsborough	FUSE: Alternative path for students denied admission to U of South FL after earning AA; students take classes toward 1 of 11 USF majors	Redesign of 8 math courses; Supplemental Instruction; and Math Resource Center (Title III Hispanic Serving Institution Math Success grants)
Indian River	Students choose gateway math course (Quantitative Reasoning v. Intermediate Algebra) depending on career choice	Co-requisite for ENC 1101; assigned tutor for students
Lake Sumter	Develop academic advising tools to increase embedding technical certificates into AS degree programs	Developing roadmaps/transfer plans for all degree programs for PT and FT students
Miami Dade	Redesigned curriculum pathways to include stackable certificates and aligned with FIU's pathways because it is the college's primary transfer institution. Includes joint planning of curriculum for seamless transitions from 2- to 4-year degrees.	Curricular redesign of gateway math, including algebra and non-algebra tracks; redesign of algebra track, including contextualization for business and math sciences students
Palm Beach	Added Statway math completion pathway (MAT 1100 Quantitative Reasoning)	Initiated curriculum mapping in 2016/17
State College	EAP curriculum reorganized into two 5-hour courses from four 3-hour courses	
St. John River	Combined reading and writing course by Communications department	
St. Pete	Career & Academic Communities (meta-majors designed); program maps created (ID courses in order students take within CAC; 1st 15 credits are similar within CAC	Embedded certificates
Tallahassee	Redesigned dev ed to accelerate transition to credit level – modularized; Intermediate algebra removed as pre-req; students go from elementary math to credit math; Statway used	Developing process to award stackable credentials towards AS degree

2. *Fundamental Two: Getting Students onto a Path (Onboarding and Orientation, Career Exploration, Developmental Education and Gateway Course Success)*

This includes several essential guided pathways practices.

1) Bridge K-12 to higher education by assuring early remediation in the final year of high school through the application of courseware technology in strong K-12/higher education partnerships and course competency and content alignment.
2) Redesign traditional developmental education and program gateway courses as an "on-ramp" to a program of study, which helps students explore academic and career options from the beginning of their college experience, aligns math and other foundation skills coursework with a student's program of study, and integrates and contextualizes instruction to build academic and non-academic foundations skills through the college-level curriculum.
3) Encourage as many students as reasonably possible to enroll in gateway courses at the start of college to reduce the costs and time to completion. This can be accomplished by state and or institutional policy, with tools like multiple measures assessments or other strategies like accelerated course formats
4) Provide accelerated remediation to help very poorly prepared students succeed in college-level courses as soon as possible."[32]

a) Onboarding and Orientation

General Observations:
- 96% of colleges require mandatory First-Time-In-College orientation
- 57% of colleges require students to take a student success course

Questions to Consider:
- To what extent is academic mapping and the importance of getting on/staying on path reinforced through a First Year Experience or a similar course?
- Has Florida developed a common set of learning outcomes for orientation and First-Year-Experience courses? If not, this might be an area of opportunity for the newly formed SSC. This approach was used by the New Jersey SSC to prevent colleges from including too much unnecessary content into a 1- or 2-credit First Year Experience course. Consider the relevancy of content in orientation and First Year Experience courses and offer only the most critical information such as career, academic (including academic and study skills), and financial planning.
- How are orientations and First Year Experience courses delivered?
- Are student orientation or success courses required before or in the students first semester at the college?
- To what extent have colleges considered no late registration policies which help get students on the right initial path and can support helping student stay on a path throughout their college experience? Other options include delayed start time classes that enable students to enroll late but not miss critical course time.
- How do colleges onboard students who do not enroll directly after graduating from high school?
- How is orientation and onboarding tailored to meet the needs of various student populations?

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[32] https://www.aacc.nche.edu/wp-content/uploads/2018/01/12PathwaysModelDescriptionFinal1616.pdf

KEY DATA FROM NATIONAL SCAN

Achieving the Dream is facilitating onboarding process redesign with a number of colleges. Examples include:

- Making orientation more meaningful by bringing advisors and or counselors into the sessions to share how they help students
- Infusing career exploration and financial planning activities into orientation
- Changing the delivery of orientation from a one time workshop to more "just-in-time" delivery using technology.
- Embedding surveys into the application process to identify students who have certain risk factors for which the college can provide immediate support. These factors might include unreliable transportation, needed childcare, and food insecurity. Colleges can use this information to create processes for how departments reach out to students upon application to connect them to needed supports as part of onboarding and then at other times during students' college experience.

SENSE is a survey offered in colleges across the nation that serves as a complementary piece to the Community College Survey of Student Engagement (CCSSE). It has a focus on early student experiences. The survey is administered at the beginning of students' first fall term. "The SENSE instrument includes items that elicit information from students about their first impressions of the college; intake processes such as admission, registration, assessment, placement, orientation, and financial aid; how they spend their time as they begin college; how they assess their earliest relationships and interactions with instructors, advisors, and other students; what kinds of work they are challenged to do; how the college supports their learning in the first few weeks; and so on." In 2018, 119 colleges administered the survey which included a special-focus module on Guided Pathways.

KEY DATA FROM FLORIDA COLLEGE SCAN

Table 9. Florida Chancellor Recognized Best Onboarding Practices

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- Hillsborough Community College: Start2Finish (new student success seminar – SLS 1106 First Year Experience Orientation – to retain FTIC students; partners faculty and academic advisors to ensure all students set academic goals with a career in mind, develop college-completion and 10-year life plans; was created due to loss of 42% of all FTICs from fall-to-fall. Launched in Spring 2017)
- Florida Southwestern State College: Cornerstone Experience Foundation for Success (Cornerstone experience curriculum is grounded in 4 foundational frameworks of critical thinking, applied learning, relevancy and success strategies; also workshops in other areas like time management are offered; data show increase in critical thinking, cognitive strategies, goal attainment, and campus engagement)
- South FL State College: Strategic Enrollment Management: Power of Collaboration (focused on breaking down silos between departments while taking a hard look at entire enrollment process; identified areas of duplication and inefficiency; created and implemented consistent, well-defined, clearly communicated enrollment process; one example was decision to shift enrollment notification process to e-mail which resulted in a 71% reduction in average time between application and acceptance from over a week to just 24-48 hours; number of new students oriented has increased 9.4%)
- Valencia College: The New Student Experience (focuses on 4 major areas that provide a consistent, yet adaptive and personal experience for the first college year: orientation, common curricular experience, co-curricular engagement, and progression to degree readiness)

Table 10. Inventory of Other Florida College Onboarding Practices

College	Representative Practice One	Representative Practice Two
Chipola	Mandatory Orientation	
Southwestern	FYE Office;Orientation for non-native speakers of English	Cornerstone Experience course
FL State Jacksonville	FSCJ ONE STOP for new students	New student orientation
Lake Sumter	New student orientation (SOAR II) including in-person and online segment geared at meta-major review	
Palm Beach	All AA students required to take Intro to College Experience Course (but not AS students)	
Pensacola	New student orientation at all campuses for FTIC students	
Polk	New FYE course as grad requirement for all AA students	Expanding SOAR (orientation) to include soft skills
Santa Fe	New welcome kit for migrant workers	
Seminole	New Student Orientation for minority males	
South FL	Newer GPS freshman orientation/FYE course (Guide to Personal Success)	
Tallahassee	New student orientation to online format	
Valencia	New Student Experience course (QEP)	RAMP Up refresher for accurate math placement

b) Career Exploration

General Observations:
- 100% of colleges offer some form of career coaching for students. It is not apparent how career coaching is integrated with the pre- or early college experience to help students make informed decisions about careers and program of study selection.
- Pockets of career coaching and planning are evident for specific industries/ career sectors like health/science or art/entertainment or specific target populations like migrant farmworkers.
- 86% of colleges offer web-based assessment of students' areas of interests
- 71% of colleges require students to select meta-major/areas of interest as part of the application process
- 46% of colleges require students to verify their degree and major prior to registering each semester

Questions to Consider:
- How could Florida colleges track concentration in a major field of study/meta-major on an ongoing basis (to identify intervene with students taking too long to concentrate in a major field)?
- Might Florida colleges compare the credential earned with the most recent declared major logged in a SIS at the point of graduation (to determine inconsistencies and need for enhanced career guidance and/or new policies like required verification of major field of study prior to registration each term)?
- How comprehensive is front-end career assessment, guidance, and planning? How integrated is career exploration and guidance into onboarding and advising?The SSC may have an opportunity to help colleges formalize career planning (beyond incorporation into a FYE course) to ensure students understand the types of jobs available, the tasks they will perform on the job, and how much they are likely to earn upon graduation at the onset of their college experience.
- Where and how do colleges offer career exploration and career services? To what extent are Career Service offices separate from Enrollment Services? Are there opportunities for restructuring to ensure front-end career services?
- Does Florida collect excess credit data at the point of graduation by college and by program area (or meta-major)? f so, how is this information used?
- Is there an opportunity for the SSC to recognize or celebrate comprehensive career exploration and coaching practices within Florida?
- What career placement services do colleges offer students?

KEY DATA FROM FLORIDA COLLEGE SCAN

Table 11. Inventory of Florida College Career Exploration Practices

College	Representative Practice
Broward	Provides info on job tools and salaries to inform career choice
FL State Jacksonville	School of Health Sciences Academic Preparation & Enrichment (SHAPE) program and SHAPE UP Boot Camp offer orientation to all health programs/careers; QEP Make a Plan for Success where students develop academic plan that incorporates completion of English and math in first 12 hours of enrollment
Indian River	Expanding Horizons, Quest, Health Science Academy are summer youth programs for early career exploration; Career assessment for all students who have not identified a career path
North FL	Health Scholars Camp for 6-9th graders to explore healthcare, fitness, nutrition, science careers

Miami Dade	Students access info about employment options through EMSI Career Coach to inform career choice
South FL	Farmworker Career Development Program for migrant and seasonal farmworkers
Southwestern	New Academic Advising, Career and Transfer Center offering career guidance and transfer services; Career Coach assessment tool implemented in 2016/17; career guidance added to Cornerstone Experience course
State College	Integrated Roadtrip Nation into online career planning classes
Tallahassee	Title III grant to infuse career pathways into orientation, advising, gateway courses for early career selection (assessment included)
Valencia	Art of Tomorrow Scholars: 200 Title 1 students explore careers in entertainment; earn college credit in art/ entertainment version of new student experience course

c) Developmental Education and Gateway Course Success

General Observations:
- Not only do all Florida colleges have experience in redesigning developmental education, but many Florida colleges also have experience redesigning gateway courses. The redesign includes delivery and format options including compressed, contextualized, co-requisite, and modularized as well as instructional redesign.
- Florida colleges are redesigning gateway courses in math and English to support student success.

Questions to Consider:
- To what extent has gateway course redesign been accomplished in areas other than Math and English?
- Do Florida colleges track or monitor completion of developmental education and gateway course completion within 1 and 2 years? If not, this might be a good student success metric for Florida to consider.
- Do Florida colleges monitor sequential enrollment in gateway courses? This is an important progression metric.

KEY DATA FROM NATIONAL AND FLORIDA COLLEGE SCAN

Developmental Education Initiative (DEI)
A number of Florida colleges participated in initiatives to design more effective and efficient developmental education. For example, the Developmental Education Initiative (DEI) was a three-year effort (2009-2012) to learn more about what policies, practices, and resources are needed to scale up community college programs that help underprepared students get on the credit-earning and completion track. In DEI, 15 colleges and six states, including Florida, that were early participants in Achieving the Dream modified financial aid policies, assessment preparation, and curriculum. They adopted new professional development strategies and conducted evaluations and held student focus groups to learn what was working and how to expand the reach of those practices to more students.[33]

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[33] http://www.achievingthedream.org/resources/initiatives/developmental-education-initiative

Math Pathways

There are many college innovations in place or underway that strengthen math pathways. Florida Colleges' participation in nation-wide math pathway reform efforts is more limited. The two national efforts are **Carnegie Math Pathways** and **Dana Center Mathematics Pathways**. Tallahassee Community College participates currently with Statway and Miami Dade College was an early Statway partner. Florida colleges have received technical assistance from the Dana Center's Mathematics Pathways project.

One Florida Chancellor Recognized Practice is from Lake-Sumter State College:RISE Math Emporium Delivery Model which has a focus on improving developmental math and algebra course success; emphasizes reduced lecture time and increased 1:1 student engagement using adaptive learning software to complement the instructor's lesson; allows students in developmental education courses to complete their coursework at their own pace with ability to carryover modules to one-credit completion options saving students time and money; students that successfully complete developmental math II and then take Intermediate Algebra in the following term have a success rate of 80%.

3. *Fundamental Three: Helping Students Stay on a Path (Advising, Student Support for Progression, Early Alerts and Interventions, Student Engagement)*

This includes two essential practices.

1) Support students through a strong advising process, embedded and ongoing in the pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities and ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.

2) Embed academic and non-academic supports throughout students' programs to promote student learning and persistence.

a) *Educational Planning & Advising*

General Observations:

- Data suggest that 93% of colleges provide student access to personalized plans for on-time graduation. The college scan did not produce information consistent with this figure.It is notevident that financial plans are a part of this planning process.
- Some colleges write they are using an "appreciative" approach, an "intrusive" approach, an "intensive" approach, and some write they are applying a "proactive" and "personalized" approach. The scan did not reveal how college practices support these approaches, how they distinguish them from one another, or what each approach entails.
- A couple colleges have a hand-off point from front-end advisors to faculty advisors.Evidence of strong or innovative partnerships between advisors and faculty to enhance integrated student support is unknown. The extent of clear referral pathways and processes that enable effective transition of students and ensure efficient follow-up is unknown.
- The scan did not uncover how information sharing about students occurs across the institution (across advisors, counselors, success coaches, transfer advisors, faculty advisors, academic student support centers, etc.)
- The extent to which policies make advising mandatory at specific times is unclear. Some Florida colleges require advising for First-Time-In-College students, not for all new students.
- There is no evidence of high-quality self-advising resources being used by Florida colleges to offset

advising time and minimize campus visits for part-time and other student groups. Group advising strategies were also not evident.
- There is no evidence that Florida colleges are segmenting students based on cognitive and non-cognitive needs and equitably providing support to meet those needs.
- No Florida colleges have been recognized for comprehensive career, academic, and financial planning methods or for holistic, integrated advising.

Questions to Consider:
- Might advising be used as a critical entry point to other academic and nonacademic supports?
- Are personalized plans for on-time graduation offered to all students, or only some student groups?
- To what extent could Florida colleges benefit from promising advising practices (via iPASS and ATD Holistic Student Supports) to help them implement a case-management approach to advising where consistent and shared information is processed routinely by a team of front-end and faculty advisors who have clarity and accountability around their roles/responsibilities for student advising and follow-up? This practice could also address how colleges are segmenting students based on needs and equitably providing supports to meet those needs.
- Does additional information exist about the duration and intensity of advising students receive throughout their experience at the college? Is this an area for additional data collection, analysis, and use?

KEY DATA FROM THE NATIONAL SCAN

Integrated Planning and Advising for Student Success (iPASS):
Florida colleges' experience in *iPASS and **Complete Florida's**coaching for adults who wish to finish their college degrees are key examples of institutions integrating advising and student supports.iPASS involves the use of technology to enhance and streamline the student experience of academic, career, and financial advising and planning services. Effective implementation of iPASS requires transformation of the institution's approach to these student support services, including structural organizational changes, process and policy changes, and attitudinal changes of stakeholders. The initiative involves 26 colleges and universities. Both University of Central Florida and University of South Florida are part of this learning initiative led by Achieving the Dream.[34]

Achieving the Dream's **Holistic Student Supports** (HSS):
Achieving the Dream also offers services called Holistic Student Supports to help colleges accelerate student support redesign. Achieving the Dream has offered these services to states in the Student Success Center Network. Holistic student support integrates career guidance, career/academic/financial planning, student onboarding, personalized and proactive advising, and academic and non-academic supports with enhanced technology to support each of these functions. Achieving the Dream's experience supporting institutions in the iPASS and WSSN learning initiatives inform this approach.

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[34] http://www.achievingthedream.org/resources/initiatives/integrated-planning-and-advising-for-student-success-ipass-initiative

Table 12. Florida Chancellor Recognized Best Practice in Advising

Seminole State College of Florida's Student Centered Advising Model ensures that every student entering with the intent to earn a credential is assigned an advisor based on the student's meta-major; advisors help students map an educational plan.

Table 13. Inventory of Florida College Advising Practices

College	Representative Practice One	Representative Practice Two
Broward	Helping students take only courses required for graduation	
Eastern FL	MyGPS (Degree Works) to create educational plans; FTIC students with H.S. GPA < 2.5 provided "intrusive" advising	MyGPS (Degree Works) tests against degree requirements to reduce nonessential courses
Lake Sumter	Degree Works Planner module implemented	
FL State Jacksonville	Time to Degree (TTD) new advising process to encourage max course load to reduce time to degree – beyond 12 hours	
Gulf Coast	New "proactive" advising for students when academic performance is lagging	
Miami Dade	Dedicated advising for STEM and several other programs. Students are assigned student services advisors until at 25% completion; faculty mentors in program of study thereafter	"Intensive" mandatory advising
Palm Beach	Guided Program Schedules (GPS) for most in demand AA degree tracks	Per Title V Grant, all pathway to success students (FTIC, Hispanic, Low Income) provided dedicated Success Coach/Advisor
Pensacola	All FTIC students now assigned an advisor (per impact on PBF)	eStudent Success Module created for advisors to reach out to assigned students proactively and intentionally
Polk	Implementing mandatory pre-advising after orientation for all FTIC students	Expand population specific advising to veterans, athletes and other student groups; New model of faculty success coaching
Santa Fe	QEP: strengthen "personalized" advising	
Southwestern	"Appreciative" Advising model adopted (response to Senate Bill 1720 in 2013/14)	
State College	CAPP online degree audit; "Roaming" advisors 6 weeks prior to registration	
St. Johns River	All FTIC assigned academic advisor; "Proactive" advising	
Valencia	LIFEMAP 2.0 Advising; what to do when; adding assigned advisors in AA program	

b) Student Support and Progression

General Observations:
- 100% (28 of 28) Florida colleges analyze data to track fall to spring retention.
- 82% (23 of 28) analyze data each semester to see who was retained and contact students who were not.
- Florida colleges appear to be strong in academic supports including peer tutoring, mentoring, and Black male education and leadership programs. It is unclear as to whether these supports are required versus optional.
  - 96% (27 of 28) Florida colleges offer virtual tutoring opportunities
  - 71% (20 of 28) nudge students to complete tasks using technology
  - 57% (16 of 28) match students with mentors

Questions to Consider:
- How many support programs are designed for the needs of specific student groups based on use of data and analytics?
- What qualitative and quantitative data do colleges use to understand who their students are and their needs in areas such as financial security, family responsibilities, and work? For example, do colleges know which students care for children, or if students with children have access to reliable childcare? The SSC may wish to consider providing professional development to institutions on understanding student needs.
- How integrated are academic supports with non-academic supports and advising overall so that students receive seamless services versus the "run around" from department to department?
- How are colleges connecting students to supports that meet their basic needs such as food, housing, safety, and financial stability? What community partnerships support the delivery of support services?
- While many colleges assign advisors by meta-major (i.e., a specialist versus generalist approach), are there greater opportunities to align student support and progression practices with students' pathways?
- How do academic and student services teams work collaboratively to support students?
- To what extent is technology supporting comprehensive data-informed interventions?
- How are colleges tracking retention and how is it used to inform how the college schedules students' touchpoints with advisors?
- What technologies are colleges using to support advising and student supports delivery?

KEY DATA FROM NATIONAL SCAN

Single Stop

Single Stop provides coordinated access to a safety net and services provided by nonprofits—connecting people to the resources they need to attain higher education, obtain good jobs, and achieve financial stability. Nationally, over 100 sites across 9 states, Single Stop partners with organizations that serve low-income families to provide wraparound services and ensure their clients have access to all the major anti-poverty resources available.[35] In Florida, **Miami Dade College** began a partnership with Single Stop in October 2010 and has served more than 30,000 students and families to date.[36]

Working Students Success Network (WSSN): Achieving the Dream led the national community college expansion of this strategy. Involving 19 colleges in four states (Arkansas, California, Virginia, and Washington) this network of colleges helped low-income students and their families achieve their academic and financial goals by providing "bundled" (integrated and sequenced) services in three

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[35] http://singlestopusa.org/our-work/
[36] https://www.mdc.edu/main/singlestop/

areas: education and employment, income and work supports, and financial services and asset building.[37] According to an implementation evaluation of this effort, six key factors enable colleges to achieve a mature level of implementation and make progress toward institutionalization and sustainability of services to address students' basic needs and improve their financial stability. These factors are listed below.

1. The commitment of executive leaders and the presence of stable, distributed leadership with responsibility and accountability for implementation
2. The integration of support services that broke down silos between various student services programs and departments
3. The widespread, collective buy-in and support for the college to provide high-touch coaching to address students' basic needs and improve their financial stability.
4. A growing cultural responsiveness to the conditions of poverty that affect their students
5. The visibility of new food pantries that served as a symbolic reminder of and commitment to the basic needs and financial insecurities of students
6. A broadening engagement and collaboration with external partners. [38]

The **Community College Research Center** has identified five design principles that make advising and student support approaches effective at keeping students on their path. These five principles are sustained, strategic, integrated, proactive, and personalized.[39]

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[37] http://www.achievingthedream.org/resources/initiatives/working-students-success-network
[38] http://www.achievingthedream.org/resource/17265/lessons-from-the-working-students-success-network-implementation-evaluation
[39] https://ccrc.tc.columbia.edu/publications/what-we-know-student-supports.html

Table 13. Florida Chancellor Recognized Best Practices in Student Support and Progression Practices (Helping Students Stay on a Path)

- Palm Beach State College: Peer Assisted Study Sessions (known as PASS; alternative to Supplemental Instruction because it was cost-prohibitive to offer to the entire algebra cohort; pooled all algebra sections into one support team without sacrificing the intimacy, comfort level, and community feel that exists in SI; saved the college money and second attempt student success rates increased to about 80%)
- Pasco-Hernando State College: Academic Success Centers (improved student use of instructional labs through classroom visits, peer mentor outreach, campus engagement, marketing and academic support plans. Utilization increased to 4,271, which is 1,172 visits above the college target)
- Indian River State College: Math at the Root of Success Program (piloted in the Electric Technology Program and designed from a Quality Enhancement Plan; is an institution-wide initiative to improve learning in Intermediate Algebra; focus is on underserved African American students; students meet with college tutor to determine preferred learning method, confer with a college advisor and enroll in preferred format of Intermediate Algebra based on tutor's recommendation; students visit Tutoring Lab once per week and agree to continue on custom pathway. In total, 89% passed Intermediate Algebra with a B or higher; 14 other colleges are replicating)
- Broward College: Tutoring Onboarding (rigorous onboarding process that addresses proficiencies; certified tutors monitor student performance from variety of sources; prior to implementation only 7% of students were using Academic Success Centers which increased to 45% of all students; students with 10 or more visits to an ASC were twice as likely to succeed in the top 16 courses compared to students who did not use the ASC)
- North FL Community College: Wrap Around Invasive Coaching Program (targets first generation/First Time in College students; is an early academic alert grade check done the 3rd week of each semester; academic advisors work with students to develop an Academic Success Plan; students are referred to the Wrap Around program; academic coaches help students take notes during class using Echo Smart pens that record written notes and auditory notes as the professor speaks; visual and audio notes are reviewed with students during coaching sessions)
- St. Johns River State College: Student Success Campaign (SSC improves outreach and student engagement for new and returning students, in and out of classroom including academics and student support like online orientation, one-stop services, flexible scheduling; student support across academic, financial, work/life and campus services like tutoring centers and proactive advising)
- Chipola College: Academic Center for Excellence (known as ACE; provides free peer tutoring to students in accounting, economics, statistics, chemistry, biology, physics, English Composition, astronomy, math)
- Seminole State College of FL: Enhanced Academic Support and Tutoring (embedded tutoring into 104 sections involving 23 courses; embedded tutor is a part of the curriculum for students in class); Community Partnership to Address Student Emergency Needs (targets low-income, first generation, veteran students at high risk of drop out due to financial or other reasons; leverages FL United Way 211 to connect students to community resources; students receiving emergency assistance had a 110% re-enrollment increase compared to those who did not receive assistance)

Table 14. Inventory of Florida College Student Support and Progression Practices (Helping Students Stay on a Path)

College	Representative Practice One	Representative Practice Two	Representative Practice Three
Broward	Emergency aid fund for students		
Chipola	Mentors and peer tutoring	General Support Services Grant recipient to help students persist	
Central FL	Contract with local health management org. for student assistance	In-house counseling services (not career counseling)	
Daytona	Hired new Retention Specialist to focus solely on underrepresented	Mentor for all FTIC African American students	OnTime2 and OnTime3 gives AA students guaranteed block schedule of classes for FT to complete in 2 years and PT in 3 years
Eastern FL	Minority Male Collaborative (M2C3) to ensure progression	Core Scholars Tutoring; Certified tutors by National Association of Tutors	
Gateway	Multicultural Academic Success Program (MASP) for mentoring, referrals, leadership dev.	College Success Department/lab for student/faculty tutors, student mentors, college success coaches	
Keys	Enhanced Study Group offerings in biology, chemistry, stats, and psychology	Increased use of math and writing centers (added tutors); Game Changer program for financially underserved (structured cohorts)	
Southwestern	Academic Success Centers and peer tutoring expanded on all campuses	Assigned peer mentors to Cornerstone Experience class; Piloted peer tutoring in dev ed math	
FL State Jacksonville	Student Life Skills Class updated to include social emotional learning, resilience, self-determination, etc.	Purchased Advocate software solution so Student Support coordinators have better record keeping and case mgmt.	
Gulf Coast	Updating equipment and software for students who use assistive technology	Individualized plans for Autism Spectrum disorder students; details stress levels, learning style, etc. Students meet with staff weekly	
Hillsborough	HOPE scholars program: academic and personal support for Black and Hispanic males, includes faculty mentor	Collegiate 100; leadership, mentorship, economic empowerment, education, health emphasis	
Indian River	African American Male Leadership Institute	Peer tutoring to targeted students; Assigned faculty mentor for all FTIC students	Emergency aid fund for students for car breakdown, etc.
Lake Sumter	Peer tutoring for STEM courses		
North FL	Intensive retention services to 200 low income, first generation students	Women of Eminence program: African American female mentoring program	
Northwest FL	NonTrad2Grad Club offering academic/social support for nontraditional students		
Palm Beach	Foundation and Financial Aid working to cover small shortfall dollar amounts so students stay enrolled	Men of Palm Beach State mentoring program for African American and Hispanic men	
Pensacola	Now offering access to live tutors in fully interactive virtual online environment		
Polk State	Brother-To-Brother Program for minority		

	males		
Santa Fe	"Finish at the Top" for stop out students (earned at least 30 credits with GPA of 2.0 >) to get them back into college and completing	My Brother's Keeper, Pathways to Persist, counseling, mentoring persistence programs	
Seminole	Increased tutors in Academic Success Center and embedded in specific classes		
South FL	Minority Male Initiative: connecting at-risk H.S. students with minority college students and alumni		
State College	Summer Bridge Program	Increased 1:1 tutoring for math students; Faculty mentoring program for basketball players	
St. Johns River	Supplemental Instruction for math		
St. Pete	Career and character development training program for African American males, directed to programs aligned with growing sectors; dedicated advising, tutoring		
Tallahassee	Black Male Achievers program to empower/educate Black males	FT mental health counseling and crisis intervention	
Valencia	Bridges to Success for low income, 1st generation, minorities; mentoring included		

c) Early Alerts and Interventions

General Observations:
- Some Florida colleges have purchased and adopted early alert systems (like Dropout Detective which integrates directly with Canvas to provide a risk index of how likely each student will drop out of or fail a course or Hobson's Starfish), it is unclear how many colleges use early alerts or how much cross-training and use occurs across academic and non-academic units.
- The extent to which predictive analytics or other factors are used to segment students based on cognitive and non-cognitive needs and to provide differentiated, equitable support is not clear.
- However, universal awareness of technology system adoption and utilization is not known based on materials supplied. Technology platforms can be useful applications beyond early alert – particularly to assist with collaboration, communication, and information sharing across advisors, faculty, and other staff.

Questions to Consider:
- Most early alerts seem to be based on course performance (faculty initiated with advisor follow up). To what extent do these alerts and interventions include non-cognitive factors?
- To what extent are alerts and interventions aligned with academic and other supports? Are these alerts and interventions mandatory or voluntary?
- To what extent are colleges integrating learning management systems and early alert and intervention systems to include both formative and summative information?
- What are the processes and roles that guide faculty, staff, and students in their responses to early alerts and other interventions? What does the user experience look for end-users of these systems?
- How are colleges using early alert and intervention data to inform the design of interventions and prevention to ensure support is provided before an alert is needed?

KEY DATA FOR THE FLORIDA COLLEGE SCAN

Table 15. Inventory of Florida College Early Alert Practices

College	Representative Practice One	Representative Practice Two
Chipola	Drop Out Detective provides timely info to advisors about attendance and progress in class	
Central FL	Early Alert Referral Program (EARP) for timely intervention by Office of Retention & Student Success	
Eastern FL	Case management when students fall below 2.0 GPA; advisor triage and help prepare plan for improvement; tutoring through Learning Lab & Writing Centers	
Keys	Early alert collaboration with faculty and staff for students with challenges early in term	
Lake Sumter	Increasing faculty participation in early alert system (Starfish)	
Palm Beach	Implemented Hobson's Starfish for pilot group of FTIC students	
Pasco Hernando	Implemented new early alert with over 1,000 alerts generated by faculty	Also monitoring student retention through Retention Behavior Inventory
Polk State	Expanded STARS rollout beyond gateway ENC and MAT	
Santa Fe	QEP to create academic early warning system	
South FL	New Retention Task Force created, designing early alert; research in progress	

Southwestern	Early alert committee created in 2012; faculty initiated with advisor follow up	
St. Johns River	GradesFirst software – faculty complete multiple progress reports of students at-risk of course failure; academic support coordinators and advisors follow up	All MAT and ENC instructors use early assessment by end of 2nd week and communicate those at risk of doing poorly in course
Valencia	New customer relationship management system (CRM) so advisors can identify students struggling and intervene	

d) Student Engagement

General Observations:
- While the data indicate that 54% of colleges use Customer Relationship Management (CRM) system to track student contact, it is not clear what the breadth and depth of that contact is or whether it is integrated without practices and systems.
- Some colleges are moving to meta-major based communities to increase early student engagement.

Questions to Consider:
- How do colleges interact/communicate with different cohorts/segments of students?
- What do the SENSE and CCSSE data suggest for areas of statewide focus via the SSC versus individual college focus?
- How are student engagement opportunities embedded in classes and college-wide initiatives?
- To what extent are colleges leveraging Learning Management Systems to monitor student engagement (and adopting policy changes that require all faculty to use LMS for this purpose)?

KEY DATA FROM THE NATIONAL AND FLORIDA COLLEG SCAN

Community College Survey of Student Engagement (**CCSSE**): A number of Florida colleges participate in CCSSE which is a nationally offered benchmarking survey measuring student engagement**.** Established in 2001, CCSSE is part of the Program for Higher Education Leadership in the Department of Educational Leadership and Policy at the University of Texas at Austin. Survey questions assess institutional practices and student behaviors that are correlated highly with student learning and student retention[40]"The five benchmarks of effective educational practice in community colleges are active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners."[41] Colleges also use the survey to diagnose ways in which they can enhance students' educational experience as well as to monitor results, and therefore improvement, over time. In 2018, 265 colleges participated in CCSSE. A CCSSE 2019 module is composed of 20 items focusing specifically on students' pathways-related experiences.[42]

Other Student Engagement Initiatives: National efforts to increase and measure student engagement have a footprint in Florida. One example is the Achieving the Dream partnership with Gallup and American Institutes for Research to measure community college outcomes through a national survey. This study helps better understand the strengths and needs of community colleges in states having both a robust policy environment for the implementation and scale of evidence-based practices, as well as readily available employment data.[43]

FLORIDA COLLEGE SCAN

Florida college practices to engage students include:
Gateway: Nurturing physical health and mental development of students to increase engagement in the college experience as a whole; new department headed by a Coordinator of Athletics, Camps and Intramurals.

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[40] http://www.ccsse.org/aboutccsse/aboutccsse.cfm
[41] http://www.ccsse.org/aboutsurvey/biblio/
[42] http://www.ccsse.org/center/initiatives/pathways/tools/#toolkit
[43] http://www.achievingthedream.org/resources/initiatives/gallup-partnership-for-measuring-community-college-outcomes

Lake Sumter: Promote student participation in honor societies, clubs, on campus employment, service learning and experiential learning.

St. Johns River: Faculty are using guided notes to engage students; some using clickers.

4. *Fundamental Four: Ensuring Students Learn (Teaching and Learning Including Faculty Engagement)*

Three practices support this dimension. These practices are
1) Establish program-level learning outcomes aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs
2) Integrate group projects, internships, and other applied learning experiences to enhance instruction and student success sin courses across programs of study.
3) Ensure incorporation of effective teaching practice throughout the pathways.

General Observations:
- A total of 93% (26 of 28) of Florida colleges provide civic engagement opportunities for students; 96% (27 of 28) recognize high academic and service achievement with awards; 93% (27 of 28) coordinate internships with employers; 82% (23 of 28) analyze data to see which sections of courses may have different pass rates than others and then act accordingly.
- There are many examples of co-curricular learning experiences among Florida colleges. The scan information does not provide information to describe if these co-curricular learning experiences are systemic or strategic.
- The scan did not produce information about alignment with learning outcomes.
- Quality Matters and the Degree Qualifications Profile focus on learning objectives, scope and sequencing of courses, and other important factors. It is not clear to what extent Florida colleges are focusing on instructional practices.
- The extent to which colleges have Centers of Teaching Excellence and the role they play in faculty pathway development is unknown.

Questions to Consider:
- What technology is used to support instructional delivery? How widespread is technology use?
- How has pedagogy evolved/innovated to meet changes in the learning needs/styles of students and the requirements of employers?
- How does course design work include best instructional practices in teaching and learning such as collaboration, active learning, and transparent assessment?
- How do colleges embed civic engagement opportunities in classes and connected to student learning or school-wide initiatives?
- How are faculty engaged in instructional and student success efforts? Are colleges using practices such as peer observations, faculty mentors, and new faculty support for instruction?

Achieving the Dream's **Engaging Adjunct Faculty in the Student Success Movement**
Some Florida colleges are focused on engaging faculty in pathways and student success efforts. Achieving the Dream's Engaging Adjunct Faculty in the Student Success Movementseeks to build institutional capacity to better integrate and engage the adjunct faculty member in the student success agenda, and to understand and address the opportunities and challenges faced by colleges engaging part-time faculty. Offered as a companion to the CCSSE student survey, **CCFSSE** is an online census survey that invites all faculty teaching CCSSE-survey eligible courses at participating colleges to contribute their front-line perspectives on student engagement. The survey can be used to create a faculty data set for comparison with student data. CCFSSE provides colleges with an opportunity to invite faculty into a college-wide conversation about student engagement and success.[44] In 2018, 86 colleges administered the survey. **PRESS for Completion** supported 15 Achieving the Dream colleges in expanding innovative faculty and staff engagement strategies to deepen the involvement of faculty (including adjunct faculty) and student services personnel in colleges' student success efforts. Funding for this initiative began in 2012 and ended in 2015. Faculty at colleges that have participated in these efforts will have capacity to engage faculty in student success efforts. **CBD** also had a teaching and learning focus in the 2016-17 academic year.

Learning Outcomes Assessment: Other initiatives build colleges' experience and capacity in learning outcomes assessment, quality of course design, and adaptive and digital learning. In 2003 the MarylandOnline, Inc (MOL) consortium outlined how the **Quality Matters** program could create a scalable process for course qualified assurance. They developed a rubric of course design standards and a replicable peer review process. More than 1200 colleges and universities worldwide use Quality Matters and the rubric to improve course design. [45]Released in 2011[46], the **Degree Qualifications Profile (DQP),** "outlines a set of reference points for what students should know and be able to do upon completion of associate, bachelor's and master's degrees in any field of study. There are five broad categories of proficiencies which provide a profile of what degrees mean in terms of specific learning outcomes. Through focusing on broad areas of learning and the application of that learning, the DQP illustrates progressively challenging performance expectations for all students."[47] Colleges involved in the **Inspark Teaching Network** supported the use and evaluation of two science courses, developed by Smart Sparrow, to improve the learning outcomes of students in non-majors science courses. [48]

Florida Campus Compact's mission is to "galvanize the intellectual resources of more than 50 institutions of higher education in Florida, by advancing high-impact practices that enhance student learning and benefit local communities in our state."

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[44] http://www.ccsse.org/CCFSSE/CCFSSE.cfm
[45] https://www.qualitymatters.org/about
[46] http://degreeprofile.org/wp-content/uploads/2016/06/Birth-Growth-DQP.pdf
[47] http://degreeprofile.org/new-to-the-dqp/
[48] http://www.achievingthedream.org/our-approach/learning-initiatives

Table 16. Florida Chancellor Recognized Best Practices in Ensuring Students Learn

- Eastern FL State College: Competitive Aviation and Aerospace Workforce (new program which costs 3 times less than other aviation maintenance schools in East-Central FL. FAA approval provided in October 2015; is becoming key training facility and source of skilled workers)
- Polk State College: Leadership Development in Public Safety Certification program (non-credit program offered to those working in public safety and seeking advancement or have recently been promoted to supervisory position; 160 hours of leadership training taught in 20 full-day meetings scheduled over 3 months; participant researches a topic and writes a paper describing recommendations then presents business case to peers and senior leadership in public safety in a "Shark Tank" style session; students can earn up to 9 college credits through PLA)
- Gulf Cost State College: Entrepreneurship Simulation Lab (known as ENT-Lab; teaching initiative focusing on providing students with real-life challenges and a mix of programmatic and scheduling practices to maximize student services and high economic impact; 3 dimensions of experiential learning through community/corporate partners plus program affordability and accessibility; retention rate increased from 56%-73%in BAS program; ENT-Lab increased accessibility through flexible schedules and 8 week hybrid courses in 90% of certificate programs and 80% of bachelor's programs)
- State College of FL, Manatee-Sarasota: Cross College Alliance (higher ed collaborative of about 6 institutions collectively offering 45 certificates and associate degrees, 116 bachelor degrees, 10 master's degrees and 1 doctoral degree in arts and humanities; noncompetitive collaboration is key; one example is cross registration whereby students take classes on a space available at another institution while paying tuition and fees to their home campus; students can pursue an elective course like a foreign language not offered at their home school)
- Polk State College: Competency Based Education (42 one-credit hour courses that combine online coursework with on-campus activities)
- FL State College at Jacksonville: Year Up Professional Training Corps Program (empowers low income young adults to move from poverty to a professional career in 1 year; Students attend FSCJ full time for first half of the program, taking hard-skills courses taught by college faculty and soft-skills courses taught by Year Up Program Managers; for remaining 6 months they intern with a corporate partner)

Table 17. Inventory of Florida College Practices to Ensure Students Learn

College	Representative Practice One	Representative Practice Two	Representative Practice Three
Gateway	Practice testing in ASDN program – uses computerized practice testing to increase concepts and skills knowledge	More course offerings in variety of formats (online, hybrid, etc.)	Increasing short term course offerings (4-week express summer sessions and minimesters in fall
Southwestern	Communities of Practice sessions for math, social sciences, natural sciences, instructional technology, and FYE course hosted by Teaching & Learning Center	Teaching to diverse learning styles workshops for faculty	
Indian River	New Automotive and Air Conditioning Certificate program allowing working students to have time at home for homework, other assignments	Communications, Humanities, Social Science Division increased applied learning courses	
Lake Sumter	Improving Math Emporium delivery in math classes		
Miami Dade	Refugees/Entrant Vocational Services Training program (REVEST)	QEP: Do the Write Thing to improve writing to prepare grads for WF that expects	

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		them to communicate effectively	
Palm Beach	Creating more minimesters		
Seminole	Mock lab practical's in Biology and mock final exams in chemistry		
Tallahassee	Paid Internships enhanced		
Valencia	R.E.A.C.H Reaching Each Academic Challenge Head On; small groups who take 1st year of college together (same courses/faculty)	Camino a UCF 2-year learning community with guaranteed schedule for AA degree	

General Observations:

- Acceleration/Incentives: 75% (21 of 28) of Florida Colleges implement auto-graduation; 71% (20 of 28) identify students within 15 hours of completion and advise them accordingly; 46% (13 of 28) provide a scholarship for the last class needed to complete a college credential
- Workforce Transition: 100% (28 of 28) Florida colleges host employer recruitment events; 89% (25 of 28) collaborate with community organizations to assist students with transitioning to the workforce (CareerSource, Goodwill, Dress for Success, Salvation Army); 54% (15 of 28) conduct a brief graduation survey that students must complete before they receive their credential that provides contact information, if they will continue education or work, and satisfaction
- Limited information was supplied about labor market outcomes for Florida graduates.
- It appears that only about half of all Florida colleges offer financial incentives for completion of the last class needed to earn a credential.
- Florida excels with a common course numbering system and strong articulation/transfer agreements between colleges and universities. Some Florida colleges also offer baccalaureate degrees. There is no mention in the materials reviewed of 3+1 articulation programs.

General Observations:
- What career preparation and job placement supports do Florida colleges offer students?
- Are there opportunities to implement 3+1 articulation programs saving students time and money?
- Might opportunities exist to increase reverse transfer or auto-grad programs for students?

KEY DATA FROM THE NATIONAL AND FLORIDA COLLEGE SCAN

Florida participated in **Credit When It's Due** to "scale-up approaches to awarding associate degrees to students who transfer from community colleges to universities before receiving the associate degree when students demonstrate the learning requirement for the degree. This approach is commonly known as 'reverse transfer' or 'transfer back.'[49],[50]

Florida's higher education system is designed to allow students to successfully pursue a bachelor's degree by first earning an Associate in Arts (AA) degree at a Florida College System institution and then transferring to a four-year institution. This approach to earning a four-year degree is referred to as the **2+2 system**. The state of Florida guarantees that students who complete an AA degree at a Florida college have the opportunity to earn a bachelor's degree at a state university or Florida college offering four-year degrees."[51] A key resource for 2+2 articulation is the Statewide Postsecondary Articulation Manual[52]

To date, 13 Florida community and state colleges offer **bachelor's** degrees to meet local and regional workforce need and demand.[53]

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[49] https://www.luminafoundation.org/credit-when-its-due
[50] https://occrl.illinois.edu/docs/librariesprovider4/cwid/2015-cwid-florida-profile.pdf?sfvrsn=4
[51] http://fldoe.org/core/fileparse.php/5421/urlt/0078404-pathways_to_success.pdf
[52] http://fldoe.org/core/fileparse.php/5421/urlt/statewide-postsecondary-articulation-manual.pdf
[53] https://www.floridacollegesystem.com/students/programs.aspx

Adult students seeking to re-enroll in college and complete their degree receive one-on-one support from a **Complete Florida Coach** who provides variety of resources to help students succeed such as information about academic policies and requirements to accurate, prompt, high-quality student service from admissions to graduation.[54]Students are also eligible for scholarships. (See **Access** section for more information)

CareerSource Florida is the statewide workforce policy and investment board. CareerSource's partners include the Department of Economic Opportunity, 24 local workforce development boards, and 100 career centers throughout Florida. CareerSource Florida helps "connect businesses with the talented workforce and training needed to succeed and grow."[55]CareerSource Florida has three major initiatives. (1) WIOA; (2) Sector Strategy Solutions; and (3) Career and Professional Education act.[56] "Created by the Florida Legislature in 2007, the **Career and Professional Education (CAPE) Act** provides students with training and earned industry certifications required for high-skill, high-wage jobs in Florida's target industries. Through collaborative partnerships between education, industry, workforce and economic development entities, CAPE offers new and meaningful opportunities for students. The initiative also helps attract and retain high-value industries to develop a diverse, knowledge-based economy".[57] CareerSource Florida last accepted CAPE applications from August-October 2017.

KEY DATA FROM THE FLORIDA COLLEGE SCAN

Table 17. Florida Chancellor Recognized Best Practice in Student Completion

College of Central FL's Talent Center provides outreach for internships, workshops, and job recruitment and is designed for employers seeking professionals and highly-skilled technical talent recruitment services targeting recent college grads; Talent Center staff work 1:1 with employers; candidates receive individualized career counseling, job leads and referrals, resume assistance, interview preparation and invites to job fairs.

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[54] https://www.completeflorida.org/how-it-works/faq
[55] https://careersourceflorida.com/about-us/
[56] https://careersourceflorida.com/about-us/policies-and-initiatives/
[57] https://careersourceflorida.com/about-us/policies-and-initiatives/

Table 18. Inventory of Florida College Practices in Student Completion

College	Representative Practice One	Representative Practice Two
Eastern FL	Developed full on-line certificate programs aligned with WF needs to support acceleration	
Fl State Jacksonville	Year Up Professional Training Corps program for low-income young adults; attend FSCJ FT for first ½ taking hard skill and soft skill courses; intern for remaining ½ year (accelerated)	Articulation with apprenticeship programs via FL Apprenticeship grant; Pathways to Work learn and earn training model to help H.S. students earn industry certifications (accelerated)
Indian River	E-mail students 75% complete with opportunity to enroll a week earlier to get first pick of classes	Newly formed Student Achievement Gap Committee to monitor achievement gaps among at-risk students
Lake Sumter	Collaboration with CareerSource Central FL	
Palm Beach	Finish for Free scholarship for dual enrollment students completing AA degree after H.S.	
Pensacola	CTE students who have difficulty passing TABE for certification provided proactive support to facilitate completion	
State College	Considering 1 college credit course on Job Marketing Skills for students completing week long camp in summer	Partner with CareerSource on Journey to Success workshops for 50 low income students
Valencia	Grew online courses from 4% to 28% over 12 years to support acceleration	

VI. FUTURE CONSIDERATIONS

The Florida College System and Student Success Center may use this environmental scan to identify strengths, gaps and opportunities for guided pathways implementation. This base environmental scan serves as living document that can be systematically updated with additional data sources such as survey data.

Appendix. Florida College Involvement in Student Success Initiatives

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Appendix

Table 1. Data and Leadership Initiatives by School

College	AACC Awards of Excellence	Achieving the Dream (ATD)	ATD - Leader College	ATD - Leah Meyer Austin Award	Aspen - Top 150 2019	Aspen - Previous/Current Finalist w/Distinction	Gates Frontier Set	National Community College Benchmarking Project	Voluntary Framework of Accountability (VFA)	Total Initiatives
Total Schools w/Initiative	**3**	**10**	**5**	**2**	**13**	**3**	**4**	**14**	**6**	
Miami Dade College	✓	✓	□	✓	✓	✓	✓	✓	□	7
Indian River State College	□	✓	✓	□	✓	✓	✓	□	□	5
Broward College		✓	✓		✓	✓			✓	5
Tallahassee Community College	□	✓	✓	□	✓	□	✓	✓	□	5
Valencia College	□	✓	✓	✓	□	□	□	✓	✓	5
Florida State College at Jacksonville	□	✓	□	□	✓	□	□	✓	✓	4
Hillsborough Community College	✓	✓							✓	3
Palm Beach State College	□	✓	□	□	✓	□	□	✓	□	3
St. Petersburg College	□	✓	✓	□	□	□	✓	□	□	3
Chipola College	□	□	□	□	✓	□	□	✓	□	2
Daytona State College					✓			✓		2
South Florida State College	□	□	□	□	✓	□	□	✓	□	2
St. Johns River State College	✓	□	□	□	□	□	□	✓	□	2
College of Central Florida	□	□	□	□	□	□	□	□	✓	1
Eastern Florida State College					✓					1
Florida Gateway College	□	□	□	□	□	□	□	✓	□	1
Florida Keys Community College					✓					1
Florida SouthWestern State College	□	□	□	□	□	□	□	□	✓	1
Gulf Coast State College								✓		1
Lake-Sumter State College	□	□	□	□	✓	□	□	□	□	1
Northwest Florida State College					✓					1
Pensacola State College	□	✓	□	□	□	□	□	□	□	1
Polk State College								✓		1
Santa Fe College	□	□	□	□	□	□	□	✓	□	1
Seminole State College of Florida	□	□	□	□	□	□	□	✓	□	1
North Florida Community College	□	□	□	□	□	□	□	□	□	0
Pasco-Hernando State College										0
State College of Florida	□	□	□	□	□	□	□	□	□	0

Appendix. Florida College Involvement in Student Success Initiatives

Table 2. Access Initiatives by School

College	Adult College Completion Network (Complete Florida)	Local College Access Network (LCAN)	Total Initiatives
Total Schools w/Initiative	**5**	**15**	
Florida State College at Jacksonville	✓	✓	**2**
Miami Dade College	✓	✓	**2**
Polk State College	✓	✓	**2**
St. Petersburg College	✓	✓	**2**
Broward College		✓	**1**
Florida SouthWestern State College	☐	✓	**1**
Hillsborough Community College		✓	**1**
Indian River State College	✓	☐	**1**
Palm Beach State College		✓	**1**
Pensacola State College	☐	✓	**1**
Santa Fe College		✓	**1**
Seminole State College of Florida	☐	✓	**1**
St. Johns River State College		✓	**1**
State College of Florida	☐	✓	**1**
Tallahassee Community College		✓	**1**
Valencia College	☐	✓	**1**
Chipola College			**0**
College of Central Florida	☐	☐	**0**
Daytona State College			**0**
Eastern Florida State College	☐	☐	**0**
Florida Gateway College			**0**
Florida Keys Community College	☐	☐	**0**
Gulf Coast State College			**0**
Lake-Sumter State College	☐	☐	**0**
North Florida Community College			**0**
Northwest Florida State College	☐	☐	**0**
Pasco-Hernando State College			**0**
South Florida State College	☐	☐	**0**

Appendix. Florida College Involvement in Student Success Initiatives

Table 3. Affordability Initiatives by School

College	$10,000 Degrees	OER Initiative	Promise Programs	Total Initiatives
Total Schools w/Initiative	**27**	**26**	**3**	
Miami Dade College	✓	✓	✓	**3**
Broward College	✓	✓	✓	**3**
Florida State College at Jacksonville	✓	✓	✓	**3**
St. Petersburg College	✓	✓	☐	**2**
College of Central Florida	✓	✓		**2**
Daytona State College	✓	✓	☐	**2**
Eastern Florida State College	✓	✓		**2**
Florida Keys Community College	✓	✓	☐	**2**
Florida SouthWestern State College	✓	✓		**2**
Gulf Coast State College	✓	✓	☐	**2**
Indian River State College	✓	✓		**2**
Lake-Sumter State College	✓	✓	☐	**2**
North Florida Community College	✓	✓		**2**
Northwest Florida State College	✓	✓	☐	**2**
Palm Beach State College	✓	✓		**2**
Pasco-Hernando State College	✓	✓	☐	**2**
Pensacola State College	✓	✓		**2**
Polk State College	✓	✓	☐	**2**
Santa Fe College	✓	✓		**2**
Seminole State College of Florida	✓	✓	☐	**2**
South Florida State College	✓	✓		**2**
St. Johns River State College	✓	✓	☐	**2**
State College of Florida	✓	✓		**2**
Tallahassee Community College	✓	✓	☐	**2**
Valencia College	✓	✓	☐	**2**
Chipola College	✓	☐	☐	**1**
Florida Gateway College	✓			**1**
Hillsborough Community College	☐	✓	☐	**1**

Appendix. Florida College Involvement in Student Success Initiatives

Table 4. National Guided Pathways Initiatives by School

College	AACC Guided Pathways Focus	CBD	Career Pathways Initiatives (Perkins Grant requirement)	Middle-Skill STEM Pathways	Retail Pathways	Total Initiatives
Total Schools w/Initiative	**4**	**1**	**28**	**2**	**2**	
Broward College	✓		✓		✓	3
Miami Dade College	☐	✓	✓	✓	☐	3
St. Petersburg College	✓		✓	✓		3
Tallahassee Community College	✓	☐	✓	☐	✓	3
Indian River State College	✓	☐	✓	☐	☐	2
Chipola College	☐	☐	✓	☐	☐	1
College of Central Florida			✓			1
Daytona State College	☐	☐	✓	☐	☐	1
Eastern Florida State College			✓			1
Florida Gateway College	☐	☐	✓	☐	☐	1
Florida Keys Community College			✓			1
Florida SouthWestern State College	☐	☐	✓	☐	☐	1
Florida State College at Jacksonville			✓			1
Gulf Coast State College	☐	☐	✓	☐	☐	1
Hillsborough Community College			✓			1
Lake-Sumter State College	☐	☐	✓	☐	☐	1
North Florida Community College			✓			1
Northwest Florida State College	☐	☐	✓	☐	☐	1
Palm Beach State College			✓			1
Pasco-Hernando State College	☐	☐	✓	☐	☐	1
Pensacola State College			✓			1
Polk State College	☐	☐	✓	☐	☐	1
Santa Fe College			✓			1
Seminole State College of Florida	☐	☐	✓	☐	☐	1
South Florida State College			✓			1
St. Johns River State College	☐	☐	✓	☐	☐	1
State College of Florida			✓			1
Valencia College	☐	☐	✓	☐	☐	1

Appendix. Florida College Involvement in Student Success Initiatives

Table 5. Guided Pathways Fundamental 1 by School

College	2+2 Articulation	CareerSource Florida/ CAPE Partner	Total Initiatives
Total Schools w/Initiative	**28**	**28**	
Broward College	✓	✓	2
Chipola College	✓	✓	2
College of Central Florida	✓	✓	2
Daytona State College	✓	✓	2
Eastern Florida State College	✓	✓	2
Florida Gateway College	✓	✓	2
Florida Keys Community College	✓	✓	2
Florida SouthWestern State College	✓	✓	2
Florida State College at Jacksonville	✓	✓	2
Gulf Coast State College	✓	✓	2
Hillsborough Community College	✓	✓	2
Indian River State College	✓	✓	2
Lake-Sumter State College	✓	✓	2
Miami Dade College	✓	✓	2
North Florida Community College	✓	✓	2
Northwest Florida State College	✓	✓	2
Palm Beach State College	✓	✓	2
Pasco-Hernando State College	✓	✓	2
Pensacola State College	✓	✓	2
Polk State College	✓	✓	2
Santa Fe College	✓	✓	2
Seminole State College of Florida	✓	✓	2
South Florida State College	✓	✓	2
St. Johns River State College	✓	✓	2
St. Petersburg College	✓	✓	2
State College of Florida	✓	✓	2
Tallahassee Community College	✓	✓	2
Valencia College	✓	✓	2

Table 6. Guided Pathways Fundamental 2 by School

College	National Math Pathways	DEI	Survey of Entering Student Engagement (SENSE) (2016-2018)	Total Initiatives
Total Schools w/Initiative	**2**	**1**	**6**	
Tallahassee Community College	✓		✓	2
Valencia College	✓	✓	☐	2
College of Central Florida			✓	1
Florida Keys Community College	☐	☐	✓	1
Florida SouthWestern State College			✓	1
Polk State College	☐	☐	✓	1
Santa Fe College	☐	☐	✓	1
Broward College	☐	☐	☐	0
Chipola College				0
Daytona State College	☐	☐	☐	0
Eastern Florida State College				0
Florida Gateway College	☐	☐	☐	0
Florida State College at Jacksonville				0
Gulf Coast State College	☐	☐	☐	0
Hillsborough Community College				0
Indian River State College	☐	☐	☐	0
Lake-Sumter State College				0
Miami Dade College	☐	☐	☐	0
North Florida Community College				0
Northwest Florida State College	☐	☐	☐	0
Palm Beach State College				0
Pasco-Hernando State College	☐	☐	☐	0
Pensacola State College				0
Seminole State College of Florida	☐	☐	☐	0
South Florida State College				0
St. Johns River State College	☐	☐	☐	0
St. Petersburg College				0
State College of Florida	☐	☐	☐	0

Table 7. Guided Pathways Fundamental 3 by School

College	Community College Survey of Student Engagemet (CCSSE) Participant (2016-2019)	Gallup Study on Assoc Degree Holders	iPASS 1	Single Stop	Total Initiatives
Total Schools w/Initiative	**23**	**2**	**1**	**1**	
Miami Dade College	✓	☐	✓	✓	3
Broward College	✓	✓	☐	☐	2
Chipola College	✓				1
College of Central Florida	✓	☐	☐	☐	1
Daytona State College	✓				1
Florida Gateway College	✓	☐	☐	☐	1
Florida Keys Community College	✓				1
Florida SouthWestern State College	✓	☐	☐	☐	1
Florida State College at Jacksonville	✓				1
Gulf Coast State College	✓	☐	☐	☐	1
Indian River State College	✓				1
North Florida Community College	✓	☐	☐	☐	1
Northwest Florida State College	✓				1
Palm Beach State College	✓	☐	☐	☐	1
Pasco-Hernando State College	✓				1
Pensacola State College	☐	✓	☐	☐	1
Polk State College	✓				1
Santa Fe College	✓	☐	☐	☐	1
Seminole State College of Florida	✓				1
St. Johns River State College	✓	☐	☐	☐	1
St. Petersburg College	✓				1
State College of Florida	✓	☐	☐	☐	1
Tallahassee Community College	✓				1
Valencia College	✓	☐	☐	☐	1
Eastern Florida State College					0
Hillsborough Community College	☐	☐	☐	☐	0
Lake-Sumter State College					0
South Florida State College	☐	☐	☐	☐	0

Appendix. Florida College Involvement in Student Success Initiatives

Table 8. Guided Pathways Fundamental 4 by School

College	Community College Faculty Survey of Student Engagement (CCFSSE) (2016-2018)	Florida Campus Compact	Inspark	PRESS For Completion	Quality Matters/DQP	Total Initiatives
Total Schools w/Initiative	**15**	**20**	**1**	**2**	**18**	
Miami Dade College	✓	✓	✓		✓	**4**
Valencia College	✓	✓	☐	✓	✓	**4**
Broward College	✓	✓			✓	**3**
College of Central Florida	✓	✓	☐	☐	✓	**3**
Daytona State College	✓	✓			✓	**3**
Indian River State College	✓	✓	☐	☐	✓	**3**
Polk State College	✓	✓			✓	**3**
St. Petersburg College	✓	✓	☐	☐	✓	**3**
Tallahassee Community College	☐	✓	☐	✓	✓	**3**
Florida Keys Community College	✓	☐	☐	☐	✓	**2**
Florida SouthWestern State College	✓				✓	**2**
Florida State College at Jacksonville	✓	☐	☐	☐	✓	**2**
Hillsborough Community College		✓			✓	**2**
Lake-Sumter State College	☐	✓	☐	☐	✓	**2**
Pasco-Hernando State College	✓	✓				**2**
Pensacola State College	☐	✓	☐	☐	✓	**2**
Santa Fe College	✓	✓				**2**
Seminole State College of Florida	☐	✓	☐	☐	✓	**2**
St. Johns River State College	✓	☐	☐	☐	✓	**2**
Eastern Florida State College	☐	✓	☐	☐	☐	**1**
Florida Gateway College		✓				**1**
Gulf Coast State College	✓	☐	☐	☐	☐	**1**
North Florida Community College		✓				**1**
Palm Beach State College	☐	✓	☐	☐	☐	**1**
South Florida State College		✓				**1**
State College of Florida	☐	☐	☐	☐	✓	**1**
Chipola College						**0**
Northwest Florida State College	☐	☐	☐	☐	☐	**0**

Table 9. Student Completion Practices by School

College	2+2 Articulation2	Adult College Completion Network (Complete Florida)2	CareerSource Florida/ CAPE Partner2	Community and State Colleges Offering Bachelor's Degrees	Total Initiatives
Total Schools w/Initiative	**28**	**5**	**28**	**13**	
Florida State College at Jacksonville	✓	✓	✓	✓	**4**
Indian River State College	✓	✓	✓	✓	**4**
Miami Dade College	✓	✓	✓	✓	**4**
Polk State College	✓	✓	✓	✓	**4**
St. Petersburg College	✓	✓	✓	✓	**4**
Broward College	✓	☐	✓	✓	**3**
Daytona State College	✓		✓	✓	**3**
Gulf Coast State College	✓	☐	✓	✓	**3**
Northwest Florida State College	✓		✓	✓	**3**
Palm Beach State College	✓	☐	✓	✓	**3**
Pasco-Hernando State College	✓		✓	✓	**3**
Seminole State College of Florida	✓	☐	✓	✓	**3**
State College of Florida	✓	☐	✓	✓	**3**
Chipola College	✓	☐	✓	☐	**2**
College of Central Florida	✓		✓		**2**
Eastern Florida State College	✓	☐	✓	☐	**2**
Florida Gateway College	✓		✓		**2**
Florida Keys Community College	✓	☐	✓	☐	**2**
Florida SouthWestern State College	✓		✓		**2**
Hillsborough Community College	✓	☐	✓	☐	**2**
Lake-Sumter State College	✓		✓		**2**
North Florida Community College	✓	☐	✓	☐	**2**
Pensacola State College	✓		✓		**2**
Santa Fe College	✓	☐	✓	☐	**2**
South Florida State College	✓		✓		**2**
St. Johns River State College	✓	☐	✓	☐	**2**
Tallahassee Community College	✓		✓		**2**
Valencia College	✓	☐	✓	☐	**2**

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