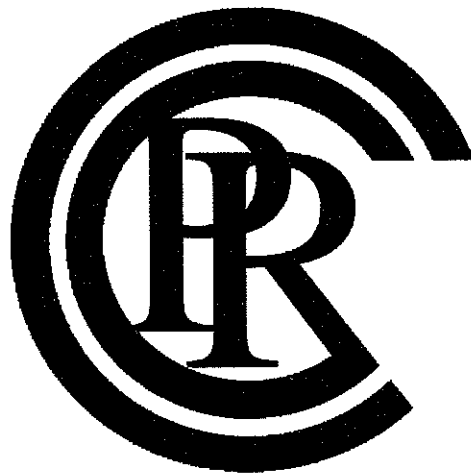


**PEARL RIVER COMMUNITY COLLEGE**

**PROGRAM REVIEW**



**DEVELOPMENTAL EDUCATION**

**2008 - 2009**

# **PEARL RIVER COMMUNITY COLLEGE**

## **PROGRAM REVIEW**

### **MISSION STATEMENT**

**Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.**

### **STRATEGIC GOALS**

- 1. To prepare students to transfer and be successful in their studies at baccalaureate institutions and/or to be successful in careers for which they have been prepared.**
- 2. To provide quality student services.**
- 3. To provide access to college courses and programs using various instructional methods, including distance education.**
- 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.**
- 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.**
- 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.**
- 7. To recruit and retain students from a diverse population.**
- 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.**

**To fulfill this mission, the College has developed a variety of quality educational programs and services. It is vital that quality be maintained through the regular evaluation of programs. Program review is a formal process designed to assist in that evaluation. The importance of program review is not the production of a report but rather the self insight for program improvement and growth.**

**While college educational programs and services must satisfy our own criteria for program excellence, they must also satisfy the requirements of the Commission on Colleges of the Southern Association of Colleges and Schools and licensing and certifying organizations for some programs. The process of program review allows the College to evaluate how well its programs satisfy the criteria and requirements associated with all of these sources.**

**The primary goal of program review is the improvement of instruction and learning. To achieve this goal, the process must be comprehensive. The College's review process will include some assessment of the program's achievement of its stated purpose, quality of instruction, curriculum design, student outcomes, and contribution to overall mission of the College. When completed, a program review will identify and communicate program needs and potential for improvement.**

**A second important goal of program review is to provide information for planning and decision-making. To be meaningful, program review and planning should be interdependent processes. Planning should be based on a review process that evaluates past performances and identifies possible future activities which will lead to improvement and growth. Program review relies on data developed in support of planning and generates suggestions and recommendations for improvement which are reflected in planning goals.**

**In addition to general program improvement and planning, program review is intended to achieve the following:**

- Acknowledge achievements/attainments.**
- Identify strengths and weaknesses and develop recommendations and/or suggestions for change.**
- Provide a systematic evaluation and improvement process for instructional programs.**
- Develop a sense of cohesiveness, shared responsibility, and growth among faculty and staff.**
- Assess compliance with accreditation criteria.**
- Assist in resource development.**
- Provide data to assist with resource allocation and other management decisions.**
- Suggest new opportunities for program development.**

**Throughout the program review process a variety of perspectives must be considered and reflected. Perspectives of the program faculty, department chairpersons, Vice President, and President are critical to ensuring a comprehensive and complete program review. The program review should also anticipate and address the expectations of the Board of Trustees, advisory committee members when applicable, and Commission on Colleges representatives.**

**Program review is a self review process through which a program area is examined. It entails analyzing data, drawing conclusions, arriving at and implementing recommendations, and assessing the outcomes following implementation.**

**Included in this document is the Developmental Education Program Review which includes developmental classes in English, mathematics, and reading. Faculty and staff members in these departments are to be commended for the job they did in preparing this program review. Their efforts and resulting reports can only strengthen this already fine program.**

**Documentation supporting this program review is on file in the office of the chairperson for each department represented in this report. On file are course syllabi, faculty evaluations, course descriptions, etc.**

Pearl River Community College offers equal education and employment opportunities. The College does not discriminate on the basis of race, religion, color, sex, age, national origin, veteran status, or disability. For inquiries regarding the non-discrimination policies or to request accommodations, special assistance, or alternate format publication please contact Tonia Moody, ADA/Civil Rights Coordinator, at P.O. Box 5118, Poplarville, MS 39470 or 601-403-1060.

**Developmental Education  
Program Review**

**Review Dates  
Fall 2005 – Spring 2008**

**Report Published  
May 2009**

**Pearl River Community College**



# Developmental Education Review

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# Pearl River Community College Developmental Education Review

## Introduction

The information contained in this document is designed to provide insight into the success of developmental education students at Pearl River Community College.

Developmental education at Pearl River Community College is not organized into an individual department or program. Pearl River considers it very important to make students feel an integral part of the college-wide learning community. The mission and goals of Pearl River are committed to helping students of all ability levels succeed in their studies. To help meet this end, developmental studies are decentralized within the traditional curriculum. By placing the developmental classes in the same locations as the more traditional classes, students are not isolated from non-developmental students.

Developmental English classes are taught by instructors who teach a combination of English composition classes, literature classes, and developmental classes. Developmental English classes are divided into Developmental English I and Developmental English II. Students who enter Pearl River with no ACT score or an ACT score below 12 are placed in Developmental English I. Students entering with an English ACT score between 13 and 15 are placed in Developmental English II. English ACT scores of 16 or greater place students in English Composition I.

Developmental mathematics classes are divided into Developmental Mathematics, Beginning Algebra, and Intermediate Algebra and are taught by instructors who teach higher-level mathematics classes, as well. The ACT breakdown for placement in the mathematics classes is as follows: no ACT score or an ACT mathematics score of 13 or below, Developmental Mathematics; ACT mathematics score between 14 and 15, Beginning Algebra; ACT mathematics score between 16 and 17, Intermediate Algebra. Mathematics ACT scores of 18 or above place students in College Algebra or a higher level course. It is worth noting that students can challenge their placement by exam. The criteria for placement were re-evaluated upon the request of the last review committee. Two basic changes were made during the evaluation process. One was the renaming of Introductory Algebra as Beginning Algebra in keeping with the classifications of the local community colleges. Two was the addition of a pre-calculus course, which does not affect developmental classes.

Developmental reading classes are taught by instructors with adequate knowledge in the field of reading education. Any student scoring 15 or below on the reading portion of the ACT is assigned to Reading Comprehension. This course was formerly named Developmental Reading and was renamed to provide consistency within community colleges.

Developmental classes serve a variety of purposes in the two-year community college setting. In Developmental English, students are immersed in correct grammar usage, critical thinking skills, and writing. In Developmental Mathematics, students begin with simple adding and subtracting and proceed through skills that will continue into College Algebra. Reading Comprehension integrates reading strategies that will help students succeed in classes that traditionally require large amounts of reading such as history, psychology, and literature.



In addition to the expected academic purposes of developmental classes, these classes serve as a transition period for many students. Typically, developmental classes are comprised of students who failed to master skills in secondary education, ESL students, and students who have chosen to return to school after several years. Developmental classes at Pearl River are no exception to this. Students do not enter developmental classes with eager anticipation. Instead, instructors are faced with students who would rather be in classes that are transferable to four-year institutions. To help alleviate this problem, Pearl River allows nine hours of selected developmental classes to count toward the acquisition of an AA degree.

The data included in this document reviews information from Fall 2005 through Spring 2008.

## **Developmental Education Review Program Review Committee**

**Kelly Tucker, Mathematics Instructor, Committee Chair**

**Brenda Wells, Institutional Research Specialist**

**Karen Bond, Mathematics Instructor**

**Sabrina Brown, Reading Instructor**

**Barbara Mathis, English Instructor**

As part of the review process, Judy Roane, Science, Mathematics, and Business Chair, was consulted regarding Pearl River Community College's Developmental Education.

# Developmental Education Review

## Description of Developmental Education Students: Fall 2005 – Spring 2008

The Scholastic Description of Developmental Education Students: Fall 2005 – Spring 2008 provides partial insight into the demographics of developmental education students who are at Pearl River Community College.

The population in developmental classes varies from semester to semester. However, there are more developmental students in the fall semester than in the corresponding spring semester. The variance from fall to spring semesters, over the last three years, ranged from 165 students to 332 students. Of course, there is a typical drop off in general enrollment during the spring, which may account for this trend.

On average, twenty-two percent of Pearl River students are enrolled in at least one developmental education class. That is roughly one out of five students. Based on a three year overview, the majority of the developmental students are ethnicity, white and gender, female. The average composite ACT score is 16, and the average age of developmental students is 26.

During the last review, it was noted that the majority of students taking developmental classes also have general studies as their declared major, and it was recommended that individualized career counseling and guidance be provided for those students. Unfortunately, that trend still stands with approximately 79% of developmental students declaring general studies majors over the past three years. The concern for inadequate student support services will be addressed in the support section of this review, as well as, the recommendations portion.

The following table gives a more complete review of the demographics overall and broken into semesters.

### Table Guide

#### Curriculum:

A – academic  
T – technical  
V – vocational  
WF – work force  
NR – not reported

#### Gender:

F – female  
M – male  
NR – not reported

#### Race:

W – White  
B – Black  
H – Hispanic  
O – other  
NR – not reported  
I – Indian  
AP – Asian Pacific Islander

Semester	Composite ACT	MAAT Subscore	REA Subscore	ENG Subscore	Curriculum	General Studies	Average Age	Gender	Race
Fall 2005	16.27	15.04	16.66	14.19	A = 833 T = 128 V = 24 WF = 2	74% (733)	26.79	F = 649 M = 337 NR = 3	W = 559 NR = 5 B = 411 I = 6 H = 6 AP = 1 O = 1
Spring 2006	16.05	14.93	16.83	15.69	A = 554 T = 82 V = 21 WF = 1	76% (502)	27.49	F = 431 M = 226 NR = 0	W = 343 NR = 5 B = 302 I = 2 H = 5 AP = 0 O = 1
Fall 2006	15.97	14.96	16.61	15.26	A = 836 T = 116 V = 19 WF = 2	76% (740)	26.18	F = 638 M = 334 NR = 1	W = 496 NR = 4 B = 461 I = 1 H = 8 AP = 1 O = 3
Spring 2007	15.95	14.88	16.59	14.89	A = 708 T = 87 V = 12 WF = 1	79% (641)	27.00	F = 537 M = 269 NR = 2	W = 387 NR = 2 B = 411 I = 1 H = 5 AP = 0 O = 2
Fall 2007	16.16	15.25	17.08	16.5	A = 977 T = 82 V = 14	84% (896)	24.85	F = 692 M = 378 NR = 3	W = 555 NR = 4 B = 487 I = 2 H = 11 AP = 2 O = 12
Spring 2008	15.84	14.84	16.65	16.44	A = 728 T = 63 V = 3	84% (670)	25.49	F = 511 M = 281 NR = 2	W = 400 NR = 2 B = 369 I = 1 H = 9 AP = 3 O = 10
2005 - 2008	16	15	17	15	A = 3204 T = 422 V = 80 WF = 4 NR = 2	79% (2932)	26	F = 2414 M = 1287 NR = 11	W = 1991 NR = 13 B = 1639 I = 10 H = 35 AP = 6 O = 18

# Developmental Education Review

## Curriculum, Instruction, and Learning

One of the main objectives of developmental education is to equip students with the skills necessary to succeed at college level courses. The driving force behind this portion of the review is answering the question: Are developmental students succeeding at the college level? This question will be answered from two basic points of view, both of which are snapshots of success.

The first question to be answered is a micropective one.

### Are developmental education students succeeding in the classes beyond their remediation?

For example, how many students that took developmental English courses have passed English Composition I and II? This review considers not only Developmental English but also Developmental Mathematics with corresponding college level courses. Success is considered a grade of C or better, and this question will be answered in two parts.

First, college level course success was measured. This shows the percentage of developmental students who took the college level course and succeeded. It was calculated by dividing the number of successful remedial students in the college level course by the total number of remedial students in the college level course. Thus, repetitive failing attempts were removed.

Secondly, developmental course success was measured. This shows the percentage of developmental students who are succeeding in the successive college level course. This was calculated by dividing the number of successful remedial students in the college level course by the total number of students who had taken the prerequisite developmental course. Repetitive, failing attempts were removed.

### Results

In both Developmental English and Developmental Mathematics, students who attempted to take the successive college level course, typically, succeeded – success averaging above sixty percent. College level course success is a positive in this review..

However, developmental course success is quite dismal. The data shows that most developmental students do not take the successive college level course. Consider, Developmental English over the past three years, only seven and a half percent of the students that took the course succeeded in English Composition II. In mathematics, seventeen percent of Developmental Mathematics students succeeded in College Algebra. While that figure is better, it is not satisfactory. The data seems to answer the question being asked with a voice of NO or RARELY.

The second question to be answered is macroscopic.

**Are developmental education students graduating with a degree from Pearl River Community College?**

This question is answered by looking at the number of students who have taken at least one developmental course and have graduated within the past three years. A percentage was obtained by dividing that number by the total number of developmental students for the past three years.

**Results**

Based on the data, four percent of students that took at least one remedial class graduated in the last three years.

On the next page is a chart that provides specific numbers associated with the information above.

It is important, at this point, to note that the data collected is somewhat limited due to the three year span. Remedial students often take longer than three years to accomplish the core curriculum. They also may take courses out of sequence, putting off a subsequent course two or three semesters. Moreover, there is not a current tracking system for developmental students. So it is quite difficult to determine what is truly happening with individuals. None the less, the snapshots give a basic success trend. Students that make it to college level courses, on average, succeed. Unfortunately, most never make it; they are lost along the way. This concern is discussed further in the recommendations section of the review.

Please note that Reading Comprehension was not addressed in this section. The course is prerequisite to many of the social sciences making it difficult to determine how to measure further success. This issue will also be addressed in the recommendations section of the review.

## Developmental Success in Classes Beyond Remediation

College Level Course	Total College Level Course Attempts	Course Repeats	College Level Course Success	Total Dev. Course Attempts	Dev. Course Success
Comp II w/ Dev Eng	241	37	62.2% (127)	1684	7.5%
College Alg w/ Dev Math	1098	222	64.8% (568)	3304	17.1%

## Developmental Graduation Success

Target Years	Total Developmental Student Population	Total Graduates w/ Developmental Courses	Percentage of Success
Fall 2005 – Spring 2008	3712	147	4.0%

# **Developmental Education Review**

## **Staffing and Resources**

### **Staffing**

A breakdown of part-time versus full-time developmental faculty for the semesters included in this review is provided on the next page. Overall, mathematics has more full-time employees than part-time; while the other areas of interest have more part-time employees than full-time.

### **Resources**

The Reading Comprehension budget and the Developmental English budget are components of the budget of the Department of Humanities and Social Sciences. The budget for Developmental Mathematics, Beginning Algebra, and Intermediate Algebra classes are components of the budget of the Department of Science, Mathematics, and Business. There is no line item distinguishing developmental classes from other classes.

## Developmental Faculty Status: 2005 - 2008

### Spring 2008

Developmental Course	Full-time	Part-time	Unsure
English	4	5	3
Mathematics	13	6	1
Reading	1	4	1

### Fall 2007

Developmental Course	Full-time	Part-time	Unsure
English	5	9	0
Mathematics	13	9	0
Reading	2	4	0

### Spring 2007

Developmental Course	Full-time	Part-time	Unsure
English	4	6	2
Mathematics	10	9	2
Reading	1	6	0

### Fall 2006

Developmental Course	Full-time	Part-time	Unsure
English	5	6	0
Mathematics	9	10	1
Reading	2	5	0

### Spring 2006

Developmental Course	Full-time	Part-time	Unsure
English	5	5	0
Mathematics	13	9	0
Reading	2	3	1

### Fall 2005

Developmental Course	Full-time	Part-time	Unsure
English	5	7	0
Mathematics	11	7	0
Reading	1	3	0



# Developmental Education Review

## Support Services

The Garvin H. Johnston Library and the Student Support Services (SSS) Program support developmental classes. The Learning Lab is a component of the Library, and developmental students spend time each week using computers in the lab to reinforce skills. Certified instructors are also present in the Learning Lab to assist students with each area of developmental education. This component is primarily academic support and does not include advisement and career counseling.

SSS is funded by a federal grant and provides tutorial services and career counseling to students who qualify. Qualifications involve meeting one of the following three criteria: a first generation college student, low-income, or a documented disability. A student must also be a US citizen or permanent resident. The program must have at least 167 students a semester to operate, but can take only 180 – 190 each semester.

From fall 2005 to spring 2008, the average enrollment per semester for developmental students was 885. Clearly, the supports in place are not adequate for the capacity of students needing guidance. Furthermore, SSS is funded by a grant, that may or may not be renewed in the future. Therefore, the issue of inadequate support will be further addressed in the recommendations section of the review.

Pearl River Community College also has counseling and career planning services provided by the staff of the Counseling, Advisement, and Placement Center. This staff is currently too small to handle the work load assigned to them.

None the less, some of the registration improvements, from this department, that have been implemented in the last three years include the following. Teachers have received a thorough copy of information needed to advise students adequately. Students have been assigned an advisor at the beginning of each semester registration, and those lists have been posted in easily accessible places for teachers and students.

Some of the class registration weaknesses still in place include the following. Students are able to register themselves for classes before completing the prerequisites. Students are still able to avoid developmental classes via on-line registration or instructor overrides from different academic departments. Over the last three years, 216 students took English Composition I but were not qualified for the course. Similarly, 324 students took College Algebra but were not qualified for the course. On average, about half the students that take classes for which they are not qualified fail or withdraw.

These issues will also be addressed in the recommendation portion of this review.

# Developmental Education Review

## Response to 2005 - 2006 Report and Recommendations

### Strengths

A recommendation was made in the previous report to evaluate the ACT requirements for enrolling in a developmental mathematics course. This evaluation was completed. Criteria for entering developmental mathematics courses at PRCC are updated and comparable to other local community colleges.

Several recommendations were also made to enhance the registration process of students in remedial courses, to track developmental students through their career at PRCC, and to intensify career counseling and guidance for those students. Many of those recommendations are outstanding.

### Weaknesses

Of the nine recommendations made in the previous report, only two of them have been accomplished, and none of the accomplishments were significant to the problems being addressed.

### Recommendations

A standing committee of developmental teachers should be created to do two things.

- Help implement the recommendations made by this report and others like it.
- Review developmental education, across the disciplines, informally on a continual basis.

(This will also address the previous recommendation that regular meetings of developmental teachers be established.)

The class override button should be limited to department chairs and their specific department. (For example, the English chair could not override a mathematics course.)

Banner should be programmed to reject any registration of a class for which the prerequisite has not been completed successfully. This process may take a while due to limited IT personnel. Thus, priority should be set, preferably on developmental courses.

A more concerted effort should be made to track developmental students through their Pearl River Community College career. As stated in the previous report, this is an issue concerning staffing in the IT department.

A concerted effort should also be made to determine the reasons for developmental students not progressing through the developmental courses to college level courses. Is it due to sociological issues, academic issues, or both? A simple course exit survey administered upon withdrawal of a developmental course might help.

(This should not be indefinite, but rather for an established time that seems sufficient for data collection. A proposed survey is attached.)

The committee recommends that financial demographics of developmental students be included in further data collections. How many developmental students receive federal money?

A means for measuring success beyond the developmental reading course needs to be created.

The committee recommends that IT staffing numbers be evaluated and, possible, boosted.

Developmental Course Exit Survey

Course: \_\_\_\_\_

Instructor: \_\_\_\_\_

Semester: \_\_\_\_\_

Please answer the following questions to the best of your ability.

1. Are you withdrawing completely from school or just from this class? \_\_\_\_\_

2. If you are withdrawing from class, circle the primary reason for taking this action.

- a. avoid being cutout due to absences
- b. attendance has affected your understanding of the material
- c. an effort to evade failing the course
- d. difficulty understanding the instructor
- e. financial issues
- f. family, home, or social issues
- g. other: \_\_\_\_\_

3. If you are withdrawing from school, circle the primary reason for taking this action.

- a. taking on a full-time or part-time job
- b. avoiding multiple failures in courses
- c. family crisis
- d. health concerns
- e. financial concerns
- f. other: \_\_\_\_\_

Please feel free to provide additional information concerning the circumstance of your withdrawal.

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## Developmental Education Review Meeting

### Agenda and Minutes

Monday, March 30, 2009

- Identify the purpose of program review

The chair shared the following with the committee. Program review is the opportunity to provide ideas and methods for improving the current developmental education offered at PRCC. It should be comprehensive, and it should not be focused on merely producing another report.

- Identify the purpose of the committee

The chair shared the following with the committee. The committee is responsible for providing information today and ongoing, as well as, labor to accomplish the purposes of the program review.

- Review 2005 – 2006 program review recommendations

Members of the committee went one-by-one through the previous review. Ultimately, the committee noted that most of the recommendations had not been accomplished. However, the committee also noted that most of the recommendations were still extremely valid and needed to be implemented.

- Determine data needed for program review

Members of the committee wanted to see overall successes for the developmental courses, including graduation rates. Members also wanted to look at developmental placement. Are students being put in developmental courses correctly? Are the problems that the last committee tried to address still in existence? Mrs. Sabrina Brown voiced a concern for the developmental reading program and wanted the issue of two classes condensed to one to be readdressed.

- Determine time lines

Tentatively, assignments, questions, and communication with committee members will be sent via electronic mail. The report should be finished early May.

#### In Attendance

Kelly Tucker, Mathematics Instructor, Chair  
Brenda Wells, Institutional Research Specialist  
Sabrina Brown, Developmental Reading Instructor  
Barbara Mathis, English Instructor  
Karen Bond, Mathematics Instructor