

**PEARL RIVER COMMUNITY COLLEGE
PROGRAM REVIEW**



**DEVELOPMENTAL EDUCATION
2014-2015**

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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 staffing 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.

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.

Pearl River Community College
2011 – 2014 Developmental Education Program Review

Developmental Education Review

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Developmental Education Program Review

Review Dates

Fall 2011 – Spring 2014

Report Published

June 2015

Pearl River Community College

Pearl River Community College
2011 – 2014 Developmental Education Program Review

Introduction

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. Developmental studies are decentralized within the traditional curriculum so that 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 Beginning English and Intermediate English. Students who enter Pearl River with no ACT score are directed to take the Compass. Those with an ACT score of 12 or below on the English portion of the ACT are placed in Beginning English. Students entering with an English ACT score of 13, 14, or 15 are placed in Intermediate English. Students entering with an English ACT score of 16 or greater are placed in English Composition I.

Developmental mathematics classes are: Fundamentals of Mathematics, Beginning Algebra, and Intermediate Algebra. These classes are taught by instructors who also teach higher-level mathematics classes. While students with no ACT scores are directed to take the Compass, the ACT categorization for placement in the mathematics classes is as follows: an ACT mathematics score of 13 or below, Fundamentals of Mathematics; ACT mathematics score between 14 and 15, Beginning Algebra; ACT mathematics score between 16 and 17, Intermediate Algebra. A mathematics ACT score of 18 or above places 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 reevaluated upon the request of the last review committee.

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 the Reading Course.

Developmental classes serve a variety of purposes in the two-year community college setting. In Developmental English, students are immersed in the usage of correct grammar, critical thinking skills, and intensive writing assignments. In Developmental Mathematics, students begin with simple adding and subtracting and proceed through into skills that are components of College Algebra. Reading integrates 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 earn credits toward graduation and that are transferable to four-year institutions. To help students progress through developmental classes at a faster rate, the Mathematics Department has implemented the Emporium Model of course redesign in developmental courses as well as College Algebra. Course redesign allows students to work at an accelerated rate. Students may complete 1, 2, or even 3 courses in one semester.

The data included in this document reviews information from Fall 2011 through Spring 2014.

Developmental Education Review Program Review Committee:

- Martha Lou Smith, Vice President for General Education and Technology Services, Chair
- Karen Bond, Director of Institutional Effectiveness and Chair of Department of Science, Mathematics, and Business/Instructor of Mathematics
- Jenny Brown, Instructor of Mathematics (Forrest County Center)
- Dean Holifield, Chair of Department of Humanities and Social Sciences and Instructor of English
- Jeff Long, Coordinator of Student Life/Instructor of LLS
- Sylvia Martinez, Instructor of Mathematics (Hancock Center)
- Greg Underwood, Department Chair (Forrest County Center), Instructor of English

Data Collection and Analysis

In recent years, internally, there have been questions regarding some of the Pearl River Community College data. These questions came to light as the state data collection and review process has become more thorough. It was noted that in several instances, the data being sent to the state was not accurately reflected in data being analyzed locally. Internal changes have been made and the data collection and analysis process is itself being carefully scrutinized beginning with questioning whether the data truly needed for in depth analysis is being collected and collected accurately.

Keeping this in mind, the majority of the data presented in this Program Review is taken from the Mississippi Community College Board information. Often, that information is at least one year behind. MCCB now compiles what is called a Report Card for each community college in the state. Report Card data is available for 2010-2011 and 2012-2012. The state is also beginning the process of implementing Performance Measures. Included in this Program Review is the information from the fiscal year 2014, but it is basically a reflection of the Report Card data.

In addition to the state data, a brief local summary of Pearl River Community College developmental student data is included. This data is based on information provided by Information Technology.

Table 1: FY14 Mississippi Community College Board Program and Performance Measures for Pearl River Community College

TARGETED OUTCOMES:		
Increase in the number of developmental English students (first-time entering, full-time) enrolling in English Composition I who complete English Composition I (from 76.5% to 78.0%) – (NEW – from page 3 of Report Card.)	2011 DE Enrolled in Eng Comp	202
	2011 Completed Eng Comp	126
		62.4%
	2012 DE Enrolled in English Comp	196
	2012 Completed English Comp	141
		71.9%
	Percent Change	9.6%
Increase in the number of developmental Math students (first-time entering, full-time) enrolling in College Algebra who complete College Algebra (74.1% to 75.0%) – (NEW – from page 3 of Report Card.	2011 DM Enrolled in Col Alg	215
	2011 Completed Col Alg	143
		66.5%
	2012 DM Enrolled in College Alg	205
	2012 Completed Col Alg	158
		77.1%
	Percent Change	10.6%
Increase in the number of developmental English students (first-time entering, full-time) who complete English Composition I (from 42.2% to 43.0%) – (NEW – from page 3 of Report Card. Successfully Completing English Comp I ÷ Headcount in Developmental English their first year. Current report card percentage must be calculated from the numbers provided, but is 42.2%).	2011 Enrolled in DE	438
	2011 Completed Comp I	126
		28.8%
	2012 Enrolled in DE	440
	2012 Completed Comp I	141
		32.0%
	Percent Change	3.3%
Increase in the number of developmental Math students (first-time entering, full-time) who complete College Algebra (%) – 1.00 (NEW – from page 3 of Report Card. Successfully completing College Algebra ÷ Headcount in Developmental Math their first year Current report card percentage must be calculated from numbers provided, but is 27.6%).	2011 Enrolled in DM	701
	2011 Completed College Alg	143
		20.4%
	2012 Enrolled in DM	676
	2012 Completed College Alg	158
		23.4%
	Percent Change	3.0%

Table 2: Report Card 2012 – Pearl River Community College

REPORT CARD 2012 – Pearl River Community College				
	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
TOTAL ENROLLMENT	N	SYSTEM TOTAL N	N	SYSTEM TOTAL N
Headcount	1,219	18,413	6,861	112,630

	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
COLLEGE READINESS ENROLLMENT	N	SYSTEM TOTAL N	N	SYSTEM TOTAL N
Headcount in Developmental courses	712	10,976	2,132	33,719
Enrollment in a Developmental Math courses during the first academic year	645	9,764	1,858	29,001
Enrollment in a Developmental English courses during the first academic year	426	6,032	1,002	14,157
Enrollment in a Developmental Reading courses during the first academic year	282	2,507	588	5,828
<i>Based on 2011-12 enrollment.</i>				

Table 2: Report Card 2012 – Pearl River Community College, cont.

COLLEGE READINESS SUCCESS	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		SYSTEM TOTAL		COMMUNITY COLLEGE		SYSTEM TOTAL	
	N	PCT	N	PCT	N	PCT	N	PCT
Headcount of students in developmental English courses during the first academic year	440		6,214		1,067		14,963	
Students (from row above) enrolled in English Composition I	196	44.5%	3,103	49.9%	465	43.6%	6,427	43.0%
Students (from row above) who successfully completed English Composition I	141	71.9%	2,241	72.2%	328	70.5%	4,681	72.8%
Headcount of students in developmental Math courses during the first academic year	676		10,266		1,970		31,356	
Students (from row above) enrolled in Intermediate Algebra	436	64.5%	6,713	65.4%	1,276	64.8%	20,154	64.3%
Students (from row above) who successfully completed Intermediate Algebra	279	64.0%	4,639	69.1%	822	64.4%	13,434	66.7%
Headcount of students in developmental Math courses during the first academic year	676		10,266		1,970		31,356	
Students (from row above) enrolled in College Algebra	205	30.3%	3,623	35.3%	603	30.6%	10,119	32.3%
Students (from row above) who successfully completed College Algebra	158	77.1%	2,701	74.6%	476	78.9%	7,547	74.6%
<i>Based on fall 2010 cohort and 2010-11 enrollment.</i>								

Table 3: Report Card 2013 – Pearl River Community College

Report Card 2013 – Pearl River Community College				
	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
TOTAL ENROLLMENT	N	SYSTEM TOTAL N	N	SYSTEM TOTAL N
Headcount	1,260	16,879	6,370	104,564

	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
COLLEGE READINESS ENROLLMENT	N	SYSTEM TOTAL N	N	SYSTEM TOTAL N
Headcount in Developmental courses	630	9,895	1,740	28,232
Enrollment in a Developmental Math courses during the first academic year	565	8,727	1,535	24,314
Enrollment in a Developmental English courses during the first academic year	318	5,360	720	11,704
Enrollment in a Developmental Reading courses during the first academic year	186	2,137	352	4,537
<i>Based on 2012-13 enrollment.</i>				

Table 3: Report Card 2013 – Pearl River Community College, cont.

COLLEGE READINESS SUCCESS	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		SYSTEM TOTAL		COMMUNITY COLLEGE		SYSTEM TOTAL	
	N	PCT	N	PCT	N	PCT	N	PCT
Headcount of students in developmental English courses during the first academic year	426		6,032		1,002		14,150	
Students (from row above) enrolled in English Composition I	183	43.0%	3,039	50.4%	425	42.4%	6,076	42.9%
Students (from row above) who successfully completed English Composition I	132	72.1%	2,295	75.5%	303	71.3%	4,528	74.5%
Headcount of students in developmental Math courses during the first academic year	645		9,768		1,858		29,009	
Students (from row above) enrolled in Intermediate Algebra	421	65.3%	6,500	66.5%	1,249	67.2%	18,579	64.0%
Students (from row above) who successfully completed Intermediate Algebra	279	66.3%	4,588	70.6%	785	62.9%	12,386	66.7%
Headcount of students in developmental Math courses during the first academic year	645		9,768		1,858		29,009	
Students (from row above) enrolled in College Algebra	223	34.6%	3,481	35.6%	595	32.0%	9,221	31.8%
Students (from row above) who successfully completed College Algebra	186	83.4%	2,636	75.7%	490	82.4%	6,940	75.3%
<i>Based on fall 2011 cohort and 2011-12 enrollment.</i>								

**Table 4: Summary of PRCC Developmental Courses
(Information includes Fall 2011 – Spring 2014 unless otherwise noted)**

English

Beginning English (no longer offered after Spring 2012): 64.27% passed with a C or better

Intermediate English: 65.59% passed with a C or better

Of the students who took Intermediate English and later took English Composition I, 70.53% passed English Composition I..

Mathematics

Fundamentals of Mathematics: 60.88% passed with a C or better

Beginning Algebra: 50.51% passed with a C or better

Intermediate Algebra: 60.10% passed with a C or better

Of the students who took Intermediate Algebra and later took College Algebra, 84.15% passed College Algebra.

Resources and Additional Information

In October 2009, Pearl River Community College was awarded a five year Title III grant of approximately \$2 million dollars from the U.S. Department of Education's Strengthening Institutions Program and the Higher Education Act entitled Integrated Learner Support System. The PRCC Title III Grant aimed to increase student success and retention through three key components: the development of an integrated Learner Support System, the development of online services and advisement tools, and the development and piloting of Supplemental Instruction supported Developmental Mathematics and English, English Composition I and English Composition II, College Algebra, Biology, Psychology, and World Civilization. Results of the Title III grant can be seen in the final Title III report.

Another aspect of the Title III grant is the Student Success Center. Both the Poplarville Campus and the Forrest County Center have Student Success Centers available to students to help them achieve their educational goals through target support programs and on-line tools. The Student Success Center assists all students from those who are thinking about coming to PRCC to those who have been here a couple of years and are ready to transfer. The following services are some of the offerings of the SSC:

- Academic Support
- Peer Mentoring
- Supplemental Instruction
- Computer Lab
- Quiet Place to Study
- E-Portfolios
- On-line Study Tools
- Career Development
- Transfer Assistance
- Degree Evaluation
- Pre-Core Advisement

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 Reading and English 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. Developmental Mathematics students utilize Math Labs staffed by qualified mathematics instructors.

Student Support Services (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 students each semester.

Pearl River Community College also has counseling and career planning services provided by the staff of

the Counseling, Advisement, and Placement Center.

None the less, some of the registration improvements, from this department, that have been implemented include the following. Teachers have received a thorough copy of information needed to advise students adequately.

Some of the class registration weaknesses still in place include the following: Students are able to register themselves for classes before completing the prerequisites. Instructor overrides still exist within the different academic departments.

Responses to the Recommendations in the 2008 – 2001 Program Review

Recommendations in the 2008 – 2011 Program Review

- The committee recommends including data from Essential College Skills in future Developmental Education Program Reviews.
 - Response: This class was removed from the course offerings in an attempt to help students enter gateway courses sooner.
- 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.)
 - Response: This feature is not yet in place but is part of the items being addressed by the new Information Technology personnel.
- Analysis of Banner processes must be a priority in order to ensure the enforcement of programmed prerequisites.
 - Response: This feature is not yet in place but is part of the items being addressed by the new Information Technology personnel.
- Developmental Instructors from all campuses will meet as a group to discuss scheduling, curriculum, and improvements to developmental courses.
 - Response: This occurs through the meetings help by each discipline.
- A more concerted effort should be made to track developmental students through their Pearl River Community College career. This will be more easily attained by more clearly defining the parameters within which the data is being requested.
 - Response: This is partially being done via the aforementioned state data now being compiled annually. More detailed data will have to be collected at the local level.
- A concerted effort should also be made to determine the reasons developmental students do not successfully progress through the developmental courses to college level courses. Is it due to sociological issues, academic issues, or both?
 - Response: The upcoming QEP will help address this need.

Additional Information

While the actual data from the following situation will not be addressed until the next program review, moving forward, this information is critical to the success of developmental students.

During the 2013 Mississippi legislative session, five bills directly impacting developmental education were part of the session. None of those bills passed, but a clear message was sent. The Mississippi community colleges formed a task force that reviewed developmental education courses that were part of the approved courses. It was quickly realized that number of possible developmental course offerings was not conducive to helping students transition to gateway courses in a timely manner. In addition, national research was reviewed to determine the how best to reform developmental education at Mississippi community colleges. The task force made recommendations to reduce the number of developmental courses in the MCCB Uniform Course Numbering Guide. The recommendations were passed, and Pearl River adjusted accordingly.

Rather than include additional recommendations in this report, Pearl River will be working through the changes made throughout the state adjusting as needs are recognized. The 2015 – 2018 Developmental Program Review will be designed with those changes in mind.

