

Summer Developmental Program Manual



Board of Trustees of State
Institutions of Higher Learning

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SUMMER DEVELOPMENTAL PROGRAM

The Summer Developmental Program is an intensive program which concentrates on high school subject areas (English, reading, and mathematics) applicable to success in first-year college courses.

Appendix A contains the IHL Board Policies for Academic Affairs (section 500) and Student Affairs (section 600). Section 601 – Admission Standards references the guidelines set forth in this manual. Section 602 – Freshman Admission Requirements for University System Institutions, specifically subsections C, D, and E, outlines the criteria for admission, completion, and continuation of students in the Summer Developmental Program. Section 608 establishes 17 as the minimum ACT subject area scores for placement in mathematics, English, and reading; however, it gives each IHL university the authority to require higher ACT subject area scores. The institution-set placement scores are listed in Appendix B.

Appendix C identifies the Summer Developmental Program contacts at each IHL university.

COURSE CREDITS

Students participating in the Summer Developmental Program will enroll in the deficient subject area or subject areas along with the learning skills laboratory. Subject area deficiencies will be determined based on ACT subscores and/or ACCUPLACER scores. The Summer Developmental Program courses will not count toward graduation at any of the eight public institutions. The summer developmental courses are the following:

- Developmental English
- Developmental Reading
- Developmental Mathematics
- Learning Skills Laboratory

(05/22/20) Institutional and IHL reporting of these courses is based on the course subject and prefix number as opposed to the course title; therefore, an institution may choose to name these courses something other than “developmental” as long as the content meets the criteria to satisfy the Summer Developmental Program requirements.

CURRICULUM

IHL-adopted textbooks will be used for the English, mathematics, and readings courses. These textbooks have accompanying software and may be ordered in bundles. The learning skills laboratory will focus on academic skills development in reading, English, mathematics, and other college readiness areas, such as study skills, test taking, learning resources, and time management. Computer-assisted tutorials and learning skills development will be used for laboratory sections, consistent with academic

support programs.

TEXTBOOKS

The process for recommending a change to an IHL-adopted textbook for Summer Developmental Program courses is to submit a request to the institution that is assigned to manage the subject area (Appendix D). Developmental education faculty from the managing institution will conduct a review and either support or deny the recommendation. The institutions responsible for managing the textbooks by subject area are also responsible for the exit examinations by subject area. *For the 2020-21 Summer Developmental Program, institutions will use the textbooks that were selected for the 2019-20 Summer Developmental Program.

ACADEMIC SUPPORT

Academic support for the Summer Developmental Program will consist of academic advising, personal and career counseling, tutorials, assistance with learning strategies, and study skills.

SUMMER TERMS

The summer term for Summer Developmental Program courses may range in length at the discretion of the institution offering the program as long as appropriate contact minutes are met. Additionally, institutions will have the discretion of identifying dates for the SDP as long as they meet the contact minutes requirement. Students must be enrolled for the entire term to receive credit. Exceptions will be made for Mississippi students whose high school spring term is completed after the beginning of the summer term. The program will be closed after the first week to both in-state and out-of-state students; the decision to admit beyond this point is not academically sound. *For the 2020-21 Summer Developmental Program, institutions may offer SDP during the summer or during the fall utilizing the pilot program developed by Jackson State University in response to COVID-19.

CONTACT MINUTES

A minimum of 2,250 contact minutes is required for each three-hour lecture-based course. The Learning Skills Laboratory will require 4,500 minutes.

The Summer Developmental Program Courses shall be taught in an in-person, face-to-face format. This does not preclude the usage of digital enablements (e.g., Blackboard, Canvas, MyLabs). *Due to COVID-19, 2020 Summer Developmental Courses may be taught online.

STUDENT CAPACITY

Student capacity will be determined by the institution concerned in relationship to faculty and skills laboratory resources. However, there shall be a maximum enrollment of 25 students per class section.

A university may choose to establish and enforce a minimum enrollment for each class section.

CLASSROOM ASSESSMENT

Classroom assessment shall consist of a combination of several measures of learning, such as active class participation, written papers, and graded class assignments. Students will be required to complete a common examination at the end of the summer. Questions for the examination will be generated by faculty from each discipline: namely, English, mathematics, and reading. The examination is designed to evaluate program effectiveness as well as student learning. Results on the common examination will determine 25% of the student's final grade in each course. *For the 2020-21 Summer Developmental Program, institutions will use the examinations that were developed for the 2019-20 Summer Developmental Program.

LABORATORY ASSESSMENT

Learning Skills Laboratory assessment shall include progress toward goals, active participation, completion of tasks, and accuracy of work.

PROGRAM EXPECTATIONS

Program expectations shall include academic honesty, daily attendance, full participation, completion of assignments, and appropriate classroom conduct. Students having three unexcused absences in the Summer Developmental Program courses will be dismissed from the university immediately. Excused and unexcused absences are determined by the institution in which the student is enrolled for the Summer Developmental Program. Students will be brought in for counseling immediately following each of the first two unexcused absences and dismissed from the university after the third.

PASSING GRADES, MEANING OF GRADES, AND GRADING SCALE

A grade of “C” or above will be a passing grade. The standard for the passing grade of “C” should mean that the student is ready for intermediate-level algebra, intermediate-level reading, and intermediate-level English in the fall term with continued academic support.

Grading Scale

A	90-100
B	80-89
C	70-79
D	60-69

ELIGIBILITY FOR ENROLLMENT IN FALL SEMESTER COURSES

Students required to participate in the Summer Developmental Program who pass the subject area or areas in which they are enrolled as well as the learning skills laboratory with a grade of “C” or higher are eligible for continued enrollment in an IHL university in the fall term. (See IHL Policy § 602.C.2.).

ACCUPLACER FOR PLACEMENT

Pre-test Scores to Bypass the Summer Developmental Program

The recommended time to start administering the ACCUPLACER for placement into the Summer Developmental Program (or bypass of the Summer Developmental Program) is February but institutions may start administering the examination earlier. The recommended time to stop administering the ACCUPLACER for placement into the Summer Developmental Program (or bypass of the Summer Developmental Program) is the day before the first day of the Summer Developmental Program but institutions may stop administering the examination earlier.

Scores on ACCUPLACER tests taken before the Summer Developmental Program will be used to assist in determining whether students may bypass the specified courses in the Summer Developmental Program and enroll in intermediate courses as follows:

- Intermediate Mathematics - Students may be allowed to bypass the Summer Developmental Program and enroll in Intermediate Mathematics during the fall semester if their scores on the Next Generation Quantitative Reasoning, Algebra, and Statistics section of the ACCUPLACER examination are **247** or higher.

- Intermediate English - Students may be allowed to bypass the Summer Developmental Program and enroll in Intermediate English during the fall semester if their scores on the Next Generation Writing section of the ACCUPLACER examination are **255** or higher.
- Intermediate Reading - Students may be allowed to bypass the Summer Developmental Program and enroll in Intermediate Reading during the fall semester if their scores on the Next Generation Reading section of the ACCUPLACER examination are **255** or higher.

All eight institutions shall use the same scores to determine whether a student may bypass a subject area or subject areas in the Summer Developmental Program. A student must wait 30 days between ACCUPLACER test administrations.

Test Scores at the End of the Summer Developmental Program

(05/21/20) Taking the ACCUPLACER at the end of the Summer Developmental Program is now optional. Students who want to attempt to test out of Intermediate courses must take the ACCUPLACER test by the deadline established by the attending institution. *Students who choose not to take the ACCUPLACER at the end of the Summer Developmental Program will be required to take the next level of courses offered by the attending institution. Some institutions may require intermediate-level courses while others may require college-level courses with co-requisite support courses.*

The recommended time for the ACCUPLACER test to be taken at the end of the Summer Developmental Program is during the week of the common examination.

Scores on ACCUPLACER tests taken at the end of the Summer Developmental Program will be used to assist in determining whether passing students may enroll in regular college-level courses or must enroll in intermediate courses as follows:

- College-Level Mathematics - Passing students will be allowed to enroll in college-level mathematics during the fall semester if their scores on the Next Generation Quantitative Reasoning, Algebra, and Statistics section of the ACCUPLACER examination are **253** or higher. Those with scores below **253** will be required to enroll in Intermediate Mathematics.
- College-Level English - Passing students whose ACCUPLACER Next Generation Writing scores are **258** or higher will be allowed to enroll in English Composition during the fall semester. Those with scores below **258** will be required to enroll in Intermediate English.
- Passing students whose ACCUPLACER scores in Next Generation Reading are below **258** will be required to enroll in Intermediate Reading.

All eight institutions shall use the same scores to determine whether a student may enroll in regular college-level courses, must enroll in intermediate courses for a subject area, or must enroll in subject areas in the Summer Developmental Program.

ACCUPLACER SCORES AS PART OF STATEWIDE DATABASE

Scores on the ACCUPLACER tests at all eight IHL universities will become part of a statewide database and distributed to all eight IHL institutions. Students will be tracked according to summer grades and ACCUPLACER scores. The data collection deadlines for Summer Developmental Programs are listed in Appendix E. Reports based on these data as well as reports requested by Summer Developmental Program directors are available in Appendix F.

YEAR-LONG ACADEMIC SUPPORT PROGRAM

This Year-Long Academic Support Program is designed to assist those students admitted with academic deficiencies, as well as other volunteer students, with their freshman courses (IHL Policy § 602.D.). Students who are required to enroll in one or more Summer Developmental Program courses must participate in the year-long Academic Support Program or some other IHL-recognized intervention strategy to promote success in the courses in which they are not fully prepared, according to ACT subscores and will not be permitted to take more than 17 hours. This course may carry credit similar to a freshman orientation course.

Note:

Changes to the policies stated in this manual must be approved by IHL Chief Academic Officers. Once approved, the Summer Developmental Program Manual becomes part of IHL Board Policy Section 601. The appendices are not part of this manual and will be updated as necessary by IHL staff.

APPENDICES

APPENDIX A

Mississippi Institutions of Higher Learning Board of Trustees

Policies and Bylaws for Academic Affairs and Student Affairs

APPENDIX B

Minimum ACT Subject Area Scores by University

IHL Board Policy 608 establishes 17 as the minimum ACT subject area scores for Mathematics, English, and Reading; however, it gives each IHL university the authority to require higher ACT subject area scores.

University	English Composition I	College Algebra	Intermediate Reading
ASU	17	17	17
DSU	17	20	17
JSU	17	17	17
MSU	17	19	17
MUW	17	19	17
MVSU	17	17	17
UM	17	19	17
USM	20	20	17

APPENDIX C

Mississippi Institutions of Higher Learning Summer Developmental Program Contacts

Alcorn State University

Valerie Thompson, Dean
Rickey Coleman, Director
University College
Lanier Hall, Room 206
1000 ASU Drive 900
Alcorn State, MS 39096-7500
Phone: (601) 877-3968
Email: valerie@alcorn.edu
Email: rlcoleman@alcorn.edu

Delta State University

Tricia Killebrew, Director
Division of Student Success
Union 302B – DSU Box 3232
Cleveland, MS 38733
Phone: (662) 846-4899
Email: tkillebrew@deltastate.edu

Jackson State University

MeShonya Wren-Coleman
Director of Educational Opportunities
P.O. Box 18240
Jackson, MS 39217
Phone: (601) 979-7087
Email:
meshonya.m.wren-coleman@jsums.edu

Mississippi State University

Diane Daniels, Director
Office of the Provost
P.O. Box BQ
Mississippi State, MS 39762
Phone: (662) 325-1353
Email: ddaniels@sdp.msstate.edu

Mississippi University for Women

David Brooking, Director
Cameron Eaves, Assistant Director
1100 College Street, W-1633
Columbus, MS 39701-5800
Phone: (662) 329-7138
Email: dmbrooking@muw.edu
Email: ceaves@muw.edu

Mississippi Valley State University

Billy Benson, Interim Dean
Larry Kinds, Director
Lanetta Gordon, Coordinator
University College
14000 Hwy 82W, MVSU 7232
Itta Bena, MS 38941-1400
Phone: (662) 254-3446
Email: billy.benson@mvsu.edu
Email: larry.kinds@mvsu.edu
Email: llgordon@mvsu.edu

University of Mississippi

Patricia Treloar, Director
132 Johnson Commons East
University, MS 38677
Phone: (662) 915-7426
Email: ptreloar@olemiss.edu

University of Southern Mississippi

Toni H. Anderson, Instructor
School of Interdisciplinary Studies &
Professional Development
118 College Drive #5112
Hattiesburg, MS 39406
Phone: (601) 266-6236
Email: toni.anderson@usm.edu

Mississippi Institutions of Higher Learning

Casey Prestwood
3825 Ridgewood Road
Jackson, MS 39211
Phone: (601) 432-6458
Email: cprestwood@mississippi.edu

APPENDIX D

Mississippi Institutions of Higher Learning Approved Textbooks for Summer Developmental Programs

Developmental English Textbook

Fawcett, S. (2018). *Evergreen: A Guide to Writing with Readings* (11th Edition). Boston, MA: Wadsworth Cengage Learning.
ISBN-13: 978-1337097048

Developmental Mathematics Textbook

McKeague, C. (2010). *Introductory Algebra: Concepts and Graphs*. San Luis Obispo, CA: XYZ Textbooks.
ISBN-13: 978-1936368020 packaged w/ software / Look for QR/stats supplement

Developmental Reading Textbook

Langan, J. (2014). *Ten Steps to Improving College Reading Skills* (6th Edition). West Berlin, NJ: Townsend Press.
ISBN-13: 978-1591944232

Vocabulary Textbook (Optional)

Nist, Sherry L. (2009). *Improving Vocabulary Skills*. West Berlin, NJ: Townsend Press.
ISBN-13: 978-1591941910

Institutions Responsible for Textbooks and Examinations by Subject Area

Developmental English

- Jackson State University – Sherry Rankin
- Mississippi University for Women – Claudia McDavis

Developmental Mathematics

- Mississippi State University – Diane Daniels (lead)
- Delta State University – Tricia Killebrew
- University of Mississippi – Patricia Treloar

Developmental Reading

- Jackson State University – Monica Lawrence-Rees (lead)
- Mississippi Valley State University – Melissa Ivory
- University of Southern Mississippi – Toni Anderson

APPENDIX E

Mississippi Institutions of Higher Learning Summer Developmental Program Data Collection

The IHL Summer Developmental Program Data Collection spreadsheet collects information on an institution's Summer Developmental Program enrollment by ethnicity and residency. It also collects information on individual ACCUPLACER scores. The template may be accessed at the following address:

http://www.mississippi.edu/research/downloads/datadictionary/accuplacer_template.xls

Deadline	Report Title
June 15	Tables A through F of Summer Developmental Program Data Collection spreadsheet with pre-test scores
August 31	Complete Summer Developmental Program Data Collection spreadsheet with post-test scores, course grades, and comments added

APPENDIX F

Mississippi Institutions of Higher Learning ACCUPLACER Score Report Contacts

Institution	Contact	Email	Fax
ASU	Katangelia Tenner	ksampson@alcorn.edu	601.877.6374
DSU	Tricia Killebrew	tkillebrew@deltastate.edu (preferred)	662.846.4850
JSU	Dr. Meshonya Wren-Coleman	Meshonya.m.wren-coleman@ jsums.edu	601.203.6191
MSU	Michelle Hargett	lmh485@msstate.edu (preferred)	662.325.7360
MUW	Cameron Eaves	mcmeaves@muw.edu	662.241.6035
MVSU	Larry Kinds	larry.kinds@mvsu.edu	662.254.7900
UM	James Corner	jcorner@olemiss.edu	662.915.5869
USM	Director of Admissions	admissions@usm.edu	601.266.5166