



# PIEDMONT TECHNICAL COLLEGE

## PROCEDURE

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**TITLE:** Length of Time in College Preparatory Classes

**RELATED POLICY AND PROCEDURES:** 3-2-2040 Length of Time in College Preparatory Classes

**DIVISION OF RESPONSIBILITY:** Academic Affairs

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**June 24, 2013**

**October 30, 2019**

**October 30, 2019**

**Date Approved by President**

**Date of Last Review**

**Date of Last Revision**

### **Administrative Responsibilities**

It is the responsibility of the Dean of Instructional Development and Academic Support to review and revise this procedure.

### **Procedure**

#### **A. Procedural Responsibilities**

1. The Office of Institutional Research, Planning, and Effectiveness provides the Dean of Instructional Development and Academic Support Division a list of students, segregated by subject area (math, reading, and/or English) who were unsuccessful (earned a grade of NC) in two attempts (eight credit hours) of the subject.
2. The Dean of Instructional Development and Academic Support meets with an assigned counselor from Career Planning and Counseling as well as the Coordinators of Developmental English, Math, and Reading to review the records of students who:
  - a. Were unsuccessful (earned a grade of NC) in two attempts of Developmental English (ENG 012/032).



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- b. Were unsuccessful (earned a grade of NC) in two attempts of Developmental Math (MAT 011/031, 012/032).
  - c. Were unsuccessful (earned a grade of NC) in two attempts of Developmental Reading (RDG 012/032).
  - d. Were unsuccessful (earned a grade of NC) in two attempts of Integrated Developmental Reading and English (RWR 012/032).
3. The purpose of the review is to identify factors that have contributed to the students' poor academic performance in one or more of the developmental classes (see a-d above).
  4. Taking into consideration the results of the review, the committee proceeds with individualized intervention ([Student Success](#)) plans for each student.

#### **B. Individualized Student Success Plan**

1. The Dean of Instructional Development and Academic Support or the Division's Administrative Assistant will try to contact the students to let them know they need to meet with a counselor in Career Planning and Counseling as well as with the appropriate Program Coordinator(s) from the division.
2. Before the students can complete a third semester in a developmental class, they will complete (and document with signatures of appropriate parties including the student) the following steps:
  - a. Meet with the appropriate Program Coordinator(s) for skills assessment and completion of a student success plan prior to registration.
  - b. Meet with a Career Planning and Counseling counselor at least twice prior to midterm to discuss progress in the developmental course(s) in which they are enrolled.
  - c. Meet with the appropriate Program Coordinators for review of academic progress.
  - d. Attend any recommended tutoring sessions.



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#### C. Final Review

1. Should students fail to successfully complete a third attempt (12 hours) in a developmental class (ENG, MAT, RDG, or RWR), a committee composed of the Coordinator(s) of the developmental course in question (English, math, and/or reading); the Division Dean; and a designated counselor from Career Planning and Counseling meet to determine a recommendation for future action.
2. This recommendation is submitted via email to the Vice President for Academic Affairs and could include, but would not be limited to, one of the following recommendations along with justification for the recommendation(s):
  - a. The student has experienced extenuating circumstances that prevented successful completion of the course(s). The Committee feels these Circumstances were outside of the student's control and should not prevent him/her from attempting another needed developmental course(s).
  - b. The Committee has reassessed the students' skills in the needed course(s) and recommends the student be enrolled in the next level course needed in his/her program area.
  - c. The Committee feels the student will not benefit from additional developmental courses at the College and recommends referring the student to an Adult Education Program.