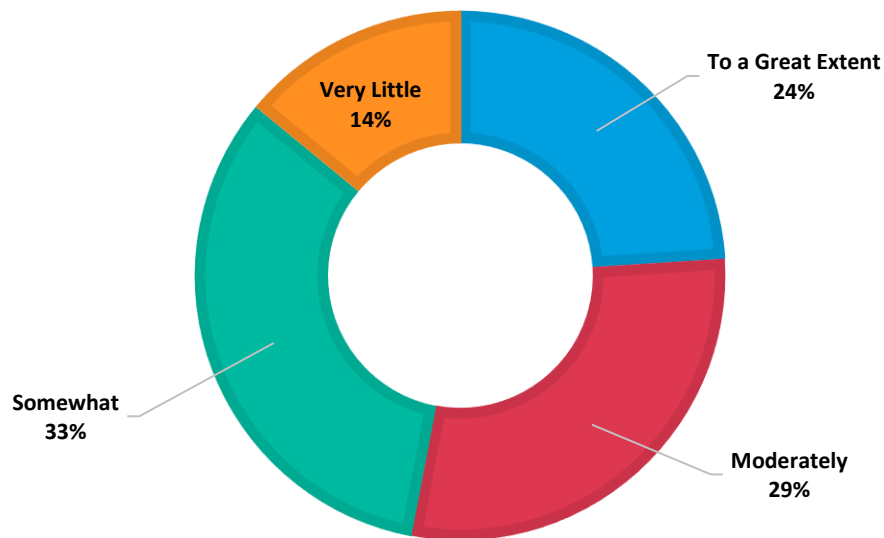


# Increasing Perceptions of Student Success

*Following the passage of SB 1720 in Florida, lead administrators had a more positive view on how best to help students succeed.*

Percentage of lead administrators who indicated their perceptions had changed from negative to positive following SB 1720 on the most effective ways to help students.



Source: Hu, S., Mokher, C., Spencer, H., Park-Gaghan, T., Hu, X., & Bertrand Jones, T. (2019). Institutional Transformation Reflected: Administrators' Perceptions of the Fifth Year of Developmental Education Reform in the Florida College System. Retrieved from [http://purl.flvc.org/fsu/fd/FSU\\_libsubv1\\_scholarship\\_submission\\_1560393733\\_7010b37b](http://purl.flvc.org/fsu/fd/FSU_libsubv1_scholarship_submission_1560393733_7010b37b). Notes: The data used to create this chart came from Figure 11 of the report.

In 2013, the Florida legislature passed Senate Bill 1720 which resulted in major changes to developmental education in the state. One key change was to existing developmental courses offered by institutions in the Florida College System, which required the use of new instructional strategies such as compression, corequisites, contextualization, or modularization. Since implementation began in spring 2014, the Center for Postsecondary Success (CPS) has tracked institutional progress on SB 1720, including the perception on the most effective ways to help students who are deemed "underprepared."

In the most recent report, CPS found an overwhelming majority of the lead administrators had changed their perception on this measure from negative to more positive. Some ways in which their perceptions had changed include "switching from a focus on extensive remediation to just-in-time intervention . . . and understanding that testing may not have been as connected to student ability as initially perceived." This Points of Interest shows that following the passage of SB 1720, lead administrators had a more positive view on how best to help students succeed.

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