

PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEW



DEVELOPMENTAL EDUCATION

2011 - 2012

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2008 -2011**

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2008 – 2011 Developmental Education Program Review

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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.

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 Review

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Developmental Education Program Review

Review Dates

Fall 2008 – Spring 2011

Report Published

June 2012

Pearl River Community College

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. 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 or an ACT score of 12 or below 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. The ACT categorization for placement in the mathematics classes is as follows: no ACT score or 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 are transferable to four-year institutions. To help alleviate this problem, Pearl River has allowed nine hours of developmental classes to count toward the acquisition of an AA degree. However, beginning in the Fall of 2011, developmental courses will not count towards graduation. To help students progress through developmental classes at a faster rate, the Math Department has implemented the Emporium Model of course redesign in all 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 2008 through Spring 2011.

Developmental Education Review Program Review Committee:

- Tonyia Benton, English Instructor, Committee Chair
- Karen Bond, Mathematics Instructor
- Angie Barber, Reading Instructor
- Greg Underwood, English Instructor
- As part of the review process, Brenda Wells, Institutional Research Specialist, Alisha Kimball, Assistant Director of Information Technology, and Marjory Thrash, English Instructor were consulted regarding Pearl River Community College's Developmental Education.

Pearl River Community College Developmental Education Demographics Overview

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 in part accounts 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 white females. 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. At that time, it was recommended that individualized career counseling and guidance be provided for those students. Unfortunately, that trend still stands with an average of 71% 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, in the recommendations portion.

The following table provides a comprehensive review of the demographics of PRCC developmental students for semesters including Fall 2008 through Spring 2011.

**Table 1: Pearl River Community College Developmental Education Demographics:
Fall 2008- Spring 2011**

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	2008 – 2011
Composite ACT	16.44	16.20	16.97	16.67	17.14	16.79	16.70
MAT Subscore	15.41	15.19	15.95	15.57	15.98	15.66	15.60
REA Subscore	17.12	16.76	17.49	17.21	17.82	17.48	17.30
ENG Subscore	15.85	15.47	16.51	16.32	16.51	16.01	16.10
Curriculum	A = 935 TC = 183 VO = 39 NR = 3	A = 774 TC = 156 VO = 26 NR = 2	A = 477 TC = 91 VO = 19 NR = 0	A = 447 TC = 68 VO = 8 NR = 1	A = 480 TC = 87 VO = 9 NR = 0	A = 483 TC = 61 VO = 11 NR = 0	A = 3,596 TC = 646 VO = 112 NR = 6
General Studies	72%	73%	69%	71%	69%	73%	71%
Average Age	26.43	27.15	24.67	25.35	23.95	24.28	25.60
Gender	F = 740 M = 416 NR = 4	F = 619 M = 338 NR = 1	F = 383 M = 202 NR = 2	F = 344 M = 179 NR = 1	F = 364 M = 209 NR = 3	F = 363 M = 188 NR = 4	F = 2,813 M = 152 NR = 15
Race	W = 594 B = 532 H = 19 I = 4 AP = 2 O = 6 NR = 3	W = 492 B = 440 H = 9 I = 1 AP = 2 O = 10 NR = 4	W = 336 B = 232 H = 11 I = 1 AP = 1 O = 6 NR = 0	W = 281 B = 225 H = 13 I = 1 AP = 1 O = 2 NR = 1	W = 345 B = 209 H = 7 I = 1 AP = 5 O = 7 NR = 3	W = 302 B = 234 H = 9 I = 1 AP = 2 O = 6 NR = 1	W = 2,350 B = 1,872 H = 68 I = 8 AP = 13 O = 37 NR = 12

Curriculum:
AC – Academic
TC – Technical
VO – Vocational

Gender:
F – Female
M – Male
NR – Not Reported

Race:
W – White
B – Black
H – Hispanic
I – Indian
AP – Asian Pacific Islander
O – Other
NR – Not Reported

Curriculum, Instruction, and Learning

One of the main objectives of developmental education is to equip students with the skills necessary to succeed in college level courses. The driving force behind this portion of the review is to address three areas:

- Success of developmental education students within the developmental education curriculum
- Success of developmental education students in subsequent non-developmental courses
- Graduation of developmental education students from Pearl River Community College

Are developmental education students succeeding in developmental courses?

The grade distribution for each developmental course was examined for each semester, Fall 2008 – Spring 2011. Table 2 lists the percentages of the number of students who received a C or above for their final grade in each developmental course.

Results

The average success rate for students who took Developmental English was 60%. For Developmental Mathematics, the average success rate was 50%. For Developmental Reading, the average success rate was 65%.

Do developmental education students succeed in classes beyond remediation?

College level course success was measured. These data 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. Repetitive failing attempts were removed.

Results

In both Developmental English and Developmental Mathematics, the average success rate for students who attempted to take the successive college level course was fifty-three percent. This average has declined seven percent since the previous review. Table 3 provides percentages of students that took Developmental English and Developmental Math and passed English Composition 1 and College Algebra.

Are developmental education students graduating with either an Associate in Arts or an Associate in Applied Science 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, 28% of students that took at least one developmental class graduated from Pearl River Community College. Table 4 that provides specific numbers associated with the information above.

Data collection is challenging with developmental students due to the three year span. Developmental 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. It is quite difficult to determine what is truly happening with individuals. Nonetheless, the snapshots give a basic success trend. Students that make it to college level courses, on average, succeed. Unfortunately, it appears that many never get that far; 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.

Collectively referred to as Table 5, the grade distributions for developmental classes are provided.

Table 2: Developmental Students Receiving a Final Grade of “C” or Better

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
ENG 0113	59%	57%	63%	50%	60%	55%
ENG 0123	59%	52%	70%	64%	63%	58%
MAT 0113	56%	54%	63%	53%	51%	61%
MAT 0123	45%	39%	42%	44%	40%	43%
MAT 1233	47%	47%	69%	40%	41%	43%
REA 0113	79%	60%	79%	63%	69%	
REA 0123					72%	70%

Table 3: Developmental Students Success in Classes beyond Remediation

College Level Course	Total College Level Course Attempts	College Level Course Success
Developmental English followed by English Composition	1057	47.6% (503)
Intermediate Algebra followed by College Algebra	1311	57.8% (758)

Table 4: Developmental Students Graduation Success

Target Years	Total Developmental Student Population	Total Graduates with Developmental Courses	Percentage of Success
Fall 2008-Spring 2011	3111	878	28.2%

Table 5: Developmental Courses Grade Distribution – Fall 2008 – Spring 2011

Fall 2008: ENG 1013

	Frequency	Percent	Valid Percent	Cumulative Percent
A	34	15.2	15.2	15.2
B	42	18.8	18.8	34.1
C	56	25.1	25.1	59.2
D	17	7.6	7.6	66.8
F	55	24.7	24.7	91.5
W	19	8.5	8.5	100.0
Total	223	100.0	100.0	

Fall 2008: ENG 1023

	Frequency	Percent	Valid Percent	Cumulative Percent
A	25	8.7	8.7	8.7
B	73	25.3	25.3	33.9
C	72	24.9	24.9	58.8
D	27	9.3	9.3	68.2
F	67	23.2	23.2	91.3
I	2	.7	.7	92.0
W	23	8.0	8.0	100.0
Total	289	100.0	100.0	

Fall 2008: MAT 1013

	Frequency	Percent	Valid Percent	Cumulative Percent
A	29	19.6	19.6	19.6
AU	1	.7	.7	20.3
B	28	18.9	18.9	39.2
C	25	16.9	16.9	56.1
D	13	8.8	8.8	64.9
F	44	29.7	29.7	94.6
W	8	5.4	5.4	100.0
Total	148	100.0	100.0	

Fall 2008: MAT 1023

	Frequency	Percent	Valid Percent	Cumulative Percent
A	31	7.9	7.9	7.9
B	57	14.5	14.5	22.4
C	87	22.2	22.2	44.6
D	34	8.7	8.7	53.3
F	110	28.1	28.1	81.4
I	2	.5	.5	81.9
W	71	18.1	18.1	100.0
Total	392	100.0	100.0	

Fall 2008: MAT 1233

	Frequency	Percent	Valid Percent	Cumulative Percent
A	55	11.1	11.1	11.1
B	77	15.6	15.6	26.7
C	99	20.0	20.0	46.7
D	69	13.9	13.9	60.6
F	102	20.6	20.6	81.2
W	93	18.8	18.8	100.0
Total	495	100.0	100.0	

Fall 2008: REA 1013

	Frequency	Percent	Valid Percent	Cumulative Percent
A	72	24.7	24.7	24.7
B	92	31.5	31.5	56.2
C	65	22.3	22.3	78.4
D	3	1.0	1.0	79.5
F	42	14.4	14.4	93.8
I	1	.3	.3	94.2
W	17	5.8	5.8	100.0
Total	292	100.0	100.0	

Spring 2009: ENG 1013

	Frequency	Percent	Valid Percent	Cumulative Percent
A	18	10.4	10.4	10.4
B	41	23.7	23.7	34.1
C	40	23.1	23.1	57.2
D	9	5.2	5.2	62.4
F	49	28.3	28.3	90.8
I	1	.6	.6	91.3
W	15	8.7	8.7	100.0
Total	173	100.0	100.0	

Spring 2009: ENG 1023

	Frequency	Percent	Valid Percent	Cumulative Percent
A	21	9.7	9.7	9.7
B	46	21.3	21.3	31.0
C	46	21.3	21.3	52.3
D	23	10.6	10.6	63.0
F	49	22.7	22.7	85.6
W	31	14.4	14.4	100.0
Total	216	100.0	100.0	

Spring 2009: MAT 1013

	Frequency	Percent	Valid Percent	Cumulative Percent
A	24	19.0	19.0	19.0
B	23	18.3	18.3	37.3
C	21	16.7	16.7	54.0
D	5	4.0	4.0	57.9
F	39	31.0	31.0	88.9
W	14	11.1	11.1	100.0
Total	126	100.0	100.0	

Spring 2009: MAT 1023

	Frequency	Percent	Valid Percent	Cumulative Percent
A	24	9.2	9.2	9.2
B	35	13.4	13.4	22.5
C	42	16.0	16.0	38.5
D	23	8.8	8.8	47.3
F	91	34.7	34.7	82.1
I	1	.4	.4	82.4
W	46	17.6	17.6	100.0
Total	262	100.0	100.0	

Spring 2009: MAT 1233

	Frequency	Percent	Valid Percent	Cumulative Percent
A	33	7.3	7.3	7.3
B	79	17.4	17.4	24.6
C	99	21.8	21.8	46.4
D	63	13.8	13.8	60.2
F	120	26.4	26.4	86.6
I	1	.2	.2	86.8
W	60	13.2	13.2	100.0
Total	455	100.0	100.0	

Spring 2009: REA 1013

	Frequency	Percent	Valid Percent	Cumulative Percent
A	41	25.8	25.8	25.8
B	38	23.9	23.9	49.7
C	17	10.7	10.7	60.4
D	5	3.1	3.1	63.5
F	43	27.0	27.0	90.6
I	1	.6	.6	91.2
W	14	8.8	8.8	100.0
Total	159	100.0	100.0	

Fall 2009: ENG 0113

	Frequency	Percent	Valid Percent	Cumulative Percent
A	83	25.5	25.5	25.5
B	72	22.1	22.1	47.5
C	50	15.3	15.3	62.9
D	30	9.2	9.2	72.1
F	64	19.6	19.6	91.7
I	3	.9	.9	92.6
W	24	7.4	7.4	100.0
Total	326	100.0	100.0	

Fall 2009: ENG 0123

	Frequency	Percent	Valid Percent	Cumulative Percent
A	46	13.1	13.1	13.1
B	119	34.0	34.0	47.1
C	77	22.0	22.0	69.1
D	22	6.3	6.3	75.4
F	58	16.6	16.6	92.0
I	3	.9	.9	92.9
W	25	7.1	7.1	100.0
Total	350	100.0	100.0	

Fall 2009: MAT 0113

	Frequency	Percent	Valid Percent	Cumulative Percent
A	29	14.7	14.7	14.7
B	46	23.4	23.4	38.1
C	49	24.9	24.9	62.9
D	21	10.7	10.7	73.6
F	39	19.8	19.8	93.4
W	13	6.6	6.6	100.0
Total	197	100.0	100.0	

Fall 2009: MAT 0123

	Frequency	Percent	Valid Percent	Cumulative Percent
A	35	7.9	7.9	7.9
B	69	15.6	15.6	23.5
C	80	18.1	18.1	41.5
D	45	10.2	10.2	51.7
F	137	30.9	30.9	82.6
I	1	.2	.2	82.8
W	76	17.2	17.2	100.0
Total	443	100.0	100.0	

Fall 2009: MAT 1233

	Frequency	Percent	Valid Percent	Cumulative Percent
A	48	8.2	8.2	8.2
B	96	16.3	16.3	24.5
C	120	20.4	20.4	44.9
D	72	12.2	12.2	57.1
F	157	26.7	26.7	83.8
I	1	.2	.2	84.0
W	94	16.0	16.0	100.0
Total	588	100.0	100.0	

Fall 2009: REA 0113

	Frequency	Percent	Valid Percent	Cumulative Percent
A	123	31.4	31.4	31.4
B	99	25.3	25.3	56.6
C	88	22.4	22.4	79.1
D	16	4.1	4.1	83.2
F	44	11.2	11.2	94.4
W	22	5.6	5.6	100.0
Total	392	100.0	100.0	

Spring 2010: ENG 0113

	Frequency	Percent	Valid Percent	Cumulative Percent
A	24	13.2	13.2	13.2
B	39	21.4	21.4	34.6
C	29	15.9	15.9	50.5
D	14	7.7	7.7	58.2
F	42	23.1	23.1	81.3
I	2	1.1	1.1	82.4
W	32	17.6	17.6	100.0
Total	182	100.0	100.0	

Spring 2010: ENG 0123

	Frequency	Percent	Valid Percent	Cumulative Percent
A	64	20.8	20.8	20.8
B	75	24.4	24.4	45.3
C	59	19.2	19.2	64.5
D	9	2.9	2.9	67.4
F	62	20.2	20.2	87.6
W	38	12.4	12.4	100.0
Total	307	100.0	100.0	

Spring 2010: MAT 0113

	Frequency	Percent	Valid Percent	Cumulative Percent
A	20	12.3	12.3	12.3
B	38	23.3	23.3	35.6
C	29	17.8	17.8	53.4
D	10	6.1	6.1	59.5
F	52	31.9	31.9	91.4
I	1	.6	.6	92.0
W	13	8.0	8.0	100.0
Total	163	100.0	100.0	

Spring 2010: MAT 0123

	Frequency	Percent	Valid Percent	Cumulative Percent
A	49	14.7	14.7	14.7
B	39	11.7	11.7	26.4
C	60	18.0	18.0	44.4
D	25	7.5	7.5	52.0
F	99	29.7	29.7	81.7
W	61	18.3	18.3	100.0
Total	333	100.0	100.0	

Spring 2010: MAT 1233

	Frequency	Percent	Valid Percent	Cumulative Percent
A	35	6.7	6.7	6.7
B	70	13.3	13.3	20.0
C	103	19.6	19.6	39.6
D	45	8.6	8.6	48.2
F	152	29.0	29.0	77.1
W	120	22.9	22.9	100.0
Total	525	100.0	100.0	

Spring 2010: REA 0113

	Frequency	Percent	Valid Percent	Cumulative Percent
A	61	28.5	28.5	28.5
B	46	21.5	21.5	50.0
C	27	12.6	12.6	62.6
D	5	2.3	2.3	65.0
F	61	28.5	28.5	93.5
W	14	6.5	6.5	100.0
Total	214	100.0	100.0	

Fall 2010: ENG 0113

	Frequency	Percent	Valid Percent	Cumulative Percent
A	27	8.1	8.1	8.1
AU	1	.3	.3	8.4
B	83	25.0	25.0	33.4
C	90	27.1	27.1	60.5
D	25	7.5	7.5	68.1
F	72	21.7	21.7	89.8
I	1	.3	.3	90.1
W	33	9.9	9.9	100.0
Total	332	100.0	100.0	

Fall 2010: ENG 0123

	Frequency	Percent	Valid Percent	Cumulative Percent
A	59	16.0	16.0	16.0
B	104	28.2	28.2	44.2
C	71	19.2	19.2	63.4
D	29	7.9	7.9	71.3
F	64	17.3	17.3	88.6
W	42	11.4	11.4	100.0
Total	369	100.0	100.0	

Fall 2010: MAT 0113

	Frequency	Percent	Valid Percent	Cumulative Percent
A	25	13.2	13.2	13.2
B	49	25.9	25.9	39.2
C	22	11.6	11.6	50.8
D	13	6.9	6.9	57.7
F	54	28.6	28.6	86.2
W	26	13.8	13.8	100.0
Total	189	100.0	100.0	

Fall 2010: MAT 0123

	Frequency	Percent	Valid Percent	Cumulative Percent
A	25	5.3	5.3	5.3
AU	1	.2	.2	5.5
B	92	19.6	19.6	25.1
C	72	15.3	15.3	40.4
D	27	5.7	5.7	46.2
F	185	39.4	39.4	85.5
W	68	14.5	14.5	100.0
Total	470	100.0	100.0	

Fall 2010: MAT 1233

	Frequency	Percent	Valid Percent	Cumulative Percent
A	40	6.9	6.9	6.9
B	97	16.8	16.8	23.7
C	97	16.8	16.8	40.5
D	31	5.4	5.4	45.8
F	212	36.7	36.7	82.5
W	101	17.5	17.5	100.0
Total	578	100.0	100.0	

Fall 2010: REA 0113

	Frequency	Percent	Valid Percent	Cumulative Percent
A	33	29.2	29.2	29.2
B	26	23.0	23.0	52.2
C	19	16.8	16.8	69.0
D	3	2.7	2.7	71.7
F	25	22.1	22.1	93.8
W	7	6.2	6.2	100.0
Total	113	100.0	100.0	

Spring 2011: ENG 0113

	Frequency	Percent	Valid Percent	Cumulative Percent
A	46	13.9	13.9	13.9
B	72	21.8	21.8	35.6
C	105	31.7	31.7	67.4
D	21	6.3	6.3	73.7
F	57	17.2	17.2	90.9
I	3	.9	.9	91.8
W	27	8.2	8.2	100.0
Total	331	100.0	100.0	

Spring 2011: ENG 0123

	Frequency	Percent	Valid Percent	Cumulative Percent
A	72	18.3	18.3	18.3
B	95	24.1	24.1	42.4
C	78	19.8	19.8	62.2
D	20	5.1	5.1	67.3
F	93	23.6	23.6	90.9
I	3	.8	.8	91.6
W	33	8.4	8.4	100.0
Total	394	100.0	100.0	

Spring 2011: MAT 0113

	Frequency	Percent	Valid Percent	Cumulative Percent
A	42	22.5	22.5	22.5
B	55	29.4	29.4	51.9
C	16	8.6	8.6	60.4
D	4	2.1	2.1	62.6
F	52	27.8	27.8	90.4
I	1	.5	.5	90.9
W	17	9.1	9.1	100.0
Total	187	100.0	100.0	

Spring 2011: MAT 0123

	Frequency	Percent	Valid Percent	Cumulative Percent
A	29	6.7	6.7	6.7
B	105	24.3	24.3	31.0
C	50	11.6	11.6	42.6
D	14	3.2	3.2	45.8
F	168	38.9	38.9	84.7
I	1	.2	.2	85.0
W	65	15.0	15.0	100.0
Total	432	100.0	100.0	

Spring 2011: MAT 1233

	Frequency	Percent	Valid Percent	Cumulative Percent
A	31	5.0	5.0	5.0
B	147	23.9	23.9	28.9
C	87	14.1	14.1	43.1
D	15	2.4	2.4	45.5
F	235	38.2	38.2	83.7
I	1	.2	.2	83.9
W	99	16.1	16.1	100.0
Total	615	100.0	100.0	

Spring 2011: REA 0123

	Frequency	Percent	Valid Percent	Cumulative Percent
A	53	13.6	13.6	13.6
AU	1	.3	.3	13.9
B	132	33.9	33.9	47.8
C	87	22.4	22.4	70.2
D	19	4.9	4.9	75.1
F	68	17.5	17.5	92.5
I	1	.3	.3	92.8
W	28	7.2	7.2	100.0
Total	389	100.0	100.0	

Staffing and Resources

Staffing

A dissemination of part-time versus full-time developmental faculty for the semesters included in this review is provided Table 6. The data includes the faculty members from all PRCC locations. Most developmental education faculty also teach non-developmental general education courses.

Resources

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

Table 5: Status of Developmental Education Faculty

	English		Mathematics		Reading	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Fall 2008	5	9	14	9	3	3
Spring 2009	5	10	10	6	2	2
Fall 2009	4	11	16	9	4	3
Spring 2010	6	9	13	7	3	3
Fall 2010	6	14	14	8	4	6
Spring 2011	6	10	15	9	4	6

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 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.

From Fall 2008 to Spring 2011, the average enrollment per semester for developmental students was 727 which is lower than the previous review. 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.

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 aims 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.

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

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 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. Instructor overrides still exist within

the different academic departments.

Response to 2008 -2011 Report and Recommendations

Strengths

A recommendation was made in the previous report to create a standing committee of developmental teachers to help implement recommendations made by this report and others like it and to review developmental education across the disciplines on a continuous basis. This recommendation has been implemented, and a standing committee is now in place.

Weaknesses

Of the eight recommendations made in the previous report, only one of them has been fully implemented. Since only one of the recommendations was implemented, this committee decided to continue to work on the implementation of the previous recommendations and the provide some additional recommendations for this Review.

Recommendations

- The committee recommends including data from Essential College Skills in future Developmental Education Program Reviews.
- 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.)
- Analysis of Banner processes must be a priority in order to ensure the enforcement of programmed prerequisites.
- Developmental Instructors from all campuses will meet as a group to discuss scheduling, curriculum, and improvements to developmental courses.
- 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.
- Data needed to complete the Developmental Review and other similar reports should be easily accessible to Department Chairs and Standing Developmental Committee. Again, the specifics of this data will be more clearly defined.
- 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? A simple course exit survey administered upon withdrawal of a developmental course could provide useful data. The Course Exit Survey is included in this document in Appendix B.

Appendix

Appendix A – Developmental Education Review Meeting Minutes

Appendix B – Course Exit Survey

Appendix A

Developmental Education Review Meeting Minutes Monday, March 30, 2009

- Identify the purpose of program review

Title 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

Appendix B

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.