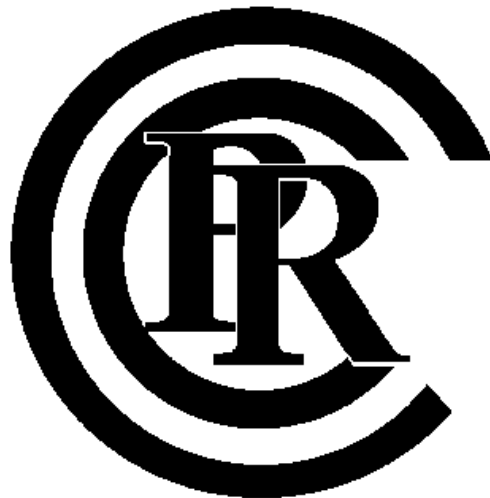


**STRATEGIC PLAN
and
INTERNAL PERFORMANCE INDICATORS**

**FINAL REPORT
2012 - 2013**



PEARL RIVER COMMUNITY COLLEGE

**POPLARVILLE – HATTIESBURG – WAVELAND
MISSISSIPPI**

**STRATEGIC PLAN
and
INTERNAL PERFORMANCE INDICATORS**

FINAL REPORT

2012 - 2013

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**PRESIDENT'S
LETTER**



Dr. William A. Lewis, president



Several years ago we were struggling as a college with how we could make positive and significant improvements in our college. We had an active Strategic Plan that was being updated each year. Our faculty, staff and students do a lot of planning and organizing. The college leadership team seeks out national trends and themes that are progressive and fit our student climate. Something seemed to be missing. A driving force needed to be in place that would help encourage the positive change that we needed.

By coincidence, about this same time, we were exposed to the writings of Jim Collins, and in particular, his book entitled, *From Good to Great*. In this book, the author discussed how organizations that were functioning at an acceptable level moved to a higher level of service. He outlined the common steps that these organizations took to enhance their performance. The book simply made a lot of sense.

The college adopted Jim Collins' theme and modified it somewhat. Using the motto, *Moving From Good to Great*, our college found the impetus we needed to help us take that next step to enhance our service to our students and our community.

Over the past several years, we have seen our faculty, staff, students and alums buy into the notion that we are in a continuous mode of improvement and that we can move our level of institutional service from good to great. The struggle we find ourselves in now is how we determine if we are truly improving.

One thought that we have embraced is how well we are doing in meeting national standards in the classroom, in the arts, in our workforce education programs and in athletics. There are many of these standards of achievement that we could compare ourselves to, but one recognition that the college has received has led us to believe that we are making positive strides. The Aspen Prize for Community College Excellence has been awarded annually for the past two years. This national award recognizes colleges that have met certain criteria as determined by the federal IPEDS report.

We are pleased that Pearl River Community College has been named as a finalist for this award the past two years. This signifies that the college is in the top 10% of colleges nationwide when measured against the Aspen Prize criteria.

As you read this report, you will find other significant accomplishments that our students, faculty, staff and alums have achieved this past year. While we are pleased with these achievements, we recognize that our college is committed to the continuous improvement model. We believe that our new motto of *Moving From Good to Great* will lead us in making the positive and significant improvements that our institution needs to continuously improve our service.

2012-13 Highlights

- ◆ Spirit of the River marching band represents state in 2013 Presidential Inaugural Parade.
- ◆ String of Pearls team wins national dance championship.
- ◆ Phi Theta Kappa wins five national awards.
- ◆ RiverRoad serves as FAME host choir in New York City.
- ◆ Wildcat men's soccer team wins MACJC and Region 23 championships.
- ◆ Lady Wildcats win MACJC and Region 23 championships in soccer.
- ◆ Wildcats win MACJC men's basketball championship.
- ◆ Mississippi Business Journal names Dr. Adam Breerwood, vice president for the Poplarville campus and Hancock Center, as a Top 40 Under 40 leader.
- ◆ First Honors Institute students graduate.
- ◆ MAEOP names Brenda Wells, institutional research director, state Administrator of the Year.
- ◆ Three Skills USA state winners compete nationally.
- ◆ The BestSchools.org ranks PRCC as the nation's 28th best community college.
- ◆ Marvin R. White Coliseum and Marion Hall men's dormitory are under construction.



HISTORY
of
PEARL RIVER
COMMUNITY COLLEGE

HISTORY OF PEARL RIVER COMMUNITY COLLEGE

Pearl River Community College (PRCC) is among the oldest colleges of its kind in the South and is the pioneer junior college in Mississippi. PRCC began its journey as the State's first county agricultural high school in the first decade of the twentieth century and has since been a pathfinder for advanced education in South Mississippi.

Pearl River County Agricultural High School (PRCAHS), the first in the State, opened its doors in 1909. For the first eleven years, the school was devoted solely to educating high school age students in academic studies and in agricultural and home sciences. In 1921, PRCAHS became the first agricultural high school to offer freshman college courses, and was soon renamed Pearl River Junior College. The institution's name was changed to Pearl River Community College on July 1, 1988. The name change reflects the comprehensive academic, career, technical, and community services programs that are offered through the College.

The College operates multi-instructional sites. A post-secondary vocational-technical center was built in 1969 in Hattiesburg and developed into the Pearl River Community College Forrest County Center. This facility has been expanded several times, with the most recent addition being a new library and classroom building that opened in the Spring of 2006. The Hancock Center opened in Waveland in January 2005, only to be destroyed by Hurricane Katrina on August 29, 2005. The Hancock Center reopened in late 2006. The Lowery A. Woodall Advanced Technology Center opened in Hattiesburg in October 2004.

FINANCIAL OVERVIEW

**Pearl River Community College
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Pearl River Community College
Current Unrestricted Funds
Summary Statement of Revenues and Expenditures
For the Years Ended 2011-2012 and 2012-2013

	<u>2011-2012</u>	<u>% To Total</u>	<u>2012-2013</u>	<u>% To Total</u>	<u>Increase (Decrease)</u>
Revenues					
Student Fees	12,464,186	38.44%	13,600,096	40.19%	1,135,910
County Support	3,156,587	9.73%	3,156,587	9.33%	0
State Support	15,513,684	47.84%	16,143,759	47.70%	630,075
Federal Support	592,775	1.83%	418,140	1.24%	(174,635)
Private Gifts, Grants, and Contracts	175,000	0.54%	154,373	0.46%	(20,627)
Investment Income	88,442	0.27%	76,552	0.23%	(11,890)
Sales and Svc of Educ Activities	130,234	0.40%	158,245	0.47%	28,011
Other Sources	304,585	0.94%	134,147	0.40%	(170,438)
Total Revenues	<u>32,425,493</u>	<u>100.00%</u>	<u>33,841,899</u>	<u>100.00%</u>	<u>1,416,406</u>
Expenditures					
Instructional - Academic	8,632,806	26.62%	9,037,738	26.71%	404,932
Instructional - Career Technical	5,772,549	17.80%	5,746,589	16.98%	(25,960)
Instructional - Parttime/Adjuncts	1,345,889	4.15%	1,418,607	4.19%	72,718
Instructional Support - Library	1,139,685	3.51%	1,170,542	3.46%	30,857
Student Services	3,842,591	11.85%	4,055,893	11.98%	213,302
Institutional Support	7,260,980	22.39%	7,907,393	23.37%	646,413
Operation of Plant	4,430,993	13.67%	4,505,137	13.31%	74,144
Total Expenditures	<u>32,425,493</u>	<u>100.00%</u>	<u>33,841,899</u>	<u>100.00%</u>	<u>1,416,406</u>

**Pearl River Community College
Current Unrestricted Funds
Schedule of Revenue**

	<u>2011-2012</u>	<u>2012-2013</u>	<u>Increase (Decrease)</u>
Educational Revenues			
Student Fees			
Academic			
Full Time Tuition - IS	4,238,233	5,017,310	779,077
Part Time Tuition - IS	2,162,774	2,162,774	0
Full Time Tuition - OS	169,588	177,250	7,662
Part Time Tuition - OS	39,329	36,724	(2,605)
Full Time Fees - OS	216,579	211,624	(4,955)
Part Time Fees - OS	72,761	40,127	(32,634)
Lab Fees	1,030,708	1,036,992	6,284
Technology Fee	181,575	193,925	12,350
Registration Fee	181,575	193,925	12,350
	<u>8,293,122</u>	<u>9,070,651</u>	<u>777,529</u>
Total Academic			
Vocational			
Full Time Tuition - IS	502,802	530,950	28,148
Part Time Tuition - IS	7,500	41,400	33,900
Full time Tuition - OS	8,250	8,500	250
Part Time Tuition - OS	1,800	1,200	(600)
Full Time Fees - OS	8,692	10,191	1,499
Part Time Fees - OS	1,800	1,200	(600)
Program and Course Fees	170,997	166,070	(4,927)
Technology Fee	12,425	20,425	8,000
Registration Fee	12,425	20,425	8,000
Other Fees - Nursing Assistant Program	33,000	53,000	20,000
	<u>759,691</u>	<u>853,361</u>	<u>93,670</u>
Total Vocational			
Technical			
Full Time Tuition - IS	1,877,499	2,122,000	244,501
Part Time Tuition - IS	466,082	466,082	0
Full time Tuition - OS	48,000	57,000	9,000
Part Time Tuition - OS	7,930	8,200	270
Full Time Fee - OS	57,552	71,343	13,791
Part Time Fees - OS	9,978	8,499	(1,479)
Program and Course Fees	460,052	508,459	48,407
Technology Fee	61,200	66,591	5,391
Registration Fee	61,200	66,591	5,391
	<u>3,049,493</u>	<u>3,374,765</u>	<u>325,272</u>
Total Technical			

**Pearl River Community College
Current Unrestricted Funds
Schedule of Revenue**

	<u>2011-2012</u>	<u>2012-2013</u>	<u>Increase (Decrease)</u>
Other Student Fees			
Orientation	146,100	0	(146,100)
Transcripts	11,981	38,775	26,794
ACT/GED Testing	22,833	48,167	25,334
ID Card Fees	11,078	17,402	6,324
VCC Fees	109,133	156,400	47,267
Deferment Fees	60,755	40,575	(20,180)
	<hr/>	<hr/>	<hr/>
Total Other Student Fees	361,880	301,319	(60,561)
Total Student Fees	12,464,186	13,600,096	1,135,910
General Revenues			
County Support			
Forrest	557,687	557,687	0
Hancock	1,032,000	1,032,000	0
Jefferson Davis	109,900	109,900	0
Lamar	493,000	493,000	0
Marion	264,000	264,000	0
Pearl River	700,000	700,000	0
	<hr/>	<hr/>	<hr/>
Total County Support	3,156,587	3,156,587	0
State Support			
General			
General Appropriations	8,917,396	9,247,142	329,746
Health Insurance	1,564,500	1,485,536	(78,964)
Technology Appropriation	200,689	179,113	(21,576)
Rural Health Corp Appropriation	74,907	75,742	835
Dropout Recovery Pilot	100,000	100,000	0
A.D.N. Funding	104,379	96,923	(7,456)
One Stop Career Center	300,000	300,000	0
Advanced Tech Center	150,000	150,000	0
EEF	2,320,669	2,497,328	176,659
Other State Revenue			
Vocational Salary Reimbursement	1,781,144	2,011,975	230,831
	<hr/>	<hr/>	<hr/>
Total State Support	15,513,684	16,143,759	630,075
Federal Support			
Vocational Program Reimbursement	561,775	318,403	(243,372)
Vocational Program Salary Reimb Other	0	91,078	91,078

**Pearl River Community College
Current Unrestricted Funds
Schedule of Revenue**

	<u>2011-2012</u>	<u>2012-2013</u>	<u>Increase (Decrease)</u>
Recovery of Admin Costs	31,000	8,659	(22,341)
Total Federal Support	592,775	418,140	(174,635)
Private Gifts, Grants and Contracts			
Outside Scholarships	175,000	154,373	(20,627)
Investment Income			
Interest Income	88,442	76,552	(11,890)
Sales & Services of Educational Activities			
Child Care Revenue	27,900	36,000	8,100
Wellness Center Usage Fees	10,970	13,740	2,770
Gate Receipts	34,258	29,620	(4,638)
Season Ticket Sales	4,680	5,224	544
Ad Sales	2,715	1,250	(1,465)
Program Sales	1,360	835	(525)
Barbering Revenue	165	1,936	1,771
Cosmetology Revenue	4,415	13,789	9,374
CD Annuals	25,203	23,502	(1,701)
Vending	7,748	11,564	3,816
Vo-Tech Service Income	10,820	20,785	9,965
Total Sales & Svc of Ed Activities	130,234	158,245	28,011
Other Sources			
Library Fines	820	1,174	354
Traffic Violations	31,476	48,593	17,117
Parking Permits	33,809	54,608	20,799
Other Income	2,755	3,833	1,078
Due from Foundation	22,929	21,239	(1,690)
Miscellaneous Income	4,600	3,600	(1,000)
Transfers In - Auxilary	100,000	0	(100,000)
Reserves	107,096	0	(107,096)
Cash Short/Over	1,100	1,100	0
Total Other Sources	304,585	134,147	(170,438)
Total Educational and General Revenues	32,425,493	33,841,899	1,416,406

**Pearl River Community college
Current Unrestricted Funds
Schedule of Expenditures by Object**

	<u>2011-2012</u>	<u>2012-2013</u>	<u>Increase (Decrease)</u>
Salaries	17,888,622	18,447,732	559,110
Fringe Benefits	5,139,389	5,598,097	458,708
Work Study Salaries	125,000	125,000	0
Postage	43,573	43,573	0
Printing and Reproduction Service	32,071	32,071	0
Repairs and Maintenance	219,474	219,474	0
Service Contracts on Equipment	329,981	329,981	0
Utilities			
Cable Cost	1,200	1,200	0
Telephone	173,831	173,831	0
Electricity	1,128,225	1,132,225	4,000
Gas	225,756	225,756	0
Water	164,853	164,853	0
Waste Disposal	49,177	49,177	0
Student Testing Fees	0	62,150	62,150
Equipment and Other Rentals	328,513	366,013	37,500
Insurance	967,175	967,175	0
Professional Fees	493,478	527,978	34,500
Medical Services	15,666	15,666	0
Other Contractual Services	42,102	46,582	4,480
Advertising	82,755	82,755	0
Legal and Membership Dues	252,653	340,653	88,000
Educational Supplies	285,732	304,599	18,867
Office Supplies	127,188	127,188	0

**Pearl River Community college
Current Unrestricted Funds
Schedule of Expenditures by Object**

	<u>2011-2012</u>	<u>2012-2013</u>	<u>Increase (Decrease)</u>
Building and Construction Supplies	197,848	197,848	0
Janitorial Supplies	80,542	80,542	0
Automotive Supplies	16,650	16,650	0
Landscaping Supplies	20,679	20,679	0
Gas, Oil, and Diesel	93,141	103,141	10,000
Computer Software	26,524	26,524	0
Other Supplies	158,790	158,790	0
Printing and Binding Supplies	2,865	2,865	0
Principal & Interest on Debt	3,176	3,176	0
Scholarships	1,832,300	1,953,143	120,843
Vehicle Tags, Taxes, Etc.	2,270	2,270	0
Bad Debts (Student Accts Receivable)	173,783	433,403	259,620
Miscellaneous Expense	37,401	37,401	0
Meal Expense	102,890	102,890	0
Uniforms	87,975	87,975	0
Medical Supplies	8,880	8,880	0
Minor Equipment	134,580	134,580	0
In State Travel	258,240	260,240	2,000
Out of State Travel	87,378	87,378	0
Equipment	214,327	214,327	0
State 100% Reimbursable Equipment	561,775	318,403	(243,372)

Pearl River Community college
Current Unrestricted Funds
Schedule of Expenditures by Object

	<u>2011-2012</u>	<u>2012-2013</u>	<u>Increase (Decrease)</u>
Library Books	87,065	87,065	0
Transfers Out	<u>120,000</u>	<u>120,000</u>	<u>0</u>
Total Expenditures by Object	<u>32,425,493</u>	<u>33,841,899</u>	<u>1,416,406</u>

**Pearl River Community College
Current Unrestricted Funds
Schedule of Expenditures by Function**

	<u>2011-2012</u>	<u>2012-2013</u>	<u>Increase (Decrease)</u>
Academic Instruction			
Poplarville			
QEP	216,926	222,449	5,523
Theatre	6,838	6,838	0
Communications	187,920	193,827	5,907
String of Pearls	47,857	47,857	0
Art	84,255	86,418	2,163
Band	391,879	395,366	3,487
Chorus	194,601	196,678	2,077
Music	401,119	430,926	29,807
Wellness Center	496,272	511,195	14,923
Associate Degree Nursing	2,002,788	2,072,620	69,832
Business	150,963	155,503	4,540
Mathematical Sciences	784,060	894,627	110,567
Sciences	778,638	708,847	(69,791)
English	546,342	564,193	17,851
Reading	113,446	117,250	3,804
Criminal Justice	57,124	59,026	1,902
Foreign Language	64,651	66,720	2,069
Social Sciences	469,009	449,097	(19,912)
Journalism	3,005	3,005	0
	<hr/>	<hr/>	<hr/>
Total Academic Instruction - Poplarville	6,997,693	7,182,442	184,749
Forrest County			
QEP	75,831	78,139	2,308
Communications	92,261	98,935	6,674
Health and Physical Education	2,420	2,420	0
Mathematical Sciences	334,590	363,699	29,109
Sciences	228,779	328,864	100,085
English	209,180	215,970	6,790
Reading	49,726	51,325	1,599
Criminal Justice	57,001	58,894	1,893
Foreign Language	57,296	59,279	1,983
Social Sciences	286,135	295,614	9,479
	<hr/>	<hr/>	<hr/>
Total Academic Instruction - Forrest County	1,393,219	1,553,139	159,920
Hancock Center			
Mathematical Sciences	94,917	98,109	3,192
Science	2,200	2,200	0
English	94,427	57,435	(36,992)

**Pearl River Community College
Current Unrestricted Funds
Schedule of Expenditures by Function**

	<u>2011-2012</u>	<u>2012-2013</u>	<u>Increase (Decrease)</u>
Social Sciences	50,350	144,413	94,063
Total Academic Instruction - Hancock Center	241,894	302,157	60,263
Total Academic Instruction	8,632,806	9,037,738	404,932
Career Technical Instruction			
Poplarville			
Director's Office	257,921	261,675	3,754
Automotive Mechanics Technology	115,884	120,706	4,822
Electrical Technology	142,683	152,809	10,126
Construction Management Technology	53,310	59,840	6,530
Block, Brick, & Stone Masonry	60,142	67,454	7,312
HVAC & Refrigeration Maintenance	98,530	102,451	3,921
Cosmetology	57,651	59,293	1,642
Barbering	62,936	64,774	1,838
Precision Machining Technology	73,522	94,904	21,382
Welding & Cutting	120,248	128,911	8,663
Practical Nursing	144,646	149,117	4,471
Commercial Truck Driving	176,438	181,121	4,683
Web Development Technology	49,888	54,373	4,485
Business Office Systems Technology	250,187	191,495	(58,692)
Computer Technology	78,178	80,268	2,090
Marketing & Management Technology	116,753	120,281	3,528
Computer Networking Technology	51,463	57,298	5,835
Utility Lineman Technology	129,143	140,514	11,371
Construction/Heavy Equipment Technology	77,105	86,813	9,708
Early Childhood Education Technology	115,113	118,755	3,642
Early Childhood Tech Lab	61,150	62,715	1,565
Instrumentation Technology	91,461	96,714	5,253
Electronics Technology	111,327	118,280	6,953
Drafting & Design Technology	119,609	123,325	3,716
100% Equipment Reimbursed by State	561,775	318,403	(243,372)
Total Career Technical Instruction Poplarville	3,177,063	3,012,289	164,774
Forrest County			
Director's Office	407,906	419,257	11,351
HVAC & Refrigeration Maintenance	69,182	71,174	1,992
Welding & Cutting	64,036	65,635	1,599
Practical Nursing	220,655	227,364	6,709
Business Office Systems Technology	115,854	119,427	3,573

**Pearl River Community College
Current Unrestricted Funds
Schedule of Expenditures by Function**

	<u>2011-2012</u>	<u>2012-2013</u>	<u>Increase (Decrease)</u>
Computer Servicing Technology	34,949	35,884	935
Electronics Technology	46,621	47,988	1,367
Allied Health Programs			
Dental Assisting	128,259	132,235	3,976
Surgical Technology	131,623	134,708	3,085
Nursing Assistant	62,905	73,400	10,495
Nursing Aide Competency Testing	3,553	3,553	0
Physical Therapist Assistant	261,948	274,592	12,644
Medical Lab Tech	154,209	158,635	4,426
Respiratory Therapy Tech	207,513	214,076	6,563
Dental Hygiene	298,249	298,017	(232)
Occupational Therapy	198,277	203,167	4,890
Medical Radiologic Technology	189,747	195,704	5,957
Total Career Technical instruction Hattiesburg	2,595,486	2,674,816	79,330
Hancock			
Welding & Cutting	0	59,484	59,484
Total Career Technical Instruction	5,772,549	5,746,589	(25,960)
Adjuncts/Parttime/Overloads	1,345,889	1,418,607	72,718
Total Instruction	15,751,244	16,202,934	392,206
Instructional Support Library and Learning Lab			
Poplarville	756,277	776,395	20,118
Forrest County	336,548	345,066	8,518
Hancock County	46,860	49,081	2,221
Total Instructional Support Library	1,139,685	1,170,542	30,857
Student Services			
Vice President of Student Affairs	177,959	183,488	5,529
Admissions	274,299	286,628	12,329
Financial Aid	383,724	395,537	11,813
Retention and Adult Services	115,022	118,631	3,609
Counseling Center - Poplarville	454,636	476,780	22,144
Counseling Center - Hattiesburg	438,974	451,108	12,134
ACT/GED Testing Service - Poplarville	35,151	35,151	0
ACT/GED Testing Service - Hattiesburg	0	5,000	5,000
Student Publications/Year Disk	15,007	15,007	0

**Pearl River Community College
Current Unrestricted Funds
Schedule of Expenditures by Function**

	<u>2011-2012</u>	<u>2012-2013</u>	<u>Increase (Decrease)</u>
Athletic Director	204,173	205,936	1,763
Athletic Medical Supplies	10,271	10,271	0
Football	494,128	499,158	5,030
Men's Basketball	176,875	178,418	1,543
Women's Basketball	131,110	132,834	1,724
Men's Baseball	161,602	163,362	1,760
Women's Softball	134,222	136,236	2,014
Men's Soccer	77,524	78,291	767
Women's Soccer	88,682	89,449	767
Athletics/Student Services	149,634	178,252	28,618
Recruitment	133,296	188,676	55,380
Parade of Beauties	950	950	0
Cheerleaders	38,285	38,392	107
Homecoming	8,647	8,647	0
School Nurse	53,368	54,987	1,619
Student Activities/Intramurals	66,186	67,004	818
Student Council	6,700	6,700	0
Honors Institute	1,000	39,834	38,834
Phi Theta Kappa - Poplarville	5,583	5,583	0
Phi Theta Kappa - Hattiesburg	5,583	5,583	0
Total Student Services	3,842,591	4,055,893	213,302
Institutional Support			
Board of Trustees	21,891	21,891	0
Office of the President	354,559	364,975	10,416
Vice President for Instruction	733,044	738,661	5,617
AEOP	3,800	3,800	0
Information Technology	1,034,953	1,051,332	16,379
Planning and Research	182,322	192,659	10,337
eLearning Office	253,609	259,502	5,893
Grant Expense	97,919	97,919	0
Title III	35,399	115,771	80,372
Disability Services	11,250	11,250	0
Public Relations and Printing	408,966	401,569	(7,397)
Business Office	575,686	592,256	16,570
Business Office - Forrest County	27,059	27,863	804
Transfers to Grants and Restricted Funds	120,000	120,000	0
Student Accounts Bad Debts	173,783	433,403	259,620
General Administration	1,571,650	1,713,428	141,778
Economic and Community Development	0	276,404	276,404
Foundation Office	206,028	204,977	(1,051)

**Pearl River Community College
Current Unrestricted Funds
Schedule of Expenditures by Function**

	<u>2011-2012</u>	<u>2012-2013</u>	<u>Increase (Decrease)</u>
Institutional Research	113,404	116,849	3,445
Campus Police (Poplarville)	398,286	408,837	10,551
Campus Police (Hattiesburg)	169,197	172,449	3,252
Campus Police (Hancock)	34,403	35,701	1,298
ADA Coordinator	82,537	84,864	2,327
Drop Out Recovery Program	100,000	100,000	0
Director - Hancock County Campus	124,570	127,990	3,420
Advanced Technology Center	421,665	228,043	(193,622)
ATC - Security	5,000	5,000	0
Total Institutional Support	7,260,980	7,907,393	646,413
Operation of Plant			
Poplarville			
Janitorial	672,297	668,026	(4,271)
Building Maintenance	920,333	930,455	10,122
Grounds	298,002	306,272	8,270
Utilities	1,331,126	1,331,126	0
Vehicle Maintenance	191,763	199,530	7,767
Total Operation of Plant - Poplarville	3,413,521	3,435,409	21,888
Forrest County			
Janitorial	169,992	173,902	3,910
Building Maintenance	169,125	172,448	3,323
Grounds	35,693	35,693	0
Utilities	289,185	289,185	0
Total Operation of Plant - Forrest County	663,995	671,228	7,233
Advanced Technology Center			
Janitorial	55,322	56,865	1,543
Building Maintenance	11,759	11,759	0
Grounds	13,641	13,641	0
Utilities	114,595	114,595	0
Total Operation of Plant - Advanced Tech Ctr	195,317	196,860	1,543
Hancock Center			
Janitorial	15,380	17,360	1,980
Building Maintenance	111,000	148,500	37,500
Utilities	31,780	35,780	4,000

Pearl River Community College
Current Unrestricted Funds
Schedule of Expenditures by Function

	<u>2011-2012</u>	<u>2012-2013</u>	<u>Increase {Decrease}</u>
Total Operation of Plant - Hancock Center	<u>158,160</u>	<u>201,640</u>	<u>43,480</u>
Total Operation of Plant	<u>4,430,993</u>	<u>4,505,137</u>	<u>74,144</u>
Total Unrestricted Current Fund Expenditures	<u><u>32,425,493</u></u>	<u><u>33,841,899</u></u>	<u><u>1,356,922</u></u>

**Pearl River Community College
Auxiliary Funds
Schedule of Revenues and Expenditures**

	<u>2011-2012</u>	<u>2012-2013</u>	<u>Increase (Decrease)</u>
Revenues			
Food Service			
Meal Tickets	1,200,000	1,281,300	81,300
Other Income	18,684	42,771	24,087
Total Food Service	1,218,684	1,324,071	105,387
Residential Facilities			
Room Rentals	1,353,300	1,449,842	96,542
Other Income	36,500	25,785	(10,715)
Total Residential Facilities	1,389,800	1,475,627	85,827
Bookstore (Pearl River and Forrest County)			
Book Sales	3,200,000	2,678,603	(521,397)
Merchandise Sales	780,000	800,056	20,056
Non-Taxable Sales	8,667	9,887	1,220
Interest Income	28,000	0	(28,000)
Other Income	14,000	37,011	23,011
Total Bookstore	4,030,667	3,525,557	(505,110)
Total Auxiliary Revenues	6,639,151	6,325,255	(313,896)
Expenditures			
Food Service			
Contract Cost	1,185,032	1,220,583	35,551
Equipment Rental	600	600	0
Repairs	12,000	12,000	0
Other Supplies	6,000	6,000	0
Total Food Service	1,203,632	1,239,183	35,551
Residential Facilities			
Salaries	130,959	129,498	1,461
Staff Benefits	60,119	67,157	7,038
Maintenance Supplies	15,000	15,131	131
Scholarships	45,000	48,000	3,000
Utilities (Cable)	72,204	96,204	24,000
Repairs	50,000	150,000	100,000

**Pearl River Community College
Auxiliary Funds
Schedule of Revenues and Expenditures**

	<u>2011-2012</u>	<u>2012-2013</u>	<u>Increase (Decrease)</u>
Meal Expense	5,800	8,061	2,261
Debt Reserve	141,884	100,000	41,884
Bond Obligation	702,634	703,933	1,299
Total Residential Facilities	1,223,600	1,317,984	94,384
Bookstore (Pearl River and Forrest County)			
Salaries	241,411	244,639	3,228
Fringe Benefits	81,996	91,124	9,128
Book Purchases	2,866,606	2,341,620	524,986
Merchandise Purchases	650,000	650,000	0
Postage and Freight	5,000	5,000	0
Repairs	2,000	2,000	0
Service Contracts	500	1,500	1,000
Utilities	1,500	1,500	0
Other Contractual Services (Janitorial)	1,000	1,000	0
Office Supplies	30,000	30,000	0
Miscellaneous	0	200	200
Minor Equipment	3,000	3,000	0
Rentals Bldg & Equip	22,800	22,800	0
Travel	5,000	5,000	0
Meal Expense	500	500	0
Sales Tax	50,000	50,000	0
Transfer to Unrestricted Current Funds	100,000	0	100,000
Total Bookstore	4,061,313	3,449,883	611,430
Total Auxiliary Expenditures	6,488,545	6,007,050	481,495
Excess Revenues Over/(Under) Expenditures	150,606	318,205	167,599

**Pearl River Community College
Current Restricted Fund
Grants**

	<u>Proposed FY 2012</u>	<u>Proposed FY 2013</u>	<u>Increase (Decrease)</u>
Revenues			
Federal			
Student Support Services - Federal	323,340	323,340	0
Adult Basic Education	415,110	416,410	1,300
WIA/Dislocated Worker Grant	70,720	42,831	27,889
WIA/WIN Job Center	66,078	123,276	57,198
Title III	399,924	399,330	594
State			
SBCJC Projects	589,559	586,121	3,438
NASA Space Grant	5,000	5,000	0
Total Revenues	1,869,731	1,896,308	26,577
Expenditures			
Salaries	878,773	878,773	0
Fringe Benefits	166,967	166,967	0
Contractual	93,486	120,063	26,577
Materials & Supplies	280,460	280,460	0
Scholarships	9,348	9,348	0
Equipment	336,551	336,551	0
Travel	104,146	104,146	0
Total Expenditures	1,869,731	1,896,308	26,577
Excess Revenues Over Expenditures	<u>0</u>	<u>0</u>	<u>0</u>

Note: All Grants Represent Amounts Requested, not necessarily approved.

**Pearl River Community College
Plant Funds
Enlargement and Improvement Fund**

	<u>2011-2012</u>	<u>2012-2013</u>	<u>Increase (Decrease)</u>
Revenues			
County Tax Support			
Forrest	338,426	338,426	0
Jefferson Davis	28,000	28,000	0
Lamar	442,000	442,000	0
Marion	60,000	60,000	0
Pearl River	<u>718,000</u>	<u>718,000</u>	<u>0</u>
Total County Tax Support	1,586,426	1,586,426	0
Reappropriated Funds	455,206	821,526	366,320
Interest Income	<u>5,000</u>	<u>2,000</u>	<u>3,000</u>
Total Revenues	2,046,632	2,409,952	363,320
Expenditures			
Transfer Out - Career Tech Bond Project	288,297	288,297	0
Transfer Out - Lamar County Debt	215,000	215,000	0
Instructional Technology Improvements	125,000	100,000	25,000
Vehicles	50,000	60,000	10,000
Maintenance Equipment	50,000	60,000	10,000
QEP Funds (FCC Learning Lab 2013)	30,000	30,000	0
Furniture & Special Projects	180,000	180,000	0
I.T. Equipment	80,000	25,000	55,000
Security Cameras	30,000	50,000	20,000
Band Equipment	25,000	20,000	5,000
Public Relations - Printing Equipment	10,000	0	10,000
Cafeteria Equipment	30,000	0	30,000
SCDL Payback	48,560	97,120	48,560
Moody Hall Courtyard	40,000	0	40,000
Painting Projects	80,000	14,535	65,465
Imaging System	100,000	0	100,000
Paving Projects	400,000	500,000	100,000
Visual Arts Building	125,000	80,000	45,000
Signage & Lighting	50,000	40,000	10,000
FCC Entrance Gates	50,000	0	50,000
Baseball Fencing	39,775	0	39,775
Coliseum	0	100,000	100,000
FCC Career Education Center	0	15,000	15,000

**Pearl River Community College
Plant Funds
Enlargement and Improvement Fund**

	<u>2011-2012</u>	<u>2012-2013</u>	<u>Increase (Decrease)</u>
Library Computer Lab	0	135,000	135,000
Baseball/Softball Fencing	0	50,000	50,000
White Hall 2nd Floor	0	350,000	350,000
Total Expenditures	<u>2,046,632</u>	<u>2,409,952</u>	<u>363,320</u>
Excess Revenues Over Expenditures	<u><u>0</u></u>	<u><u>0</u></u>	<u><u>0</u></u>

FACILITIES PLAN

PEARL RIVER COMMUNITY COLLEGE

BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES

AUGUST 14, 2012

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 11:00 a.m. on Tuesday, August 14, 2012, in the Conference Room in the Administration building. The following committee members were in attendance:

Mr. Sonny Knight
Mr. Frank Ladner
Mr. H. R. Nobles
Mr. Tony Waits
Mr. Dale Purvis
Mr. Craig Robbins
Mr. Roger Knight, Dean of Business Services
Dr. Adam Breerwood, Dean of Student Services
Mr. Craig Tynes, Director of Buildings and Grounds
Dr. William Lewis, President

The following committee members were not in attendance:

Mr. Craig Tynes, Director of Buildings and grounds

Dr. Lewis welcomed all members and updated them on the following:

FORREST COUNTY CENTER

- Career Education center building is on schedule
- Projected date of completion is next spring

COLISEUM

- 2 months behind schedule
- There was a change in superintendents on this project
- Steel to be delivered in 2 weeks
- Steel will go up first and then the slab will be poured

COLISEUM PARKING LOT

- Shows, Dearman & Waits required WA Paving to completely redo this project because of its poor quality
- WA Paving agreed to mill it up and start over

MOODY HALL COURTYARD

- This project has finally started back
- Concrete has been poured

PERFORMING ARTS CENTER

- On schedule and roof will soon be complete

WELLNESS CENTER

- New flooring has been installed
- New equipment arriving today for installation

WALKING TRACK

- The county had agreed to pave this track for us, however their paving equipment is down at this time

INTRAMURAL FIELDS

- This project is almost complete
- Grass has started growing

Dr. Lewis also discussed future plans on the following:

FORREST COUNTY CENTER

- We did not get the federal grant on the road project for this campus
- Lost 20 spaces for the new red light
- DOT put in turning lanes from the north and south on Hwy 49 to enter the campus
- The light will not be installed until January or February, 2013
- We must find a way to ease the parking problem on this campus
- Dr. Lewis will continue talking to Pete Johnson in reference to obtaining his land to help with this problem.

POPLARVILLE CAMPUS

- Enrolment was down this fall semester compared to last year
- Economic development could help with enrolment in the future

SCIENCE BUILDING

- New lab building will free up current lab space
- Current building would have to be renovated , old wiring replaced

CAFETERIA

- The kitchen and the serving lines need to be addressed

NEW MEN'S DORM

- Should be out to bid in 30 days

HANCOCK CENTER

- Growth has been slow
- Dr. Lewis and Mr. Frank Ladner continue to search the county for a new location

Meeting adjourned at 12 pm

William Lewis, President

PEARL RIVER COMMUNITY COLLEGE

BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES

OCTOBER 09, 2012

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 11:00 a.m. on Tuesday October 09, 2012, in the Conference Room in Crosby Hall. The following committee members were in attendance:

Mr. Sonny Knight
Mr. Frank Ladner
Mr. Tony Waits
Mr. Craig Robbins
Mr. Dale Purvis
Mr. Roger Knight, Dean of Business Services
Mr. Craig Tynes, Director of Building and grounds
Dr. Adam Breerwood, Dean of Student Services
Mr. Craig Tynes, Director of Buildings and Grounds
Dr. William Lewis, President

The following committee members were not in attendance:

Mr. H.R. Nobles

Special guest:

Mr. Don McCleskey, Architect
Mr. Brian Jones, McCleskey Architect
Mr. Shea McNease, Shows, Dearman and Waites Inc.

Dr. Lewis asked Mr. McCleskey to present committee members with slide show and list changes made to the new men's dorm:

NEW MEN'S DORM-REVISEMENT

- Same aesthetic look
- Changing from 3 store to 2 story, this will spread the dorm out more
- Cut out 3000 square feet which mostly consisted of circulation area, hallways and stairs
- Still has 60 beds
- Porch will be smaller
- Some columns were removed on the front, back and corner of the building
- Changed mechanical system
- Lost a few parking spots in the front but there will be plenty located in the back of the building
- Rooms on all 4 corner will be suites with 4 bedrooms

- Cinder blocks on inside walls, brick on exterior
- Director suite is very spacious and has a good layout
- Plans are ready to go out to bid

Tony Waits made a motion to move forward on getting this out for bid, all committee members were in agreement.

Dr. Lewis asked Shea McNease to present the members with his parking improvement project:

CROSBY HALL PARKING IMPROVEMENT (WEST SIDE)

- These parking areas are very inefficient with dead ends, no stripping and only one way in and one way out
- Main objective is to lump all of this parking together
- Circulate from Lamar Hall to main parking lot
- Close off part of River Road to create a pedestrian only area
- Area will be left open on River Road up to the loading dock at Crosby hall
- Leave all of the large trees
- Create a raised crosswalk as an extension of the common area
- 131 spaces would be available for parking

CROSBY HALL PARKING IMPROVEMENT (EAST SIDE)

- This is the parking area next to the Science Building
- Turn this entire area into a rounded parking lot up to the building
- This would not connect to the west side parking
- Green islands will be left throughout the parking lot
- Lights would be installed throughout the area
- Entrance on highway 26 would have to be reconfigured
- 96 spaces would be available for parking
- The plans for this entire project are ready to go out for bid

Dr. Lewis informed the committee members that there is \$500,000 available in the E & I fund for this project.

Sonny Knight proposed they take this to the Board for final approval on going out to bid.

Tony Waits second the motion with all members in agreement.

Dr. Lewis asked Craig Tynes to update on the following projects:

MOODY HALL COURTYARD

- This project is almost complete
- Will be done by homecoming

PERFORMING ARTS CENTER

- This project is going well and is on schedule

COLISEUM

- This project is going well
- Frame is going up

COLISEUM PARKING LOT

- This project is complete

CAREER EDUCATION CENTER FORREST COUNTY

- This project is moving along well

Meeting adjourned at 12:10 pm.

William Lewis, President

PEARL RIVER COMMUNITY COLLEGE

BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES

NOVEMBER 13, 2012

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 11:30 a.m. on Tuesday November 13, 2012, in the Conference Room in the Administration building. The following committee members were in attendance:

Mr. Sonny Knight
Mr. Frank Ladner
Mr. H. R. Nobles
Mr. Tony Waits
Mr. Craig Robbins
Mr. Dale Purvis
Mr. Roger Knight, Dean of Business Services
Mr. Craig Tynes, Director of Building and grounds
Dr. Adam Breerwood, Dean of Student Services
Mr. Craig Tynes, Director of Buildings and Grounds
Dr. William Lewis, President

Dr. Lewis welcomed all committee members and asked Craig Tynes to give updates on the following:

PERFORMING ARTS CENTER, BROWNSTONE

- This project is moving along well

MOODY HALL

- This is almost complete
- Waiting on light pole to be installed in order to be in compliance with ADA

COLISEUM

- This project is moving along very well

CAREER EDUCATION CENTER (FORREST COUNTY CENTER)

- Everything is on schedule with this building
- Could be complete by spring break 2013

BASEBALL/SOFTBALL COMPLEX

- This project is going very well
- Should be complete before the start of the season

WALKING TRACK

- Paving date to be set
- Lights are up and working

Dr. Lewis updated the committee on the following:

PETE JOHNSON LAND (FORREST COUNTY CAMPUS)

- Mr. Johnson is very interested in selling this land to PRCC
- This is the land that sits on Hwy 49, prime frontage property and is asking \$750,000
- Mr. Johnson would like to sell this by the end of the year
- There is 1.5 million available through the bureau and they have agreed to get the paperwork pushed through very quickly to meet the yearend deadline
- 2 appraisals will to be done on this property rather quickly

H.R. Nobles made a motion to proceed with a second motion by Frank Ladner and all committee members were in favor.

Meeting adjourned 12:05 PM

William Lewis, President

PEARL RIVER COMMUNITY COLLEGE

BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES

FEBRUARY 14, 2013

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 12:00 p.m. on Thursday February 14, 2013, in the Great Hall Conference Room in Crosby Hall. The following committee members were in attendance:

Mr. Sonny Knight
Mr. Frank Ladner
Mr. H. R. Nobles
Mr. Roger Knight, Dean of Business Services
Mr. Craig Tynes, Director of Building and grounds
Dr. William Lewis, President

The following committee members were not in attendance:

Mr. Tony Waits
Mr. Craig Robbins
Mr. Dale Purvis
Dr. Adam Breerwood, Dean of Student Services

Dr. Lewis welcomed all committee members and gave updates on the following:

MARION HALL DEMO

- Located a company, Bean Excavating and Dirt, LLC, to take Marion Hall down for \$48,172.35
- To begin demolition immediately

COURTYARD PROJECT

- This project would extend the current courtyard at Crosby Hall to the Alumni House
- DOT has funding available for this project. This would be a great opportunity to receive free money
- Dr. Lewis asked the committee members to make a motion on applying for this grant
- Frank Ladner made a motion, Sonny Knight second the motion will all committee members in agreement

Craig Tynes gave updates on the following:

PARKING LOT (NEAR SCIENCE BLDG)

- Holliday Construction has started this project
- Gutters to be installed on Monday

NEW MEN'S DORM

- Hanco has started this project
- Dirt pad going in
- Slab should be poured in 6 weeks

COLISEUM

- This project is moving along
- Seating issues with Rod Cook Construction that could delay opening date
- Rod Cook Construction is still saying completion will be July 11, 2013

PERFORMING ARTS

- 1 month behind schedule
- Should be complete the end of April

CAREER EDUCATION FORREST COUNTY CAMPUS

- Will have a walk through on March 11, 2013
- 2 classes will start in this building after spring break
- Parking lot will be complete as soon as the surface dries out

BASEBALL AND SOFTBALL IMPROVEMENTS

- This project is complete

Meeting adjourned at 12:50 p.m.

PEARL RIVER COMMUNITY COLLEGE

BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES

MARCH 19, 2013

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 10:30 a.m. on Tuesday March 19, 2013, in the Great Hall Conference Room in Crosby Hall. The following committee members were in attendance:

Mr. Sonny Knight
Mr. Frank Ladner
Mr. H. R. Nobles
Mr. Tony Waits
Mr. Craig Robbins
Mr. Roger Knight, Dean of Business Services
Mr. Craig Tynes, Director of Building and grounds
Dr. Adam Breerwood, Dean of Student Services
Dr. William Lewis, President

The following members were not in attendance:

Mr. Dale Purvis

Dr. Lewis welcomed all committee members and discussed the following 2 topics:

PROPERTY LOCATED NEXT TO OUR TRANSPORTATION BUILDING

- Mrs. Breland, the owner of this property, is finally wanting to sell the house and property to the college
- 2 appraisals were done, one by Mrs. Breland which came back at \$133,000 and one by the college that came back at \$115,000
- Mrs. Breland offered to sell the property to the college for \$115,000
- The house had been treated for termites in the past and is currently on a yearly termite inspection plan through her extermination company
- Mr. H. R. Nobles made a motion to purchase this property, Mr. Frank Ladner second the motion with all committee members in agreement

FACILITIES AND PRIORITIES

Math and Science building

- Wiring, heating and a/c are very outdated
- Something needs to be done very soon
- Building a new lab adjacent to this building while making minor updates to the current building could help tremendously

Cafeteria

- Some new equipment has been purchased
- There are still aging coolers and freezers
- Storage area is needed
- Could possibly open the kitchen up into the board room area and relocate the board room

Forrest County Campus

- Some buildings are now vacant with the opening of the new Career Education Building
- These vacant buildings will need to be remolded
- Need to utilize the Multipurpose Building
- Will need a new Academic Center and Library
- This campus has the greatest potential to expand
- Major issue with parking; must find a way around this problem
- Church near the campus has 2 acres located behind their building; could potentially ask them if there are interested in selling it to us and they too could utilize it

Hancock Center

- In Desperate need of a Biology Lab and Classroom
- Need more space and equipment
- We are losing students to Gulf Coast because of this issues
- We are still in the process of getting help from the Restore Act

Craig Tynes updated the members on the following projects:

PERFORMING ARTS

- Everything is coming together on this project
- Final pour on inside concrete will be happening soon
- Should be complete in 1 month – 6 weeks

COLISEUM

- Slow moving on this project
- New seat sample was denied
- We want the seats that were in the specs and will not settle for less

NEW MEN'S DORM

- Slab is poured
- Walls are going up
- Doors are going up
- Hanco wants to have this finished in January, 2014

CAREER EDUCATION CENTER FCC

- Parking area and building will be complete in 2 weeks

Meeting adjourned 12:00 pm

William Lewis, President

PEARL RIVER COMMUNITY COLLEGE

BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES

MAY 14, 2013

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 11:30 a.m. on Tuesday May 14, 2013, in the Conference Room located in the Administration building. The following committee members were in attendance:

Mr. Sonny Knight
Mr. Frank Ladner
Mr. H. R. Nobles
Mr. Tony Waits
Mr. Craig Robbins
Mr. Roger Knight, Dean of Business Services
Mr. Craig Tynes, Director of Building and grounds
Dr. Adam Breerwood, Dean of Student Services
Dr. William Lewis, President

The following members were not in attendance:

Mr. Dale Purvis

Craig Tynes opened the meeting with the following updates:

CAREER EDUCATION FORREST COUNTY CAMPUS

- Classes have moved into this building and it is complete

PERFORMING ARTS BROWNSTONE

- Sod is being laid today
- All seating is in place
- All flooring is in place
- Very close to being complete on this project

PARKING LOT

- Final coat has been put on the Science parking lot
- Will begin tearing up Crosby parking lot today
- This project should be complete end of June or July

NEW MEN'S DORM

- 2nd floor is up
- This project is going very well

COLISEUM

- This project is moving very slow
- New completion date is September 26, 2013
- Seating issue has been resolved and we are getting the seats that are in the specs

WALKING TRACK

- Pavement is complete on the track
- Construction has started for the restrooms in that area

Dr. Lewis spoke to the committee about the following:

PARKING LOT PROJECT

- The Hwy Commissioner informed Dr. Lewis that PRCC would be getting funding from a grant to help with this project

FORREST COUNTY CAMPUS

- Small pool of money that can be used on possible road project
- Parking is a main concern as well
- A parking garage could work; there is potentially enough room by the new Career Ed. Building
- The now empty classrooms on this campus need to be renovated
- Would be beneficial to have an architect or engineer to begin a preplanning phase in order to see which direction would be best for this campus
- Committee members asked Dr. Lewis to find out what it would cost for an architect or engineer to do this and have dollar figure for June meeting in order to proceed or not

Meeting adjourned at 12:15 pm

William Lewis, President

INTRODUCTION
to
PLANNING
and
EVALUATION
at
PEARL RIVER
COMMUNITY COLLEGE

INTRODUCTION to PLANNING and EVALUATION at PEARL RIVER COMMUNITY COLLEGE

The underlying philosophy that Pearl River Community College (PRCC) holds regarding institutional effectiveness is that its principal mission is that of a teaching/learning institution. The College has planning and evaluation processes that are broad-based and systematic with involvement at all levels. The strategic planning process at PRCC involves the formulation of the Mission Statement and Strategic Goals which serve as the foundation for all planning and evaluation at the College. The faculty and staff at Pearl River Community College realize that planning and evaluation are very important responsibilities. The planning and evaluation processes are continuous and provide assurance that the Mission Statement is being fulfilled, provide a method to measure performance, and provide documentation that improvements are being made as needed.

As included in the Institutional Effectiveness Planning and Evaluation Calendar, the Mission Statement and Strategic Goals are reviewed annually by members of the Planning and Effectiveness Committee, the Policy and Procedure Committee, the Administrative Council, and the Board of Trustees and are included in various College publications (College catalog, student handbook, etc.). Internal Performance Indicators, standards to assist in determining if a Strategic Goal has been met, are written with the assistance of the Vice President for Planning and Institutional Research, Director of Institutional Effectiveness, Director of Institutional Research, and committees in order to assist with the documentation of progress and the development of new objectives and plans of action that should lead to even greater improvements. This provides more specific delineations for development of objectives and assessment methods at the divisional level where operational planning is performed. The composition of the working groups which develop divisional objectives is left to the discretion of the particular division or departmental administrator or chair. Operational plans are reviewed by members of the Planning and Effectiveness Committee who determine if the objectives are appropriate in relation to the College's Mission Statement and Strategic Goals and then transmitted to the College President and other appropriate administrators for final review and approval.

Each year as detailed in the Institutional Effectiveness Planning and Evaluation Calendar, institutional data and measurements are collected and reviewed by College committees, the Administrative Council, the President, and the Board of Trustees in order to determine the extent to which Pearl River Community College is achieving its Mission. Since the College's annual budget process is driven by the Mission Statement and the Strategic Goals, this compilation assists in determining the extent to which the College is fulfilling the Mission and the Strategic Goals and directly influences the preparation of the annual budget. When Internal Performance Indicators are reviewed and found to need additional effort before being met, strategies to improve the action plans are discussed, financial support is provided when budgets are considered, and the Strategic Plan and Internal Performance Indicators are updated. Requests for additional funds are identified on the appropriate Needs Assessment form and related to specific

Strategic Goals. This procedure ensures that the PRCC Mission Statement and Strategic Goals continue to serve as the foundation for all planning and evaluation at the College. The President and Board of Trustees have final budget authority.

With this process followed annually, improvements are made based on the use of information from surveys, reports, and data. Progress is reported each year in documents that are available for review. These reports provide evidence of improvement and document that the College is achieving its Mission and Strategic Goals.

RATIONALE
for
STRATEGIC GOALS

RATIONALE FOR STRATEGIC GOALS

In the spring of 2003, all faculty, staff, and administrators at Pearl River Community College (PRCC) were given an opportunity to participate in an analysis of the strengths and weaknesses of the College and the opportunities and threats facing the College. Approximately 27% of the population responded to a strengths, weaknesses, opportunities, and threats (SWOT) form sent by email.

After compiling the responses, a chart was prepared to present the items which received the greatest number of responses. (This chart can be found at the end of this section.) The information in the chart was shared with members of both the Strategic Objectives Committee and with the Administrative Council. The Strategic Objectives Committee, a group of faculty, staff, administrators, student representatives, and community and alumni members, met, researched and reviewed data, and recommended a revised Mission Statement and Strategic Goals. The revised Mission Statement and Strategic Goals were presented to all College personnel and the community through email and other appropriate methods, and input was requested. After much discussion and review, several minor changes were made. Approval was received from the Policy and Procedure Committee, the President, and the Administrative Council in May, and final approval was received from the Board of Trustees in June 2003. As can be seen by comparing the Mission Statement and Strategic Goals with the SWOT Analysis, the information received from the PRCC faculty, staff, administrators, and students was critical in determining the direction in which Pearl River Community College will move in the future.

Specifically, PRCC personnel indicated in the SWOT Analysis that the instructional programs offered to students are one of the strengths of the College and should be included in the goals to continue to place emphasis on the preparation that students receive in order to be successful when they transfer and/or enter the world of work. A concern regarding recruitment was viewed as both a weakness and a threat; therefore, it was determined that recruitment should be part of a goal that would also include retention. Emphasis was placed on this topic primarily because of the College's location in a district surrounded by a number of colleges and universities, all seeking expansion.

Although the faculty and staff were seen as strengths of the College, the loss of faculty was found to be a threat. Morale had been low because of funding/budget concerns and low salaries. Budget concerns had also led to deteriorating infrastructure, less emphasis on professional development, a greater need for renovations of facilities, and the employment of more adjunct faculty. With this in mind, a goal was proposed to include employment of qualified faculty and staff who would be compensated well and given the opportunity for professional development, along with the goal of providing 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.

A need to improve and expand student services was identified, and a goal to provide quality student services to enhance the development of students was proposed. Lack of communication was also found to be a weakness; therefore, the improvement of communication was included as a Strategic Goal.

With at least three of the six counties in the PRCC district predicted to be among the fastest growing in the State, the opportunity for more partnerships with various businesses and industries was identified; therefore, a goal was recommended 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. In addition to expanding workforce training, a goal to provide access to college courses and programs using various instructional methods, including distance education, was determined to be needed because of the change in the State's funding formula to that of full-time equivalency (FTE).

In addition to the SWOT Analysis, during the spring of 2002 and the spring of 2004, administrative, instructional, and educational support services were also evaluated by the utilization of the Noel-Levitz Student Satisfaction Survey and the Institutional Priorities Survey. The simultaneous use of these two surveys revealed areas of agreement and disagreement between students and campus personnel and enabled PRCC to (1) confirm further the accuracy of students' perceptions, (2) identify areas for new initiatives, and (3) gain an understanding of the campus climate from a faculty/staff perspective. Beginning with the 2006 Spring Semester, an in-house designed survey, The Campus Climate Survey, was administered annually to students. The survey was designed to obtain responses regarding campus climate, security, bookstore, financial aid, admissions/registration, advising/counseling, library, and support staff issues. After students (including those at the main campus in Poplarville, at the Forrest County Center, and at the Hancock Center) completed this survey during the 2012 Fall Semester, it was discovered that the majority of the students were satisfied with services offered by the College; however, a focus group was once again organized in order to review the results and make recommendations directed toward improving the quality of services offered by the College.

During the 2012-2013 school year, the Mission Statement and Strategic Goals were reviewed by numerous committees. Internal Performance Indicators, standards to assist in determining if a Strategic Goal has been met, were also reviewed, and new Internal Performance Indicators were approved for evaluation purposes in 2013-2014. Since the College's annual budget process is driven by the Mission Statement and Strategic Goals, the compilation of instructional data and measurements assists in determining the extent to which the College is fulfilling the Mission and Strategic Goals and directly influences the preparation of the annual budget. The budget review process is in place with the Needs Assessment form being utilized by departments and divisions in order to ensure that the PRCC Mission Statement and Strategic Goals continue to serve as the foundation for all planning and evaluation at the College.

PEARL RIVER COMMUNITY COLLEGE

2003

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS ANALYSIS

STRENGTHS										
	POP – A (22)	POP – VT (20)	FCC – VT (15)	PS (9)	SS (10)	AC (16)				
Faculty/Staff	20	14	12	7	7	16				
Administration	6	-	-	-	-					
Student/Teacher Ratio	4	7	-	-	-	16				
Programs	4	7	7	-	-	16				
Cost	3	7	4	3	6	16				
Locations	-	-	11	10	3	16				
Equipment	-	9	-	-	-					
Placement	-	9	-	-	-					
Scholarships	-	-	-	-	-	16				
Community/Alumni Support	-	-	-	-	-	16				
OPPORTUNITIES										
Locations	9	-	2	-	-					
Program Expansion/New Funding Formula	6	-	6	5	4	16				
Distance Education	3	-	-	2	2					
Extracurricular Activities	3	-	-	-	-					
Growth	-	8	14	5	3	16				
Salary Improvement	-	6	-	-	-					
Placement	-	3	-	-	-					
Public Relations	-	3	-	-	-					
Expansion of Facilities	-	-	-	3	8	16				
Staff Association	-	-	-	-	2					
Partnerships	-	-	-	-	-	16				
Increase in Endowments	-	-	-	-	-	16				

PEARL RIVER COMMUNITY COLLEGE

2003

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS ANALYSIS

WEAKNESSES	POP - A (22)	POP - VT (20)	FCC - VT (15)	PS (9)	SS (10)	AC (16)
Budget/Funding	7	--	4	--	--	16
Adjunct Faculty (too many)	6	--	--	--	--	--
Increasing Student/Teacher Ratio	5	--	--	--	--	--
Facilities (need upgrading, etc.)	7	--	--	4	--	16
Administration	3	13	5	--	--	--
Recruitment	3	--	--	--	--	--
Low Salary	--	19	--	--	8	--
Salary Scale	--	12	--	--	--	16
Weak Technical Support	--	6	--	--	--	--
Student Advisement	--	3	--	--	--	--
Student Services	--	--	12	4	--	--
Lack of Cafeteria	--	--	4	--	--	--
Morale	--	--	3	--	--	--
Lack of Communication	--	--	--	7	3	--
Limited Technology	--	--	--	4	--	--
Unorganized Registration	--	--	--	--	4	--
Lack of Student Center	--	--	--	--	4	--
Lack of Professional Development	--	--	--	--	3	16
Customer Service Inconsistency	--	--	--	--	--	16
Lack of faculty, staff, student participation	--	--	--	--	--	16

PEARL RIVER COMMUNITY COLLEGE

2003

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS ANALYSIS

THREATS	POP - A (22)	POP - VT (20)	FCC - VT (15)	PS (9)	SS (10)	AC (16)
Funding/Budget/Economy	10	5	13	3	2	16
Publicity (need to increase)	4	-	-	-	-	
Low Salary	3	10	4	3	3	
Recruitment (competition)	3	-	-	-	3	16
Losing Faculty	3	12	-	3	-	
Poor Morale	-	4	-	-	-	16
Politics	-	3	-	-	-	
Program Expansion (not meeting needs)	-	-	-	3	-	
Telephone System		-	-	-	4	
Deteriorating Infrastructure	-	-	-	-	-	16
Slow Response to Rapid Change	-	-	-	-	-	16
Transfer of Local Control	-	-	-	-	-	16

**MISSION STATEMENT
and
STRATEGIC GOALS**

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 complete a degree or certificate program and 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.

STRATEGIC GOALS
and
INTERNAL
PERFORMANCE
INDICATORS

Mission Statement and Strategic Goals

2012-2013 YEAR-END REPORT

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 complete a degree or certificate program and 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.

Goal 1: To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.

Commitment Statement:

Pearl River Community College is committed to providing accredited programs that enable students to earn Associate in Applied Science Degrees, Associate in Arts Degrees, Certificates of Proficiency, and Certificates of Completion; to pass licensure examinations; and to gain employment in their chosen fields.

Internal Performance Indicator 1

Instructors in all for-credit instructional programs will be evaluated according to the PRCC Evaluation Policy and Procedure. (*This indicator previously stated: Instructors in all academic, technical and career education programs will be evaluated yearly by students, self-evaluations, and by supervisors. Results will be used to improve instruction.*)

NOTE:

- *This Internal Performance Indicator is to be achieved in accordance with the Pearl River Community College Evaluation Process as revised on December 10, 2008, which reflects the following:*
 1. *Faculty, staff, and administrators who have been employed at Pearl River Community College for fewer than six years will be evaluated annually.*
 2. *Faculty, staff, and administrators who have been employed at Pearl River Community College for six or more years will be evaluated at least every three years.*
- **Assessment Results 2010-2011:** Instructors were evaluated by students during Fall Semester 2010 for the 2010-2011 year and any new instructors were evaluated during the Spring Semester 2011.

Source of Documentation: The results are on file in the offices of the Vice President for Instruction, the Director of Poplarville Career and Technical Education Programs, the Dean of Forrest County Center, and directors or chairs of instructional departments.

Use of Assessment Results: Activities for general improvement of instruction are planned annually, and specific suggestions for improvement, if needed, are placed in files of individual instructors and are reviewed annually.

- **Assessment Results 2011-2012:** All instructors were evaluated by students during the 2011-2012 year.

Source of Documentation: The results are on file in the offices of the Vice President for General Education and Technology, the Director of Poplarville Career and Technical Education Programs, the Vice President for Forrest County Operations, and directors or chairs of instructional departments.

Use of Assessment Results: Activities for general improvement of instruction are planned annually, and specific suggestions for improvement, if needed, are placed in files of individual instructors and are reviewed annually.

- **Assessment Results 2012-2013:** All instructors who were scheduled for evaluation were evaluated by students during the 2012-2013 year.

Source of Documentation: The results are on file in the offices of the Vice President for General Education and Technology, the Director of Poplarville Career and Technical Education Programs, the Vice President for Forrest County Operations, and directors or chairs of instructional departments.

Use of Assessment Results: Activities for general improvement of instruction are planned annually, and specific suggestions for improvement, if needed, are placed in files of individual instructors and are reviewed annually.

Internal Performance Indicator 2

At least 80% of Pearl River Community College traditional classes carrying three or more semester hours of credit in the fall and spring will be delivered by full-time instructors.

- **Assessment Results 2010-2011:** In Fall 2010 there were 812 academic and technical classes with 3 or more credit hours. This included 578 academic classes and 234 technical classes (no virtual). Of the 578 academic classes, 381 (66%) were taught by full time instructors. Of the 234 technical classes, 220 (94%) were taught by full time instructors. The overall percentage of both academic and technical classes taught by full time instructors for Fall 2010 is 74%.

Poplarville (Main Campus) - There were 483 academic and technical classes with 3 or more credit hours including 317 academic classes and 166 technical classes (no virtual). Of the 317 academic classes, 285 (90%) were taught by full time instructors. Of the 166 technical classes, 152 (92%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors for the Poplarville Campus is 90%.

Hattiesburg (Forrest County Center) – There were 283 academic and technical classes with 3 or more credit hours including 217 academic classes and 66 technical classes (no virtual). Of the 217 academic classes, 75 (35%) were taught by full time instructors. Of the 66 technical classes, 66 (100%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors at the Forrest County Center is 50%.

Waveland (Hancock Center) – There were 46 academic and technical classes with 3 or more credit hours including 44 academic classes and 2 technical classes (no virtual). Of the 44 academic classes, 21 (48%) were taught by full time instructors. Of the 2 technical classes, 2 (100%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors at the Hancock Center is 50%.

Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Vice President for Instruction.

Use of Assessment Results: The Cabinet is aware of the need to hire more full-time instructors and diligent effort is being made to increase the number of full-time instructors at the Forrest County Center and the Hancock Center.

- **Assessment Results 2011-2012:** In Fall 2011 there were 833 academic and technical classes with 3 or more credit hours. This included 590 academic classes and 243 technical classes (no virtual). Of the 590 academic classes, 424 (72%) were taught by full time instructors. Of the 243 technical classes, 223 (92%) were taught by full time instructors. The overall percentage of both academic and technical classes taught by full time instructors for Fall 2011 is 78%. There were 60 Career classes with 3 or more credit hours with 58 classes taught by full-time instructors (97%). The overall percentage of academic, technical, and career classes taught by full-time instructors for Fall 2011 is 79 percent.

Poplarville (Main Campus) - There were 485 academic and technical classes with 3 or more credit hours including 319 academic classes and 166 technical classes (no virtual)

Of the 319 academic classes, 307 (96%) were taught by full time instructors. Of the 166 technical classes, 151 (91%) were taught by full time instructors. Of the 50 Career classes taught on the Poplarville Campus, 39 (78%) were taught by full-time instructors. Overall percentage of academic, technical and career classes taught by full time instructors for the Poplarville Campus is 93 percent.

Hattiesburg (Forrest County Center) – There were 298 academic and technical classes with 3 or more credit hours including 226 academic classes and 72 technical classes (no virtual). Of the 226 academic classes, 92 (41%) were taught by full time instructors. Of the 72 technical classes, 69 (96%) were taught by full time instructors. Of the 10 Career classes taught at the Forrest County Center, eight (80%) were taught by full-time instructors. Overall percentage of academic, technical and career classes taught by full time instructors at the Forrest County Center is 55 percent.

Waveland (Hancock Center) – There were 50 academic and technical classes with 3 or more credit hours including 45 academic classes and 5 technical classes (no virtual). Of the 45 academic classes, 25 (56%) were taught by full time instructors. Of the 5 technical classes, 3 (60%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors at the Hancock Center is 56 percent.

- In Spring 2012 there were 785 academic and technical classes with 3 or more credit hours. This included 532 academic classes and 253 technical classes (no virtual). Of the 532 academic classes, 397 (75%) were taught by full time instructors. Of the 253 technical classes, 251 (99%) were taught by full time instructors. The overall percentage of both academic and technical classes taught by full time instructors for Spring 2012 is 82.5%. There were 65 Career classes with 3 or more credit hours with 64 classes taught by full-time instructors (98%). The overall percentage of academic, technical and career classes taught by full-time instructors for Spring 2012 is 84 percent.

Poplarville (Main Campus) - There were 457 academic and technical classes with 3 or more credit hours including 280 academic classes and 177 technical classes (no virtual). Of the 280 academic classes, 245 (87.5%) were taught by full time instructors. Of the 177 technical classes, 177 (100%) were taught by full time instructors. Of the 56 Career classes taught on the Poplarville Campus, 100% were taught by full-time instructors. Overall percentage of academic, technical, and career classes taught by full time instructors for the Poplarville Campus is 93 percent.

Hattiesburg (Forrest County Center) – There were 277 academic and technical classes with 3 or more credit hours including 207 academic classes and 70 technical classes (no virtual). Of the 207 academic classes, 127 (61%) were taught by full time instructors. Of the 70 technical classes, 70 (100%) were taught by full time instructors. Of the 9 Career classes taught at the Forrest County Center, eight (89%) were taught by full-time instructors. Overall percentage of academic, technical and career classes taught by full time instructors at the Forrest County Center is 72 percent.

Waveland (Hancock Center) – There were 51 academic and technical classes with 3 or more credit hours including 45 academic classes and 6 technical classes (no virtual). Of the 45 academic classes, 29 (64%) were taught by full time instructors. Of the 6 technical classes, 4 (67%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors at the Hancock Center is 65%.

Source of Documentation: Office of Information Technology

Use of Assessment Results: The Cabinet is aware of the need to hire more full-time instructors and a diligent effort is being made to increase the number of full-time instructors at the Forrest County Center and the Hancock Center.

- **Assessment Results 2012-2013:** In Fall 2012 there were 825 academic, technical, and career classes with 3 or more credit hours. This included 548 academic classes and 230 technical classes (no virtual). Of the 548 academic classes, 431 (79%) were taught by full time instructors. Of the 230 technical classes, 230(100%) were taught by full time instructors. The overall percentage of both

academic and technical classes taught by full time instructors for Fall 2012 is 85.2%. There were 47 Career classes with 3 or more credit hours with 45 classes taught by full-time instructors (96%). The overall percentage of academic, technical, and career classes taught by full-time instructors for Fall 2012 is 85%.

Poplarville (Main Campus) - There were 486 academic, career, and technical classes with 3 or more credit hours including 296 academic classes and 154 technical classes (no virtual). Of the 296 academic classes, 267 (90%) were taught by full time instructors. Of the 154 technical classes, 154 (100%) were taught by full time instructors. Of the 36 Career classes taught on the Poplarville Campus, 36 (100%) were taught by full-time instructors. Overall percentage of academic, technical and career classes taught by full time instructors for the Poplarville Campus is 94%.

Hattiesburg (Forrest County Center) – There were 290 academic and technical classes with 3 or more credit hours including 210 academic classes and 69 technical classes (no virtual). Of the 210 academic classes, 141 (67%) were taught by full time instructors. Of the 69 technical classes, 69 (100%) were taught by full time instructors. Of the 11 Career classes taught at the Forrest County Center, nine (82%) were taught by full-time instructors. Overall percentage of academic, technical and career classes taught by full time instructors at the Forrest County Center is 76%.

Waveland (Hancock Center) – There were 49 academic and technical classes with 3 or more credit hours including 42 academic classes and 7 technical classes (no virtual). Of the 42 academic classes, 23 (55%) were taught by full time instructors. Of the 7 technical classes, 7 (100%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors at the Hancock Center is 61.4%.

- In Spring 2013, there were 732 academic and technical classes with 3 or more credit hours. This included 493 academic classes and 239 technical classes (no virtual). Of the 493 academic classes, 381 (77%) were taught by full time instructors. Of the 239 technical classes, 228 (95%) were taught by full time instructors. The overall percentage of both academic and technical classes taught by full time instructors for Spring 2013 is 83%. There were 37 Career classes with 3 or more credit hours with 35 classes taught by full-time instructors (95%). The overall percentage of academic, technical and career classes taught by full-time instructors for Spring 2013 is 83.7 percent.

Poplarville (Main Campus) - There were 427 academic and technical classes with 3 or more credit hours including 264 academic classes and 163 technical classes (no virtual). Of the 264 academic classes, 231 (88%) were taught by full time instructors. Of the 163 technical classes, 154 (94%) were taught by full time instructors. Of the 31 Career classes taught on the Poplarville Campus, 100% were taught by full-time instructors. Overall percentage of academic, technical, and career classes taught by full time instructors for the Poplarville Campus is 90.8 percent.

Hattiesburg (Forrest County Center) – There were 259 academic and technical classes with 3 or more credit hours including 190 academic classes and 69 technical classes (no virtual). Of the 190 academic classes, 130 (68%) were taught by full time instructors. Of the 69 technical classes, 69 (100%) were taught by full time instructors. Of the 6 Career classes taught at the Forrest County Center, four (67%) were taught by full-time instructors. Overall percentage of academic, technical and career classes taught by full time instructors at the Forrest County Center is 76.6 percent.

Waveland (Hancock Center) – There were 46 academic and technical classes with 3 or more credit hours including 39 academic classes and 7 technical classes (no virtual). Of the 39 academic classes, 20 (51%) were taught by full time instructors. Of the 7 technical classes, 7 (100%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors at the Hancock Center is 58.7%.

Source of Documentation: Office of Information Technology

Use of Assessment Results: The Cabinet is aware of the need to hire more full-time instructors and a diligent effort is being made to increase the number of full-time instructors at the Forrest County Center and the Hancock Center.

Internal Performance Indicator 3

One hundred percent (100%) of programs participating in program accreditation will receive full accreditation/reaccreditations in accordance with appropriate time schedules.

- **Assessment Results 2010-2011:** In 2011 the College's Associate Degree Nursing Program accreditation was reaffirmed by the National League for Nursing Accrediting Commission, Inc., 3343 Peachtree Road NE, Suite 500, Atlanta, Georgia 30326. This program is also accredited annually by the Mississippi Board of Trustees of State Institutions of Higher Learning.

In 2010 the College's Practical Nursing Program accreditation was reaffirmed by the Mississippi State Board for Community and Junior Colleges.

Source of Documentation: Offices of the Vice President for Instruction, the Dean of the Forrest County Center, and the Director of Career and Technical Education Programs for the Poplarville Campus.

Use of Assessment Results: The Associate Degree Nursing program will have new leadership in 2011-12, and efforts to ensure accreditation will continue.

- **Assessment Results 2011-2012:** Currently all programs participating in accreditation are fully accredited.

Source of Documentation: The results are on file in the offices of the Vice President for General Education and Technology, the Vice President for Community and Economic Development, the Director of Poplarville Career and Technical Education Programs, the Vice President for Forrest County Operations, and directors or chairs of instructional departments.

Use of Assessment Results: Efforts will continue to ensure that all programs participating in program accreditation are fully accredited/reaccredited.

- **Assessment Results 2012-2013:** Currently all programs participating in accreditation are fully accredited.

Source of Documentation: The results are on file in the offices of the Vice President for General Education and Technology, the Vice President for Community and Economic Development, the Director of Poplarville Career and Technical Education Programs, the Vice President for Forrest County Operations, and directors or chairs of instructional departments.

Use of Assessment Results: Efforts will continue to ensure that all programs participating in program accreditation are fully accredited/reaccredited.

Internal Performance Indicator 4

Six months after graduation, 79% of students who completed career and technical programs will be positively placed according to the State measurement definition.

- **Assessment Results 2010-2011:** Eighty-three percent (83%) of students who completed career and technical programs were positively placed in either jobs or military service. (*According to the State's definition, positive student placement for 2008-2009 and 2009-2010 reporting periods is defined as working in the field trained, a related field, military, or continuing education. **However, changes were made for 2010-2011. In 2010-2011 the modified State definition for placement is a completer/graduate who is placed in employment in the field trained, related field, or military. A student who continues his or her education is defined as retained. For the 2010-2011 reporting year, the modified State measurable requirement for positive placement in employment or military is 78.6%. (Documentation: Student Follow-up Survey conducted by program instructors.)

Source of Documentation: Offices of Career and Technical Education Programs and counselors at the Poplarville campus and the Forrest County Center.

Use of Assessment Results: Although placement has exceeded requirements, instructors will continue to foster good relationships with industry partners to ensure student placement.

- **Assessment Results 2011-2012:** Due to reporting procedures, the placement results for 2011-2012 should be available and reported in the 2012-2013 fall document.

Source of Documentation: Offices of Career and Technical Education Programs and counselors at the Poplarville campus and the Forrest County Center.

Use of Assessment Results: Use of assessment will be determined following review of placement results.

- **Assessment Results 2012-2013:** Career and Technical Placement of 2010-2011 Completer/Graduates:
Poplarville Completers/Graduates: Eighty-two percent of the completers/graduates on the Poplarville campus who completed a career or technical program were positively placed in jobs or military. Under the most recent State definition (Fall 2012), 82 percent were placed in jobs or military, and 11 percent continued their education; therefore, positive placement for the Poplarville completer/graduates is 93 percent. Under both definitions (old and new) placement results exceeded the state requirement.

Forrest County Center Completers/Graduates: Eighty-seven percent of the completers/graduates at the Forrest County center who completed a career or technical program were positively placed in jobs or military. Under the most recent State definition (Fall 2012) 87 percent were placed in jobs or military, and four percent continued their education; therefore, positive placement for the Forrest County Center is 91 percent. Under both definitions (old and new) placement results exceeded the state requirement.

Source of Documentation: Offices of Career and Technical Education Programs, Office of Counseling, Advisement and Placement Center at the Poplarville Campus and the Counseling Center at the Forrest County Center.

Use of Assessment Results: Placement averages for the Poplarville campus and the Forrest County Center met and exceeded the State requirement. Student Success Centers have been established at both locations where employability skills such as resume writing are offered. The Student Services Coordinator on the Poplarville campus provides routine instruction on employability skills. A computer program has been purchased and installed in labs to enhance instructional methods. Additionally, career/job fairs and job placement workshops are conducted annually.

Internal Performance Indicator 5

The College will have an aggregate institutional passing rate of at least 80% for programs requiring licensure and certification examinations, and each program will reflect a passing rate of 70% or better. *(This indicator previously read: The College will have an aggregate institutional passing rate of 80% for programs requiring licensure and certification examinations and each program will reflect a passing rate of 70% or better.)*

- **Assessment Results 2010-2011: Refer to the Chart attached as Appendix A**

Source of Documentation:

Practical Nursing	Susan Bedwell, Chair
Barbering	Ola Carpenter, Instructor
Cosmetology	Michelle Patterson, Instructor
Associate Degree Nursing	Peggy Dease, Director of Nursing Education
All others	Dr. Joe Wesley, Career Technical Counselor

Use of Assessment Results: Prior to graduation, students are encouraged to take licensure and/or certification examinations; however, after graduation, the College has little or no influence on decisions graduates make regarding when or if they complete the exams.

- **Assessment Results 2011-2012: Refer to the Chart attached as Appendix A**

Source of Documentation:

Practical Nursing	Ms. Susan Bedwell, Chair
Barbering	Ms. Ola Carpenter, Instructor
Cosmetology	Ms. Michelle Patterson, Instructor
Associate Degree Nursing	Dr. Arlene Jones, Director of Nursing Education
All others	Dr. Joe Wesley, Career Technical Counselor

Use of Assessment Results: Prior to graduation, students are encouraged to take licensure and/or certification examinations; however, after graduation, the College has little or no influence on decisions graduates make regarding when or if they complete the exams.

- **Assessment Results 2012-2013: Refer to the Chart attached as Appendix A**

Source of Documentation:

Practical Nursing	Ms. Susan Bedwell, Chair
Barbering	Ms. Ola Carpenter, Instructor
Cosmetology	Ms. Michelle Patterson, Instructor
Associate Degree Nursing	Dr. Arlene Jones, Director of Nursing Education
All others	Dr. Joe Wesley, Career Technical Counselor

Use of Assessment Results: Collaboration between the supervisor and instructors in programs where the State requirements for licensure were not met will be conducted to determine plans of improvement. Test preparation seminars conducted by instructors will be scheduled. Professional consultants will be scheduled when budgets and availability permit.

Internal Performance Indicator 6

The cumulative grade point average of students at public universities in Mississippi who have transferred from Pearl River Community College will be either higher or insignificantly different from the cumulative grade point average of students at public universities in Mississippi who have transferred from all Mississippi public community colleges.

(This indicator previously read: The cumulative grade point average of students at public universities in Mississippi who have transferred from Pearl River Community College will be higher than the cumulative grade point average of students at public universities in Mississippi who have transferred from all Mississippi public community colleges.)

- **Assessment Results 2010-2011:** The following chart has been amended to reflect Fiscal Year instead of semester in order to be aligned correctly with the Mississippi State Board for Community and Junior Colleges.

	FY 2008	FY 2009	FY 2010
PRCC transfer Term GPA	2.72	2.72	2.72
CJC transfer Term GPA	2.70	2.74	2.74
IHL Term GPA	2.79	2.80	2.80

Source of Documentation: Office of Planning and Research and Mississippi Public Community/Junior College Students Enrolled in Mississippi Public Universities Program Performance Indicators and Measures for 2011 from State Board for Community and Junior Colleges.

Use of Assessment Results: Department Chairs will be made aware of PRCC's Performance Indicators and discussions will be held to determine steps that need to be taken for improvement.

- **Assessment Results 2011-2012:**

	FY 2009	FY 2010	FY 2011
PRCC transfer Term GPA	2.72	2.72	2.98
CJC transfer Term GPA	2.74	2.74	3.08
IHL Term GPA	2.80	2.80	3.05

Source of Documentation: Office of Planning and Research and Mississippi Public Community/Junior College Students Enrolled in Mississippi Public Universities Program Performance Indicators and Measures for 2011 from State Board for Community and Junior Colleges.

Use of Assessment Results: The Vice President of General Education and Technology Services will make faculty aware of PRCC's Performance Indicators during the August 2012 Faculty/Staff Orientation, and discussions will be held to determine steps that need to be taken for improvement.

- **Assessment Results 2012-2013:**

	FY 2011	FY 2012	FY 2013
PRCC transfer Term GPA	2.98	2.97	3.04
CJC transfer Term GPA	3.08	3.08	3.11
IHL Term GPA	3.05	3.06	3.08

Source of Documentation: Office of Planning and Institutional Research and Mississippi Public Community/Junior College Students Enrolled in Mississippi Public Universities Program Performance Indicators and Measures for 2011 from State Board for Community and Junior Colleges.

Use of Assessment Results: The Vice President of General Education and Technology Services will make faculty aware of PRCC's Performance Indicators during the August 2012 Faculty/Staff Orientation, and discussions will be held to determine steps that need to be taken for improvement.

Internal Performance Indicator 7

The percent of full-time students enrolled at Pearl River Community College during the prior three years (cohort as defined by the State Report Card) who complete an Associate in Arts degree, an Associate in Applied Science degree, or a certificate will increase each year. *(This indicator previously stated: The number of students receiving an Associate in Arts degree will increase each year.)*

- **Assessment Results 2010-2011:** The number of students graduating in Associate in Arts graduation programs for the year 2009-2010 was 205 students (July 1, 2009 – June 30, 2010), and there were 294 students graduating with an Associate in Arts degree for 2010-2011, resulting in an increase of approximately 43 percent .

Source of Documentation: Office of Planning and Research.

Use of Assessment Results: *The 43 percent increase in the number of students receiving the Associate in Arts degree for the 2010-2011 school year was attributed to several factors, including the encouragement and information given to students regarding the importance of graduation. Also, those who had already transferred to universities were encouraged to transfer appropriate courses from the university to apply toward an associate degree. Note: in addition to the documentation above of student success, statistics from the Mississippi Community College Board indicate that the preliminary graduation numbers show a 25.04 percent overall increase in PRCC graduates from fiscal year 2010 to fiscal year 2011. Note: These preliminary graduation numbers accurately reflect the number of graduates at the time the report was run. Students are constantly filing graduation applications; therefore, these numbers continually change.

- **Assessment Results 2011-2012:** In order to accurately measure graduation (AA degree completion), a more definitive timeline is needed. This will be discussed and a decision made based on the most logical time to report the data. There is a possibility that in order to have accurate reporting, this data will need to be reported one year later than the date on the Indicator because students often have a degree posted for a particular timeframe several months after that actual date. If the College decides to measure this Indicator based on a recent date, there is potential to inadvertently omit a number of graduates from the calculations.

Source of Documentation: Office of Planning and Research and Office of the Vice President for General Education and Technology

Use of Assessment Results: The Planning and Effectiveness Committee will discuss the best times for collection of this information, enlisting input from the IT department and vice presidents.

- **Assessment Results 2012-2013:** Since this is the first year using the State Report Card, data is not comparable to previous assessment results. The State Report Card reports the following: Based upon first-time, full-time fall 2008 cohort of 1,221 students, the number of total graduates in 100 percent of time to graduation was 146 students; the number of total graduates in 150 percent of time to graduation was 256 students; and the number of total graduates in 200 percent of time to graduation was 291 graduates.

Source of Documentation: Office of Information Technology and Office of Institutional Research

Use of Assessment Results: Because of the need to address retention and completion challenges, PRCC Career and Technical Education has adopted the new 30-45-60 state curriculum redesign. The new design includes two imbedded certificates which build upon the other which ultimately stack into the Associate of Applied Science Degree: Career Certificate (30 CTE Credits) and Technical Certificate (45 CTE Credits) and Associate of Applied Science Degree (Technical Certificate plus 15 additional required academic credits). The Associate of Applied Science Degree programs will require a maximum of 60 credits as long as no industry or professional accreditation standard exists that specifically require the degree to have more than 60 credits. This new curriculum redesign will be implemented in the Spring of 2014.

Internal Performance Indicator 8

The achievement of Student Learning Outcomes will be assessed each year within specified courses in the areas of Oral Communication, Computer Literacy, Humanities, Mathematics, Natural Sciences, Social Sciences, Written Communication, and Wellness.

- **Assessment Results 2011-2012:** Student learning outcomes have been developed from each area and can be found in the 2011-12 Institutional Planning and Effectiveness Fall Document, as well as the end of year Strategic Planning documents.

Source of Documentation: Office of Vice President for Institutional Planning and Research

Use of Assessment Results: Student learning outcomes are reviewed by the Vice President for Poplarville Campus and Hancock Center, Vice President of General Education and Technology, the Vice President for Forrest County Operations, the Vice President for Community and Economic Development, and the Planning and Effectiveness Committee.

- **Assessment Results 2012-2013:** Student learning outcomes have been developed from each area and can be found in the 2012-13 Institutional Planning and Effectiveness Fall Document, as well as the end of year Strategic Planning documents.

Source of Documentation: Office of Vice President for Institutional Planning and Research

Use of Assessment Results: Student learning outcomes are reviewed by the Vice President for Poplarville Campus and Hancock Center, Vice President of General Education and Technology, the Vice President for Forrest County Operations, the Vice President for Community and Economic Development, and the Planning and Effectiveness Committee.

Internal Performance Indicator 9

Sixty-five percent (65%) of students who earn a grade of C or better in Intermediate Algebra will pass College Algebra within one calendar year.

Sixty-five percent (65%) of students who earn a grade of C or better in Intermediate English will pass English Composition I within one calendar year.

Sixty-five percent (65%) of students who earn a grade of C or better in Intermediate Reading will pass a course in the social sciences or humanities within one calendar year.

- **Assessment Results 2011-2012:**
Intermediate course information is from the 2010-11 academic year and the follow-up course would be within the next semester after the intermediate course through the 2011-12 academic year.

Intermediate Algebra – 577 students earned a grade of C or better within the 2010-11 AY. Of the 577, 340 (59%) earned a passing grade (A,B,C,D) in College Algebra through the 2011-12 AY.

Intermediate English – 469 students earned a grade of C or better within the 2010-11 AY. Of the 469, 246 (52%) earned a passing grade (A,B,C,D) in English Comp I through the 2011-12 AY.

Intermediate Reading – 315 students earned a grade of C or better within the 2010-11 AY. Of the 315, 167 (53%) earned a passing grade (A,B,C,D) in a Social Science or Humanities course through the 2011-12 AY.

Source of Documentation: Office of Vice President for General Education and Technology and Office of Vice President for Institutional Planning and Research

Use of Assessment Results: As data is collected and analyzed, the Developmental Education Committee will review the data in connection with the assessments of achievement of student learning outcomes.

- **Assessment Results 2012-2013:**

Intermediate course information is from the 2011-12 academic year and the follow-up course would be within the next semester after the intermediate course through the 2012-13 academic year.

Intermediate Algebra – 590 students earned a grade of C or better within the 2010-11 AY. Of the 590, 402 (68%) earned a passing grade (A,B,C,D) in College Algebra through the 2011-12 AY.

Intermediate English – 484 students earned a grade of C or better within the 2010-11 AY. Of the 484, 257 (53%) earned a passing grade (A,B,C,D) in English Comp I through the 2011-12 AY.

Intermediate Reading – 402 students earned a grade of C or better within the 2010-11 AY. Of the 402, 202 (50%) earned a passing grade (A,B,C,D) in a Social Science or Humanities course through the 2011-12 AY.

Source of Documentation: Office of Information Technology

Use of Assessment Results: As data is collected and analyzed, the Developmental Education Committee will review the data in connection with the assessments of achievement of student learning outcomes.

Goal 2: To provide quality student services.

Commitment Statement:

Pearl River Community College is committed to serving the needs of our student body by providing specialized services.

Internal Performance Indicator 1

At least 70% of students participating in an annual campus climate survey will indicate that they are satisfied with the campus climate. *(This indicator previously stated: Students participating in an annual campus climate survey will indicate they are satisfied with the campus climate.)*

- **Assessment Results 2010-2011:** The Annual Campus Climate Survey was administered during Fall Semester 2010 and survey results concerning student satisfaction indicate that the majority of students (86 percent) are satisfied enough to indicate that they would recommend PRCC to others (85 percent of students surveyed on Poplarville campus; 85 percent of students surveyed at the Forrest County Center, and 92 percent of students surveyed at the Hancock Center strongly agreed or agreed that they were satisfied with PRCC).

Source of Documentation: Office of the Vice President for Poplarville Campus and Hancock Center and Office of Institutional Research

Use of Assessment Results: Since results indicated a satisfaction rating over 70 percent, no action is needed at this time.

- **Assessment Results 2011-2012:** The Annual Campus Climate Survey was administered during Fall Semester 2011 and survey results concerning student satisfaction indicate that the majority of students (86 percent) are satisfied enough to indicate that they would recommend PRCC to others (85 percent of students surveyed on Poplarville campus; 88 percent of students surveyed at the Forrest County Center, and 90 percent of students surveyed at the Hancock Center strongly agreed or agreed that they were satisfied with PRCC).

Source of Documentation: Office of the Vice President for Poplarville Campus and the Hancock Center and Office of Institutional Research

Use of Assessment Results: The Office of Student Services will continue to plan and implement student services and activities designed to enhance the student experience at PRCC.

- **Assessment Results 2012-2013:** The Annual Campus Climate Survey was administered during Fall Semester 2012 and survey results concerning student satisfaction indicate that the majority of students (94 percent) are satisfied enough to indicate that they would recommend PRCC to others (91 percent of students surveyed on Poplarville campus; 95 percent of students surveyed at the Forrest County Center, and 96 percent of students surveyed at the Hancock Center strongly agreed or agreed that they were satisfied with PRCC).

Source of Documentation: Office of the Vice President for Poplarville Campus and the Hancock Center, Office of the Vice President for Forrest County Operations, and Office of Institutional Research

Use of Assessment Results: : As part of the planning and evaluation process, a Focus Group Committee looked at any item that received less than a 70 percent satisfaction level and made recommendations for improvement based upon the specific item. *(For example, Q28 – For*

MSVCC (online) students only: I am satisfied with the services provided by the bookstore for online classes.

The Hancock Center received a satisfaction level of 65.7% for bookstore services from MSVCC (online) students. The online textbook ordering system will be live by the summer so this should be more beneficial to students. It was also noted by committee members that online students have a number of options available to them for acquiring textbooks, such as purchasing directly from the publisher or other online vendors.)

Internal Performance Indicator 2

The Pearl River Community College Libraries will work with instructional leaders to select appropriate materials for the library collection including access to online resources. (This indicator previously stated: The Pearl River Community College Learning Resource Center will meet 80% of Association of College & Research Libraries (ACRL) guidelines by June 2005.)

- Assessment Results 2010-2011:** The library and learning lab staff members work closely with the instructional leaders at the college to select appropriate materials for student use. Several methods are used to accomplish this goal. The library subscribes to Choice magazine, a publication of the Association of College and Research Libraries, a division of the American Library Association, which provides written reviews of college level library materials in the magazine and on review cards that are provided to department chairs and other instructional leaders. They return to the libraries or labs the review cards of the materials that they want the library to purchase. In addition, the library and lab staffs send out regular emails to the faculty asking if they have any requests for materials that they want to have purchased. Because of the expense of AV items, most all of the AV items are purchased upon teacher request. For the print collection, on the Hancock campus, because the collection is small with many needs, approximately 75% of the purchases are made upon teacher request while on the Poplarville and Forrest County campuses with their larger collections, there are not as many requests from instructors. Faculty and students also have access to the statewide MAGNOLIA project that provides online access to thousands of periodical titles in addition to the six databases to which the college subscribes.

GHJ ITEMS	Adds	Total
Books	848	56,173
B. Periodicals	6	7,529
Microform	0	7,042
Cassettes	0	459
CD-ROM's	6	402
Computer Disks	0	127
DVD's	259	713
Kits	0	4
Manuals	0	365
Slide Sets	0	6
Sound Disks	0	68
Transparencies	0	9
Videocassettes	3	3,351
TOTAL	1,122	76,248

FCC ITEMS	Adds	Total
Books	437	6,187
B. Periodicals	0	107
CD-ROM's	1	149
Computer Disks	0	10
DVD's	59	168
Kits	0	5
Manuals	4	44
Slide Sets	0	4
Sound Disk	0	15
Videocassettes	1	447
TOTAL	502	7,136

HAN ITEMS	Adds	Total
Books	371	3,874
B. Periodicals	0	0
CD-ROM's	0	32
DVD's	23	210
Kits	0	2
Manuals	0	3
Maps	1	3
Slide Sets	0	0
Sound Disk	0	0
Videocassettes	2	37
TOTAL	397	4,161

PRCC ITEMS	Adds	Total
Books	1,656	66,234
B. Periodicals	6	7,636
Microform	0	7,042
Cassettes	0	459

CD-ROM's	7	583
Computer Disks	0	137
DVD's	341	1,091
Kits	0	11
Manuals	4	412
Maps	1	3
Slide Sets	0	10
Sound Disks	0	83
Transparencie s	0	9
Videocassette s	5	3,835
TOTAL	2,020	87,545
NetLibrary eBooks	4,191	36,435
NetLibrary eAudiobooks	69	690
ebrary eBooks	0	18,000
G. TOTAL	6,280	142,670

Source of Documentation: Office of Director of College Libraries

- Statistics will be available by the end of the physical year on the total number of items purchased upon teacher request. We will evaluate these results and the methods by which we reach the instructors to see if there is a more effective way to encourage teacher participation in the selection of the materials for the labs and libraries. The above chart provides numbers of items added to the library collection during the 2010-2011 year. The following chart provides orientations conducted and numbers of students and classes served.

The Libraries/Learning Labs provided the following services in 2010-2011 to faculty and students.

Totals for Individual Campuses 2010-2011	Johnston Library 2010-2011	Forrest County 2010-2011	Hancock Center 2010-2011	Totals for All 2010-2011
Total # of Library/ Lab Orientatlons	173	94	10	277
Total # of Classes in Library	192	51	0	243
Total # of Classes in Lab	815	444	140	1,399
Total # Learning Lab Computer Usages	27,120	15,013	4,733	46,866
Total # Door counts	101,247	75,424	4,733	181,404
Total # Online Tests	4,569	3,840	3	8,412

- Assessment Results 2011-2012:** The library and learning lab staff members work closely with the instructional leaders at the college to select appropriate materials for student use. Several methods are used to accomplish this goal. The library subscribes to Choice magazine, a publication of the Association of College and Research Libraries, a division of the American Library Association, which provides written reviews of college level library materials in the magazine and on review cards that are provided to department chairs and other instructional leaders. They return to the libraries or labs the review cards of the materials that they want the library to purchase. In addition, the library and lab staffs send out regular emails to the faculty asking if they have any requests for materials that they want to have purchased. Because of the expense of AV items, most all of the AV items are purchased upon teacher request. For the print collection, on the Hancock campus, because the collection is small with many needs, approximately 75% of the purchases are made upon teacher request while on the Poplarville and Forrest County campuses with their larger collections, there are not as many requests from instructors. Faculty and students also have access to the statewide MAGNOLIA project that provides online access to thousands of periodical titles in addition to the six databases to which the college subscribes.

POPLARVILLE CAMPUS			FORREST COUNTY CENTER			HANCOCK CENTER		
GHJ ITEMS	Adds	Total	FCC ITEMS	Adds	Total	HAN ITEMS	Adds	Total
Books	901	71,231	Books	365	6,869	Books	318	4,282
B. Periodicals	0	7,529	B. Periodicals	0	107	B. Periodicals	0	0
Microform	0	7,042	CD-ROM's	1	135	CD-ROM's	1	33
Cassettes	0	459	Computer Disks	0	0	DVD's	62	271
CD-ROM's	9	410	DVD's	147	315	Kits	0	2
Computer Disks	0	126	Kits	0	4	Manuals	0	3
DVD's	329	1,040	Manuals	8	44	Maps	1	4
Kits	0	4	Slide Sets	0	3	Slide Sets	0	0
Manuals	0	365	Sound Disk	1	16	Sound Disk	1	1
Slide Sets	0	6	Videocassettes	0	423	Videocassettes	8	26
Sound Disks	5	73	TOTAL	522	7,916	TOTAL	391	4,622
Transparencies	0	0						
Videocassettes	9	3,010						
TOTAL	1,253	91,295						

ALL CAMPUSES

PRCC ITEMS	Adds	Total
Books	1,584	82,382
B. Periodicals	0	7,636
Microform	0	7,042
Cassettes	0	459
CD-ROM's	11	578
Computer Disks	0	126
DVD's	538	1,626
Kits	0	10
Manuals	8	412
Maps	1	4
Slide Sets	0	9
Sound Disks	7	90

Transparencies	0	0
Videocassettes	17	3,459
TOTAL	2,166	103,833
EBSCO		
eBooks	2,997	39,432
Recorded		
Books eAudio	11	699
ebrary eBooks	3,000	26,840
G. TOTAL	8,174	170,804

In order to keep the collection current, the collection is weeded on a regular basis, especially in the Nursing and Allied Health areas and the academic courses that support them. In 2011-2012, 3 books were discarded from the Johnston nursing collection while 38 books were purchased for that collection. Forrest County Library discarded 7 books from the nursing and allied health collection and added 51 books to that collection.

Source of Documentation: Office of Director of College Libraries

Use of Assessment Results: Statistics will be available by the end of the physical year on the total number of items purchased upon teacher request. We will evaluate these results and the methods by which we reach the instructors to see if there is a more effective way to encourage teacher participation in the selection of the materials for the labs and libraries. The above chart provides numbers of items added to the library collection during the 2011-2012 year. The following chart provides orientations conducted and numbers of students and classes served.

The Libraries/Learning Labs provided the following services in 2011-2012 to faculty and students.

Totals for Individual Campuses 2011-2012	Johnston Library 2011-2012	Forrest County 2011-2012	Hancock Center 2011-2012	Totals for All 2011-2012
Total # of Library/ Lab Orientations	150	102	10	262
Total # of Classes in Library	152	12	77	241
Total # of Classes in Lab	693	424	61	1,178
Total # Learning Lab Computer Usages	22,219	12,828	4,035	39,082
Total # Door counts	91,844	68,543	4,305	164,692
Total # Online Tests	5,121	4,157	5	9,283

- **Assessment Results 2012-2013:** The library, Curriculum Enhancement Center (CEC), and learning lab staff members work closely with the instructional leaders at the college to select appropriate materials for student use. Several methods are used to accomplish this goal. The library subscribes to Choice magazine, a publication of the Association of College and Research Libraries, a division of the American Library Association, which provides written reviews of college level library materials in the magazine and on review cards that are provided to department chairs and other instructional leaders. They return to the libraries or labs the review cards of the materials that they want the library

to purchase. In addition, the library, CEC, and lab staffs send out regular emails to the faculty asking if they have any requests for materials that they want to have purchased. Because of the expense of AV items, most all of the AV items are purchased upon teacher request. For the print collection, on the Hancock campus, because the collection is small with many needs, approximately 75% of the purchases are made upon teacher request while on the Poplarville and Forrest County campuses with their larger collections, there are not as many requests from instructors. Faculty and students also have access to the statewide MAGNOLIA project that provides online access to thousands of periodical titles in addition to the six databases to which the college subscribes.

Poplarville Campus

Forrest County Center

Hancock Center

GHJ Items	Adds	Total	FCC ITEMS	Adds	Total	HAN ITEMS	Adds	Total
Books	115	56,747	Books	226	6,935	Books	57	4,332
B. Periodicals	0	7,529	B. Periodicals	0	107	B. Periodicals	0	0
Microform	0	7,042	CD-ROM's	5	139	CD-ROM's	4	37
Cassettes	0	21	Computer Disks	0	0	DVD's	4	274
CD-ROMS's	6	406	DVD's	26	336	Kits	0	2
Computer Disks	0	126	Kits	0	4	Manuals	0	3
DVD's	113	1,153	Manuals	8	33	Maps	0	4
Kits	0	4	Slide Sets	0	3	Slide Sets	0	0
Manuals	0	365	Sound Disk	0	16	Sound Disk	0	1
Slide Sets	0	6	Videocassettes	1	419	Videocassettes	0	28
Sound Disks	0	73	TOTAL	266	7,992	TOTAL	65	4,679
Transparencies	0	9						
Videocassettes	0	2,080						
TOTAL	234	75,561						

All Three Campuses

PRCC ITEMS	Adds	Total
Books	398	68,014
B. Periodicals	0	7,636
Microform	0	7,042
Cassettes	0	21
CD-ROM's	15	582
Computer Disks	0	126
DVD's	143	1,763
Kits	0	10
Manuals	8	401
Maps	0	4
Slide Sets	0	9
Sound Disks	0	90
Transparencies	0	9
Videocassettes	1	2,525
TOTAL	565	88,232
EBSCO, eBooks		152,112
Recorded Books, eAudio		757
Ebrary, eBooks		31,145
G. TOTAL		272,246

In order to keep the collection current, the collection is weeded on a regular basis.

Source of Documentation: Office of Director of College Libraries

Use of Assessment Results: Statistics will be available by the end of the physical year on the total number of items purchased. The instructor response from the mass email for requested materials was found not be as effective as previous years. Individual emails will be sent to each instructor from the Director of College Libraries requesting materials for purchase. The library will also continue to order from the Outstanding Academic Titles from Choice magazine. The library will evaluate these results and the methods by which we reach the instructors to see if there is a more effective way to encourage teacher participation in the selection of the materials for the labs and libraries. The above chart provides numbers of items added to the library collection during the 2012-2013 year. The following chart provides orientations conducted and numbers of students and classes served.

The Libraries/Learning Labs provided the following services in 2012-2013 to faculty and students.

Totals for Individual Campuses 2012-2013	Johnston Library 2012-2013	Forrest County 2012-2013	Hancock Center 2012-2013	Totals for All 2012-2013
Total # of Library/ Lab Orientations	151	84	10	245
Total # of Classes in Library	148	56	60	264
Total # of Classes in Lab	566	351	18	935
Total # CEC/Learning Lab Computer Usages	16,323	10,766	3,344	30,433
Total # Door counts	76,563	53,851	3,344	133,758
Total # Online Tests	5,661	4,357	7	10,025

Internal Performance Indicator 3

At least 70% of students participating in an annual campus climate survey will indicate they are satisfied with the services provided by various offices on campus. *(This indicator previously stated: At least 70% of students participating in an annual campus climate survey will indicate they are satisfied with the personal attention given by various offices on campus)*

Admissions Office

- **Assessment Results 2010-2011:** The annual Campus Climate Survey was administered during the 2010 fall semester and 89 percent of students indicated that they were satisfied with the services provided by the Office of Admissions. Student satisfaction level was 90 percent at the Poplarville campus, 86 percent at the Forrest County Center, and 94 percent at the Hancock Center.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Since the satisfaction level is above 70%, no action is needed at this time.

- **Assessment Results 2011-2012:** The annual Campus Climate Survey was administered during the 2011 fall semester and 92 percent of students indicated that they were satisfied with the services provided by the Office of Admissions. Student satisfaction level was 94 percent at the Poplarville campus, 88 percent at the Forrest County Center, and 97 percent at the Hancock Center.

Source of Documentation: Office of the Vice President for Poplarville Campus and the Hancock Center and Office of Institutional Research.

Use of Assessment Results: Student satisfaction level will continue to be monitored so that action can be taken as needed.

- **Assessment Results 2012-2013:**
Admissions: The annual Campus Climate Survey was administered during the 2012 semester and 92 percent of the students indicated that they were satisfied with the services provided by the Office of Admissions. Student satisfaction level was 94 percent at the Poplarville campus, 88 percent at the Forrest County Center, and 95 percent at the Hancock Center.

Source of Documentation: Office of the Vice President for Poplarville Campus and the Hancock Center, Office of the Vice President for Forrest County Operations, and Office of Institutional Research.

Use of Assessment Results: An online application was developed to be implemented in the summer of 2013 and a decision has been made to conduct small group orientations during summer 2013 and fall 2013.

Bookstore

- **Assessment Results 2010-2011:** The annual Campus Climate Survey was administered during the 2010 fall semester and 90 percent of overall students were satisfied. Campus breakdown as follows: 92 percent of students at the Poplarville campus agreed or strongly agreed that they were satisfied with services offered by personnel in the Bookstore; 90 percent of students at the Forrest County Center were satisfied; and 94 percent of students at the Hancock Center were satisfied with services offered by the Bookstore.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Since student satisfaction level is above 70%, no action is needed at this time.

- **Assessment Results 2011-2012:** The annual Campus Climate Survey was administered during the 2011 fall semester and 94 percent of overall students were satisfied with bookstore services. Campus breakdown as follows: 95 percent of students at the Poplarville campus agreed or strongly agreed that they were satisfied with services offered by personnel in the Bookstore; 94 percent of students at the Forrest County Center were satisfied; and 94 percent of students at the Hancock Center were satisfied with services offered by the Bookstore.

Source of Documentation: Office of the Vice President for Poplarville Campus and the Hancock Center and Office of Institutional Research.

Use of Assessment Results: Use of student satisfaction levels will continue to be monitored and action taken as needed.

- **Assessment Results 2012-2013:** The annual Campus Climate Survey was administered during the 2012 fall semester and 80 percent of overall students were satisfied with bookstore services. Campus breakdown as follows: 89 percent of students at the Poplarville campus agreed or strongly agreed that they were satisfied with services offered by personnel in the Bookstore. 90 percent of students at the Forrest County Center were satisfied; and 86 percent of the students at the Hancock Center were satisfied with services offered by the Bookstore.

Source of Documentation: Office of the Vice President for Poplarville Campus and the Hancock County Center, Office of the Vice President for Forrest County Operations, and Office of Institutional Research.

Use of Assessment Results: Although the results were well above the 70 percent satisfaction level, the student comments were reviewed by the Vice President for Business and Administrative Services and Bookstore Manager to ascertain if anything specifically was mentioned concerning the bookstore. Students will be able to order textbooks online and book rental services are also offered.

Counseling Center

- **Assessment Results 2010-2011:** According to the results of the survey, 91 percent of students surveyed on the Poplarville Campus agreed or strongly agreed that they were satisfied with the services provided by the Counseling, Advisement and Placement Center, the Forrest County Center results reflected a rating of 84 percent, with the highest rating of satisfaction at the Hancock Center of 91 percent. Results indicated an overall 89 percent satisfaction level.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Since the satisfaction level is above 70%, no action is needed at this time.

- **Assessment Results 2011-2012:** According to the results of the survey, 93 percent of students surveyed on the Poplarville Campus agreed or strongly agreed that they were satisfied with the services provided by the Counseling, Advisement and Placement Center, the Forrest County Center results reflected a rating of 89 percent, with the highest rating of satisfaction at the Hancock Center of 95 percent. Results indicated an overall 92 percent satisfaction level.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research.

Use of Assessment Results: Use of student satisfaction levels will continue to be monitored and action taken as needed.

- **Assessment Results 2012-2013:** According to the results of the survey, 94 percent of students surveyed on the Poplarville Campus agreed or strongly agreed that they were satisfied with the services provided by the Counseling Advisement and Placement Center, the Forrest County Center results reflected a rating of 93 percent with the rating satisfaction at the Hancock Center of 92 percent. Results indicated an overall 93 percent satisfaction level.

Source of Documentation: Office of the Vice President for Poplarville Campus and the Hancock County Center, Office of the Vice President for Forrest County Operations, and Office of Institutional Research.

Use of Assessment Results: Satisfaction levels with the counseling center increased on the Poplarville campus and the Forrest County Center with a slight decrease at the Hancock Center. Counselors continued to use one-on-one interaction with students and select faculty members have also assisted during the summer months. Student satisfaction levels will continue to be monitored and appropriate action taken.

Financial Aid Office

- **Assessment Results 2010-2011:** The annual Campus Climate Survey was administered during the 2010 fall semester and 78 percent of students at all campuses indicated satisfaction with the services provided by personnel in the Financial Aid office. Results indicate a 79 percent satisfaction level at the Poplarville campus, 73 percent at the Forrest County Center, and 87 percent at the Hancock Center.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Since the satisfaction level is above 70%, no action is needed at this time.

- **Assessment Results 2011-2012:** The annual Campus Climate Survey was administered during the 2011 fall semester and 85 percent of students at all campuses indicated satisfaction with the services provided by personnel in the Financial Aid office. Results indicate a 87 percent satisfaction level at the Poplarville campus, 82 percent at the Forrest County Center, and 84 percent at the Hancock Center.

Source of Documentation: Office of the Vice President for Poplarville Campus and the Hancock Center and Office of Institutional Research.

Use of Assessment Results: Use of student satisfaction levels will continue to be monitored and action taken as needed.

- **Assessment Results 2012-2013:** The annual Campus Climate Survey was administered during the 2012 fall semester and 85 percent of students at all campuses indicated satisfaction with the services provided by personnel in the Financial Aid Office. Results indicate a 79 percent satisfaction level at the Poplarville campus, 74 percent at the Forrest County Center, and 81 percent at the Hancock Center.

Source of Documentation: Office of the Vice President for Poplarville Campus and the Hancock County Center, Office of the Vice President for Forrest County Operations, and Office of Institutional Research.

Use of Assessment Results: Work study students have been trained to answer questions and assist at the front counter during peak times, as well as to assist with the volume of telephone calls.

Learning Resource Center (now Library)

- **Assessment Results 2010-2011:** The annual Campus Climate Survey was administered during the 2010 fall semester and students indicated an 95 percent level of satisfaction with library services

overall. Satisfaction levels at the Poplarville campus were 95 percent, 93 percent at the Forrest County Center, and 97 percent at the Hancock Center.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Since the level of satisfaction is above 70%, no action is needed at this time.

- **Assessment Results 2011-2012:** The annual Campus Climate Survey was administered during the 2011 fall semester and students indicated an 97 percent level of satisfaction with library services overall. Satisfaction levels at the Poplarville campus were 98 percent, 96 percent at the Forrest County Center, and 97 percent at the Hancock Center.

Source of Documentation: Office of the Vice President for Poplarville Campus and the Hancock Center and Office of Institutional Research.

Use of Assessment Results: Use of student satisfaction levels will continue to be monitored and action taken as needed.

- **Assessment Results 2012-2013:** The annual Campus Climate Survey was administered during the 2012 fall semester and students indicated a 97 percent level of satisfaction with library services overall. Satisfaction levels at the Poplarville campus were 97 percent, 96 percent at the Forrest County Center, and 97 percent at the Hancock Center.

Source of Documentation: Office of the Vice President for Poplarville Campus and the Hancock County Center, Office of the Vice President for Forrest County Operations, and Office of Institutional Research.

Use of Assessment Results: Although student satisfaction levels have remained constant overall, plans were developed to redesign the Learning Lab into more of a classroom-type environment for individual classroom usage. Use of student satisfaction levels will continue to be monitored.

Security

- **Assessment Results 2010-2011:** The annual Campus Climate Survey was administered during the 2009 fall semester. A majority of students surveyed (84 percent) responded that they think PRCC campuses are secure for all students as follows: 83 percent of students surveyed on the Poplarville Campus; the level at the Forrest County Center was 84 percent satisfaction; and the satisfaction level at the Hancock Center was 92 percent .

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Since the satisfaction level at all campuses is above 70%, no action is needed at this time.

- **Assessment Results 2011-2012:** The annual Campus Climate Survey was administered during the 2011 fall semester. A majority of students surveyed (86 percent) responded that they think PRCC campuses are secure for all students as follows: 84 percent of students surveyed on the Poplarville Campus; the level at the Forrest County Center was 86 percent satisfaction; and the satisfaction level at the Hancock Center was 94 percent .

Source of Documentation: Office of the Vice President for Poplarville Campus and the Hancock Center and Office of Institutional Research.

Use of Assessment Results: Use of student satisfaction levels will continue to be monitored and action taken as needed.

- **Assessment Results 2012-2013:** The annual Campus Climate Survey was administered during the 2012 semester. A majority of students surveyed (90 percent) responded that they think PRCC campuses are secure for all students as follows: 88 percent of students surveyed on the Poplarville campus; the level at the Forrest County Center was 89 percent; and the satisfaction level at the Hancock Center was 98 percent.

Source of Documentation: Office of the Vice President for Poplarville Campus and the Hancock County Center, Office of the Vice President for Forrest County Operations, and Office of Institutional Research.

Use of Assessment Results: Use of student satisfaction levels will continue to be monitored and action taken as needed.

Internal Performance Indicator 4

The College will designate at least six percent (6%) of the Education and General Budget for instructional support expenditures (libraries and learning labs). *(This indicator previously stated: The library budget at Pearl River Community College will increase by at least a tenth of a percentage point each year until the nationally accepted standard of 6% of the education/general budget total has been reached.)*

- **Assessment Results 2010-2011:** The combined Library budget or Instructional Support budget for FY 2011 was 3.53%, or \$1,105,348.00, of the College's unrestricted general support budget. This compares to FY 2010 at 3.60%, or \$1,116,244.00. The FY 2011 Enlargement & Improvement Budget made no allowance for the Instructional Support budget, while the FY 2010 E&I budget established \$100,000.00 for Library Services and Learning Labs.

Source of Documentation: Dean of Business Services

Use of Assessment Results: Additional funds will be requested for library.

- **Assessment Results 2011-2012:** The combined Library budget or Instructional Support budget for FY 2012 was 3.51%, or \$1,139,693.00, of the College's unrestricted general support budget. This compares to FY 2011 at 3.53%, or \$1,105,348.00.

Source of Documentation: Vice President for Poplarville Business and Administrative Services and Office of Institutional Research.

Use of Assessment Results: Additional funds will be requested for library.

- **Assessment Results 2012-2013:** The combined Library/ Learning Lab budget or Instructional Support budget for FY 2013 was 3.46%, or \$1,170,542.00 of the College's unrestricted general support budget. These figures compare to FY 2012 at 3.51%, or \$1,139,685.00. While the FY 2012 Enlargement & Improvement Budget (E&I) included no funds for this area of service, the FY 2013 E&I Budget included \$135,000.00 for the upgrade and expansion of the Library Computer Lab.

Source of Documentation: Vice President for Poplarville Business and Administrative Services and Office of Institutional Research.

Use of Assessment Results: Due to lack of sufficient funds, no additional funds will be requested for the library at this time.

Internal Performance Indicator 5

Each student will be informed of the procedures to follow to seek accommodations for disability.

- **Assessment Results 2010-2011:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the Dean of Students, Vice President for Instruction, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

Source of Documentation: Copies of each syllabus are maintained in the offices of the Director of Poplarville Career and Technical Education, Vice President of Forrest County Operations, the Director of the Hancock Center, and the directors or chairs of instructional departments.

Use of Assessment Results: Procedures already in place will be continued and monitored.

- **Assessment Results 2011-2012:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

Source of Documentation: Copies of each syllabus are maintained in the offices of the Director of Poplarville Career and Technical Education, Vice President of Forrest County Operations, the Director of the Hancock Center, and the directors or chairs of instructional departments.

Use of Assessment Results: Procedures already in place will be continued and monitored.

- **Assessment Results 2012-2013:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Dean of Hancock Center, Admissions Specialist and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

Source of Documentation: Copies of each syllabus are maintained in the offices of the Director of Poplarville Career and Technical Education, Vice President of Forrest County Operations, the Director of the Hancock Center, and the directors or chairs of instructional departments.

Use of Assessment Results: Procedures already in place will be continued and monitored.

Goal 3: To provide access to college courses and programs using various instructional methods, including distance education.

Commitment Statement:

Pearl River Community College is committed to making its programs and services available to all who seek an education. Various instructional methods, including distance education and off-site instruction, will be utilized, and the College will provide reasonable accommodations to the students with developmental disabilities.

Internal Performance Indicator 1

Distance learning classes provided through the Mississippi Virtual Community College will increase by 10% for each one of the next two years (2011-2012, 2012-2013). *(This indicator previously stated: Distance learning courses provided through the Mississippi Virtual Community College will increase by 10% for each one of the next two years (2008-2009, 2009-2010).)*

- Assessment Results 2010-2011: Assessment Results 2010-2011:**

Fall 2009- Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2010 – Summer 2011	Percent Change
292	90	117	119	326	+11.6%

Source of Documentation: Office of Extended Education and Instructional Design

Use of Assessment Results: An effort is underway to evaluate the possibility of full-time on-campus instructors teaching online classes as part of the recognized full-time load. This has the potential to be beneficial while creating a domino effect of additional issues; therefore a committee will be formed to discuss the best approach to this option for creating additional online sections.

According to the Enrollment Assessment Report provided by the SBCJC, Pearl River had 121 sections online during Fall 2011. Spring 2012 and Summer 2012 will be furnished when the Enrollment Assessment Report for those semesters is complete.

- Assessment Results 2011-2012:**

Fall 2010- Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2011 – Summer 2012	Percent Change
326	121	131	118	370	13.50

According to the Enrollment Assessment Report provided by the SBCJC, Pearl River had 121 sections online during Fall 2011. Spring 2012 and Summer 2012 will be furnished when the Enrollment Assessment Report for those semesters is complete.

Source of Documentation: Office of Director of E-Learning

Use of Assessment Results: An effort is underway to evaluate the possibility of full-time on-campus instructors teaching online classes as part of the recognized full-time load. This has the potential to be beneficial while creating a domino effect of additional issues; therefore a committee will be formed to discuss the best approach to this option for creating additional online sections.

- **Assessment Results 2012-2013:** According to the Enrollment Assessment Report provided by the SBCJC, there was a decrease in online course offerings for year 2012-2013.

Fall 2011 – Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2012 – Summer 2013	Percent Change
370	131	141	76	348	-.06

Source of Documentation: MSVCC Enrollment Assessment Report

Use of Assessment Results: The decrease of online course offerings is the result of the decrease in enrollments at Pearl River Community College and statewide. Our main focus in the Office of eLearning has changed to retention.

Internal Performance Indicator 2

All high schools in the Pearl River Community College district will be informed of policies regarding dual enrollment opportunities. *(This indicator replaces one that previously stated: At least eighty percent (80%) of academic and technical courses carrying three or more hours will be taught using a combination of whole group lecture, small group work, and individual work within the class setting.)*

- **Assessment Results 2010-2011:** All high schools in the six-county district were invited to attend a Dual Enrollment informational meeting that was held on June 15, 2010 in Crosby Hall. While not all schools attended, all were invited. Information is available on the Extended Education and Instructional Design website regarding the requirements for Dual Enrollment students (<http://pr10.pccc.edu/~mlbyrd/extendededucation/dualenrollment/index.html>). Also included are all of the forms students and school districts must complete in order to participate in Dual Enrollment.

Source of Documentation: Office of Extended Education and Instructional Design

Use of Assessment Results: The stated Indicator was met; therefore, no improvement is needed at this time. The Office of Extended Education and Instructional Design will continue to provide current information to area high schools as well as monitor the Dual Enrollment classes being offered through the high schools.

- **Assessment Results 2011-2012:** All school administration (superintendents, principals, assistant principals, and counselors as well as some instructors) were contacted in Spring 2011 regarding the Fall 2011 semester. They were provided with information regarding the different options provided to Dual Enrollment students. In addition, meetings have been held at district high schools when requested by the district. These meetings have been information sessions to provide guidelines and procedures for those who deal directly with the Dual Enrollment students.

Source of Documentation: Office of Vice President for General Education and Technology

Use of Assessment Results: Efforts to provide current information to area high schools will continue and Dual Enrollment classes being offered through the high schools will continue to be monitored.

- **Assessment Results 2012-2013:** High school personnel are contacted periodically regarding Dual Enrollment practices and policies. Upon invitation, Dual Enrollment presentations are made each semester at local high schools. Beginning Fall 2012, Dual Enrollment students were eligible for one tuition free online course each semester. This has proven popular and continued growth is anticipated.

Source of Documentation: Office of Vice President for General Education and Technology

Use of Assessment Results: In the Summer of 2013, professional development sessions will be held for Option 1 Dual Enrollment instructors.

Internal Performance Indicator 3

Throughout the implementation of the Quality Enhancement Plan, mathematics classrooms will be enhanced through the increased use of instructional technology replacing outdated equipment as needed.

- **Assessment Results 2010-2011:** During 2010-2011, course redesign was implemented in all MAT 1313, MAT 1233, MAT 0123, and MAT 0113 classes on the Poplarville campus. Four computers were added to the MathPower Lab on the Poplarville campus. No additional technology is needed to support the Poplarville campus in course redesign. Plans are being made for course redesign implementation at the Forrest County Center for MAT 1233 and MAT 0123 which will require three classrooms to be outfitted with netbooks and a symposium. Due to enrollment and facilities, the Hancock Center remains the same.

Source of Documentation: Office of Chair of Department of Science, Mathematics, and Business

Use of Assessment Results: Efforts will continue to enhance mathematics classrooms with instructional technology.

- **Assessment Results 2011-2012:** During 2011-2012, three Forrest County Center classrooms were outfitted with netbooks to support course redesign implementation. The Hancock Center received five desktop computers and a lab network printer. The Poplarville campus Math Power Lab replaced five desktop computers.

Source of Documentation: Office of Chair of Department of Science, Mathematics, and Business

Use of Assessment Results: Efforts will continue to enhance mathematics classrooms with instructional technology.

- **Assessment Results 2012-2013:** During 2012-2013, a new classroom set of laptops were added to the Science Building, Room 103. Two mathematics instructor computers were replaced with new desktop computers.

Source of Documentation: Office of Chair of Department of Science, Mathematics, and Business

Use of Assessment Results: Instructional technology needs will be monitored and requested by the Science, Mathematics, and Business Department.

Internal Performance Indicator 4

During the course of a fiscal year, a total of 15 weekend classes will be offered by Pearl River Community College throughout the six-county district. *(This indicator previously stated: During the course of a fiscal year, a total of 15 weekend courses will be offered by Pearl River Community College throughout the six-county district.)*

- **Assessment Results 2010-2011:**
 - Summer 2010 – Twelve (12) weekend classes were offered; one (1) did not make.
 - Fall 2010 – Six (6) weekend classes were offered; all made.
 - Spring 2011 – Seven (7) weekend classes were offered; all made.

Source of Documentation: Office of Extended Education and Instructional Design

Use of Assessment Results: Since a total of twenty-six weekend classes were offered, this indicator was met. Weekend classes are becoming more popular among students, but it is often difficult to find instructors for these classes. This is typically due to the fact that the instructors teaching Monday through Friday and teaching a full weekend followed by another Monday through Friday schedule find it very difficult to maintain this type of load. A committee will discuss the possibility of making weekend classes part of the full-time load.

- **Assessment Results 2011-2012:**
Summer 2011 – Twelve (12) weekend classes were offered; two (2) did not make.
Fall 2011 – Nine (9) weekend classes were offered; all made.
Spring 2012 – Ten (10) weekend classes were offered; all made.

Source of Documentation: Office of Vice President for General Education and Technology

Use of Assessment Results: Students maintain an interest in a variety of instructional methods. A continued effort will be made to add additional online classes; however, it is still a challenge to find instructors willing to teach many weekend classes due to the trying schedule.

- **Assessment Results 2012-2013:** Twenty – eight weekend classes were offered.
Summer 2012 – Nine (9) weekend classes were offered; three (3) did not make.
Fall 2012 – Ten (10) weekend classes were offered; all made.
Spring 2013 – Nine (9) weekend classes were offered; one (1) did not make.

Source of Documentation: Office of Vice President for General Education and Technology

Use of Assessment Results: Weekend classes continue to be offered. Staffing these classes continues to be a challenge.

Internal Performance Indicator 5

Each student will be informed of the procedures to follow to seek accommodations for disability.

- **Assessment Results 2010-2011:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the Dean of Students, Vice President for Instruction, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

Source of Documentation: Copies of each syllabus are maintained in the offices of the Director of Poplarville Career and Technical Education, the Dean of Forrest County Center, and the directors or chairs of instructional departments.

Use of Assessment Results: Copies of each syllabus are maintained in the offices of the Director of Career and Technical Education Programs (Poplarville), the Dean of the Forrest County Center, the Director of the Hancock Center, and the directors or chairs of instructional departments.

- **Assessment Results 2011-2012:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of

Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

Source of Documentation: Copies of each syllabus are maintained in the offices of the Director of Poplarville Career and Technical Education, the Vice President for Forrest County Operations, and the directors or chairs of instructional departments.

Use of Assessment Results: Procedures in place will be continued and monitored.

- **Assessment Results 2012-2013:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Dean of Hancock Center, Admissions Specialist and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

Source of Documentation: Copies of each syllabus are maintained in the offices of the Director of Poplarville Career and Technical Education, the Vice President for Forrest County Operations, and the directors or chairs of instructional departments.

Use of Assessment Results: Procedures in place will be continued and monitored.

Goal 4: To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.

Commitment Statement:

Pearl River Community College will employ well-qualified faculty and staff, provide them with a competitive salary and benefit package, and invest in their professional development.

Internal Performance Indicator 1

Faculty salaries will remain among the top one-third of community colleges in Mississippi. *(This indicator previously stated: Faculty salaries will rank among the top one-third of community colleges in Mississippi by 2011.)*

- **Assessment Results 2010-2011:** The Mississippi Public Community and Junior Colleges Comparison of Revenue by Source and Expenditures by Program and by Object for FY 2010 indicates that the average faculty salary for Pearl River Community College now ranks second in the State of Mississippi.

Source of Documentation: Office of Dean of Business Services.

Use of Assessment Results: We will continue in our endeavors to get salaries increased.

- **Assessment Results 2011-2012:** The report produced by the Mississippi Community College Board entitled, "Comparison of Revenue by Source and Expenditure by Program and by Object, Fiscal Year 2012", confirms that the Pearl River Community College Average Faculty Salary is \$56,705, or second in the state compared to the other fourteen community colleges.

Source of Documentation: Office of Vice President for Business and Administrative Services.

Use of Assessment Results: The Pearl River Community College Average Faculty Salary ranks in the top one-third of community colleges in Mississippi.

- **Assessment Results 2012-2013:** The FY 2013 information will be available following receipt of the Mississippi Community College Board report in Fall 2013.

Source of Documentation: Office of Vice President for Business and Administrative Services

Use of Assessment Results: While the Pearl River Community College average faculty salary currently ranks in the top one-third of community colleges in Mississippi, the results of the FY 2013 report will be made available in the 2013 Fall Document following receipt of the report.

Internal Performance Indicator 2

At least 80% of Pearl River Community College classes carrying three or more semester hours of credit in the fall and spring will be delivered by full-time instructors.

- **Assessment Results 2010-2011:** In Fall 2010 there were 812 academic and technical classes with 3 or more credit hours. This included 578 academic classes and 234 technical classes (no virtual). Of the 578 academic classes, 381 (66%) were taught by full time instructors. Of the 234 technical

classes, 220 (94%) were taught by full time instructors. The overall percentage of both academic and technical classes taught by full time instructors for Fall 2010 is 74%.

Poplarville (Main Campus) - There were 483 academic and technical classes with 3 or more credit hours including 317 academic classes and 166 technical classes (no virtual). Of the 317 academic classes, 285 (90%) were taught by full time instructors. Of the 166 technical classes, 152 (92%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors for the Poplarville Campus is 90%.

Hattiesburg (Forrest County Center) – There were 283 academic and technical classes with 3 or more credit hours including 217 academic classes and 66 technical classes (no virtual). Of the 217 academic classes, 75 (35%) were taught by full time instructors. Of the 66 technical classes, 66 (100%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors at the Forrest County Center is 50%.

Waveland (Hancock Center) – There were 46 academic and technical classes with 3 or more credit hours including 44 academic classes and 2 technical classes (no virtual). Of the 44 academic classes, 21 (48%) were taught by full time instructors. Of the 2 technical classes, 2 (100%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors at the Hancock Center 50%

Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Vice President for Instruction.

Use of Assessment Results: The Cabinet is aware of the need to hire more full-time instructors and diligent effort is being made to increase the number of full-time instructors at the Forrest County Center and the Hancock Center.

- **Assessment Results 2011-2012:** In Fall 2011 there were 833 academic and technical classes with 3 or more credit hours. This included 590 academic classes and 243 technical classes (no virtual). Of the 590 academic classes, 424 (72%) were taught by full time instructors. Of the 243 technical classes, 223 (92%) were taught by full time instructors. The overall percentage of both academic and technical classes taught by full time instructors for Fall 2011 is 78%. There were 60 Career classes with 3 or more credit hours with 58 classes taught by full-time instructors (97%). The overall percentage of academic, technical, and career classes taught by full-time instructors for Fall 2011 is 79 percent.

Poplarville (Main Campus) - There were 485 academic and technical classes with 3 or more credit hours including 319 academic classes and 166 technical classes (no virtual). Of the 319 academic classes, 307 (96%) were taught by full time instructors. Of the 166 technical classes, 151 (91%) were taught by full time instructors. Of the 50 Career classes taught on the Poplarville Campus, 39 (78%) were taught by full-time instructors. Overall percentage of academic, technical and career classes taught by full time instructors for the Poplarville Campus is 93 percent.

Hattiesburg (Forrest County Center) – There were 298 academic and technical classes with 3 or more credit hours including 226 academic classes and 72 technical classes (no virtual). Of the 226 academic classes, 92 (41%) were taught by full time instructors. Of the 72 technical classes, 69 (96%) were taught by full time instructors. Of the 10 Career classes taught at the Forrest County Center, eight (80%) were taught by full-time instructors. Overall percentage of academic, technical and career classes taught by full time instructors at the Forrest County Center is 55 percent.

Waveland (Hancock Center) – There were 50 academic and technical classes with 3 or more credit hours including 45 academic classes and 5 technical classes (no virtual). Of the 45 academic classes, 25 (56%) were taught by full time instructors. Of the 5 technical classes, 3 (60%) were

taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors at the Hancock Center is 56 percent.

In Spring 2012 there were 785 academic and technical classes with 3 or more credit hours. This included 532 academic classes and 253 technical classes (no virtual). Of the 532 academic classes, 397 (75%) were taught by full time instructors. Of the 253 technical classes, 251 (99%) were taught by full time instructors. The overall percentage of both academic and technical classes taught by full time instructors for Spring 2012 is 82.5%. There were 65 Career classes with 3 or more credit hours with 64 classes taught by full-time instructors (98%). The overall percentage of academic, technical and career classes taught by full-time instructors for Spring 2012 is 84 percent.

Poplarville (Main Campus) - There were 457 academic and technical classes with 3 or more credit hours including 280 academic classes and 177 technical classes (no virtual). Of the 280 academic classes, 245 (87.5%) were taught by full time instructors. Of the 177 technical classes, 177 (100%) were taught by full time instructors. Of the 56 Career classes taught on the Poplarville Campus, 100% were taught by full-time instructors. Overall percentage of academic, technical, and career classes taught by full time instructors for the Poplarville Campus is 93 percent.

Hattiesburg (Forrest County Center) – There were 277 academic and technical classes with 3 or more credit hours including 207 academic classes and 70 technical classes (no virtual). Of the 207 academic classes, 127 (61%) were taught by full time instructors. Of the 70 technical classes, 70 (100%) were taught by full time instructors. Of the 9 Career classes taught at the Forrest County Center, eight (89%) were taught by full-time instructors. Overall percentage of academic, technical and career classes taught by full time instructors at the Forrest County Center is 72 percent.

Waveland (Hancock Center) – There were 51 academic and technical classes with 3 or more credit hours including 45 academic classes and 6 technical classes (no virtual). Of the 45 academic classes, 29 (64%) were taught by full time instructors. Of the 6 technical classes, 4 (67%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors at the Hancock Center is 65%.

Source of Documentation: Office of Information Technology

Use of Assessment Results: The Cabinet is aware of the need to hire more full-time instructors and diligent effort is being made to increase the number of full-time instructors at the Forrest County Center and the Hancock Center.

- **Assessment Results 2012-2013:** In Fall 2012 there were 825 academic, technical, and career classes with 3 or more credit hours. This included 548 academic classes and 230 technical classes (no virtual). Of the 548 academic classes, 431 (79%) were taught by full time instructors. Of the 230 technical classes, 230(100%) were taught by full time instructors. The overall percentage of both academic and technical classes taught by full time instructors for Fall 2012 is 85.2%. There were 47 Career classes with 3 or more credit hours with 45 classes taught by full-time instructors (96%). The overall percentage of academic, technical, and career classes taught by full-time instructors for Fall 2012 is 85%.

Poplarville (Main Campus) - There were 486 academic, career, and technical classes with 3 or more credit hours including 296 academic classes and 154 technical classes (no virtual) Of the 296 academic classes, 267 (90%) were taught by full time instructors. Of the 154 technical classes, 154 (100%) were taught by full time instructors. Of the 36 Career classes taught on the Poplarville Campus, 36 (100%) were taught by full-time instructors. Overall percentage of academic, technical and career classes taught by full time instructors for the Poplarville Campus is 94%.

Hattiesburg (Forrest County Center) – There were 290 academic and technical classes with 3 or more credit hours including 210 academic classes and 69 technical classes (no virtual)

Of the 210 academic classes, 141 (67%) were taught by full time instructors. Of the 69 technical classes, 69 (100%) were taught by full time instructors. Of the 11 Career classes taught at the Forrest County Center, nine (82%) were taught by full-time instructors. Overall percentage of academic, technical and career classes taught by full time instructors at the Forrest County Center is 76%.

Waveland (Hancock Center) – There were 49 academic and technical classes with 3 or more credit hours including 42 academic classes and 7 technical classes (no virtual). Of the 42 academic classes, 23 (55%) were taught by full time instructors. Of the 7 technical classes, 7 (100%) were taught by full time instructors. Overall percentage of both academic and technical classes taught by full time instructors at the Hancock Center is 61.4%.

In Spring 2013 there were 769 academic, technical, and career classes with 3 or more credit hours. This included 493 academic classes and 239 technical classes (no virtual). Of the 493 academic classes, 384 (78%) were taught by full time instructors. Of the 239 technical classes, 232 (97%) were taught by full time instructors. The overall percentage of both academic and technical classes taught by full time instructors for spring 2013 is 84%. There were 37 Career classes with 3 or more credit hours with 35 classes taught by full-time instructors (95%). The overall percentage of academic, technical, and career classes taught by full-time instructors for spring 2013 is 85%.

Poplarville (Main Campus) - There were 458 academic, career, and technical classes with 3 or more credit hours including 264 academic classes and 163 technical classes (no virtual). Of the 264 academic classes, 231 (88%) were taught by full time instructors. Of the 163 technical classes, 158 (97%) were taught by full time instructors. Of the 31 Career classes taught on the Poplarville Campus, 31 (100%) were taught by full-time instructors. Overall percentage of academic, technical and career classes taught by full time instructors for the Poplarville Campus is 92%.

Hattiesburg (Forrest County Center) – There were 259 academic and technical classes with 3 or more credit hours including 190 academic classes and 69 technical classes (no virtual). Of the 190 academic classes, 133 (70%) were taught by full time instructors. Of the 69 technical classes, 69 (100%) were taught by full time instructors. Of the 6 Career classes taught at the Forrest County Center, 4 (67%) were taught by full-time instructors. Overall percentage of academic, technical and career classes taught by full time instructors at the Forrest County Center is 78%.

Waveland (Hancock Center) – There were 46 academic and technical classes with 3 or more credit hours including 39 academic classes and 7 technical classes (no virtual). Of the 39 academic classes, 20 (51%) were taught by full time instructors. Of the 7 technical classes, 5 (71%) were taught by full time instructors. There were no career classes taught. Overall percentage of both academic and technical classes taught by full time instructors at the Hancock Center is 54%.

Source of Documentation: Office of Information Technology

Use of Assessment Results: The College continues to work toward improving the number of full-time instructors although we are substantially above the national average.

Internal Performance Indicator 3

One hundred percent (100%) of the faculty of the College will be qualified to teach the courses they are assigned. *(This indicator previously stated: One hundred percent (100%) of faculty will be qualified according to accreditation guidelines.)*

- **Assessment Results 2010-2011:** All faculty members meet appropriate qualification standards.

Source of Documentation: Offices of Vice President for Instruction, Director of Poplarville Career and Technical Education, and Director of Forrest County Career and Technical Education

Use of Assessment Results: No action is needed.

- **Assessment Results 2011-2012:** All faculty members meet appropriate qualification standards.

Source of Documentation: Office of Vice President for Poplarville Campus and Hancock Center and Vice President for Community And Economic Development, Vice President for Forrest County Operations and Director of Career Tech.

Use of Assessment Results: Every effort is made to insure that qualified faculty is hired.

- **Assessment Results 2012-2013:** All faculty members meet appropriate qualification standards.

Source of Documentation: Office of Vice President for Poplarville Campus and Hancock Center and Vice President for Community And Economic Development, Vice President for Forrest County Operations and Director of Career Tech.

Use of Assessment Results: PRCC follows the SACS guidelines for all instructors. In addition, PRCC uses The Qualifications Manual for Postsecondary Career and Technical Personnel to insure that faculty meet the appropriate qualifications. A new requirement is that general education applicants also teach a lesson during the interview process for committee observation.

Internal Performance Indicator 4

At least 80% of faculty and professional staff will participate in annual faculty/staff professional development sessions.

- **Assessment Results 2010-2011:** At least eighty-nine percent (89%) of PRCC faculty and professional staff attended the Professional Development Sessions on Wednesday, August 11, 2010.

Source of Documentation: Office of Planning and Research

Use of Assessment Results: Although the program format has been very well received by participants, a slightly different format is being considered for Fall 2011 which will allow for several concurrent sessions.

- **Assessment Results 2011-2012:** At least ninety-one percent (91%) of PRCC faculty and professional staff attended the Professional Development Sessions on Wednesday, August 10, 2011.

Source of Documentation: Office of Planning and Research

Use of Assessment Results: Since the program format last year was well received, it has been decided that a similar format will be followed in August 2012. It should also be noted that the number of days allowed for professional development activities in August 2012 has been extended from two days to three.

- **Assessment Results 2012-2013:** At least ninety-two percent (92%) of PRCC faculty and professional staff attended the Professional Development Sessions on Monday, August 6, 2012.

Source of Documentation: Office of Planning and Institutional Research

Use of Assessment Results: Although the program format was once again well received, the Professional Development Committee will review evaluations and consider suggestions for the August 2013 sessions. Topics for a panel discussion regarding educational issues of importance will also be considered.

Internal Performance Indicator 5

At least 80% of faculty and professional staff will participate in professional development activities annually in addition to faculty orientation sessions.

- **Assessment Results 2010-2011:** Professional development records indicate that 72.5 percent of personnel attended professional development sessions in addition to the faculty orientation sessions provided by PRCC in 2009-2010.

Source of Documentation: Office of Planning and Research and Office of Institutional Research

Use of Assessment Results: Faculty and professional staff will be encouraged to attend meetings and conferences.

The data collection process is being revised and results will be provided at a later date following completion of collection of data.

- **Assessment Results 2011-2012:** Records indicate that approximately 80 percent of personnel attended professional development in additional to the PRCC faculty orientation sessions provided by PRCC in 2010-2011.

Source of Documentation: Office of Institutional Research and offices of departmental chairs.

Use of Assessment Results: All faculty and professional staff will be encouraged to seek professional development opportunities through webinars, conferences, as well as through participation in various internal professional development sessions offered at the institution.

- **Assessment Results 2012-2013:** Records indicate that 100 percent of faculty and 99 percent of professional staff participated in professional development activities in addition to the PRCC annual orientation/professional development sessions provided (in August) by PRCC in 2011-2012.

Source of Documentation: Office of Planning and Institutional Research and Offices of Supervisors

Use of Assessment Results: Faculty and professional staff will be encouraged to maintain their high levels of participation in professional development activities.

Internal Performance Indicator 6

At least 80% of support staff will participate in at least one annual staff development activity.

- **Assessment Results 2010-2011:** Eighty-one percent (81%) of the PRCC support staff attended one of the Professional Development Sessions on March 23 and March 24, 2011.

Source of Documentation: Office of Planning and Research and Office of Institutional Research

Use of Assessment Results: Similar professional development meetings for support staff will be continued.

- **Assessment Results 2011-2012:** Seventy-one percent (71%) of the PRCC support staff attended one of the Professional Development Sessions on April 19 and April 20.

Source of Documentation: Office of Planning and Research and Office of Institutional Research

Use of Assessment Results: Informative professional development meetings will continue with an emphasis on the importance of support staff to student retention.

- **Assessment Results 2012-2013:** Sixty-nine percent (69%) of the PRCC support staff attended one of the Professional Development Sessions on August 24 and September 12, 2012.

Source of Documentation: Office of Planning and Research and Office of Institutional Research

Use of Assessment Results: Supervisors will encourage support staff to attend the annual professional development session. Session topics will be reviewed to ensure that the information provided is practical and useful for all office personnel. In addition, several departments are planning professional development sessions geared specifically to their employees.

Internal Performance Indicator 7

Faculty and staff salaries will increase a minimum of 3% annually.

- **Assessment Results 2010-2011:** The College was able to award a 2% salary increase for all faculty and staff for the FY 2012 fiscal year.

Source of Documentation: Office of Dean of Business Services

Use of Assessment Results: The institution will continue to take an assertive position in its budgeting effort to strive to increase faculty salaries.

- **Assessment Results 2011-2012:** The College was able to award a 2% salary increase for all faculty and staff for the FY 2012 fiscal year, but was unable to achieve the institutional salary increase goal of 3% annually due to the lack of sufficient funding to do so.

Source of Documentation: Office of Vice President for Business and Administrative Services

Use of Assessment Results: The institution will continue to take an assertive position in its budgeting effort to strive to increase faculty salaries.

- **Assessment Results 2012-2013:** The FY 2013 budget included a 2.00% salary increase for all faculty and staff. The College was unable to realize the targeted 3.00% increase due to the lack of sufficient funding.

Source of Documentation: Office of Vice President for Business and Administrative Services

Use of Assessment Results: Although budgetary constraints prevented a salary increase this year, the institution will continue to make an assertive effort to increase faculty salaries as the budget improves.

Goal 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.

Commitment Statement:

Pearl River Community College is committed to providing the resources necessary for students and others served by the College to have successful educational experiences.

Internal Performance Indicator 1

Students participating in an annual campus climate survey will indicate that they are satisfied with the assistance given to them by support staff.

- **Assessment Results 2010-2011:** After data collection and analysis of the results for the Campus Climate Survey, the following results were indicated concerning services of personnel in various offices:
 - Poplarville campus: approximately 88 percent of students were either very satisfied or satisfied; Forrest County Center students indicated 82 percent satisfaction; Hancock Center students indicated 90 percent satisfaction level.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Each campus reflected an increase in student satisfaction with services provided by office personnel. Administrators will continue to emphasize positive attitudes and the importance of customer service when dealing with students.

- **Assessment Results 2011-2012:** The annual Campus Climate Survey was administered in Fall 2011 with a 92 percent overall satisfaction level regarding personal attention received by personnel in various offices.

Source of Documentation: Office of Vice President for Poplarville Campus and Hancock Center.

Use of Assessment Results: The important role support staff plays in student retention was emphasized during professional development.

- **Assessment Results 2012-2013:** The annual Campus Climate Survey was administered in Fall 2012 with a 90 percent overall satisfaction level regarding personal attention received by personnel in various offices. Satisfaction levels for each campus are as follows:

Forrest County Center	Hancock Center	Poplarville Campus	PRCC Overall
83%	91%	91%	90%

Source of Documentation: Office of Vice President for Poplarville Campus and Hancock Center.

Use of Assessment Results: Survey results were shared with support staff during professional development sessions and the importance of customer service was emphasized.

Internal Performance Indicator 2

The Building and Grounds Committee of the Board of Trustees will annually prioritize the facility needs of the College. *(This indicator previously stated: The Master Facilities Plan will be reviewed annually by the Buildings & Grounds Committee of the Board of Trustees and will be implemented based on priorities established by the committee and as financial resources become available.)*

• **Assessment Results 2010-2011:**

- Construction on new men's dormitory was begun.
- Construction on a new lobby and elevator for Crosby Hall was completed in June 2011.
- Band Hall Courtyard was completed.
- Repairs and renovations to Holden Hall were completed.
- New parking lot for the Forrest County Center campus was completed.
- Plans for the Holden-Brownstone Performing Arts Center were completed. Project was bid in December 2010, but bids that were received put the project over budget. New plans were developed and submitted to the Bureau of Buildings in June 2011.
- Plans for the new Career Education Building for the Forrest County Center campus were completed and submitted to the Bureau of Buildings in June, 2011.
- A new Master Facilities Plan was developed by Albert & Associates and presented to the Board of Trustees in June 2011.
- Repairs and renovations to the second floor of Shivers Gymnasium were completed. These facilities will be used as dressing rooms for visiting basketball teams.
- The addition to Moody Hall to replace facilities damaged during Hurricane Katrina were begun. Scheduled completion date is July 2011.
- Portable classrooms were moved to the Woodall Center for use by the Utility Lineman Technology Program.
- All portable classrooms installed after Hurricane Katrina were removed from the Poplarville campus. Five of the classroom buildings were moved to the Forrest County Center campus for use by the Adult Basic Education Program. The remaining units were moved to the Athletic Complex for use by the soccer program.
- Renovations to Building #1 at the Forrest County Center campus were completed for use by the mathematics and Title III programs.
- A grant proposal was submitted to the U.S. Department of Transportation for the development of a new access road for the Forrest County Center campus.
- Construction for a new student activities area/band practice facility was begun.
- Flooring and office renovation projects for Jeff Davis Hall have been completed.

Source of Documentation: Buildings and Grounds Reports

Use of Assessment Results: To continually improve the learning environment and the general aesthetics of the campuses.

• **Assessment Results 2011-2012:**

1. A new Master Facilities Plan for the Forrest County Center was developed and adopted by the Board of Trustees.
2. A new Career Education Center was bid and construction scheduled to begin on December 5, 2011.
3. A new men's dormitory was completed and opened for occupancy in August 2011 on the Poplarville campus.
4. A renovation of the outfield fencing and seating was completed in the baseball stadium.
5. The Brownstone Center for the Performing Arts was bid and construction begun.
6. Plans for the new M.R. White Coliseum were completed and schedule for bidding the facility was developed. Bids are to be received in January 2012 with construction to begin soon thereafter.

7. Plans for a new men's dormitory are being developed with construction to begin in the first half of 2012.
8. A new Title III Success Center was created at the Forrest County Center.
9. A new Mathematics Lab was created and opened at the Forrest County Center.
10. Portable classrooms from the Poplarville campus were transferred to the Forrest County Center to be used as a Center for Adult Basic Education.
11. The "dirt work" for the new student activities center on the Poplarville campus was completed by the Equipment Operator Technology Program.
12. New computer classrooms were completed in renovated facilities in White Hall on the Poplarville campus.

Source of Documentation: Buildings and Grounds Report

Use of Assessment Results: To continually improve the learning environment and the general aesthetics of the campuses.

- **Assessment Results 2012-2013:**

1. FCC Career Education Center was completed and opened in April, 2013.
2. The following construction projects have begun during the 2012-2013 school year:
 - a. New Men's dormitory
 - b. Renovation of Cafeteria/Alumni House/Science Building Parking Lot was begun
 - c. Coliseum Parking Lot renovation was completed
 - d. New flooring in the Wellness Center was installed
 - e. A new outdoor Wellness Center Walking Track (1/2 mile) was completed with the assistance of grant funding from the Blue Cross/Blue Shield Foundation and the Lower Pearl River Valley Foundation
 - f. A new red light on Highway 49 at the entrance to the Forrest County Center was installed
 - g. The renovation of the Visual Arts Building on the Poplarville campus was completed to be used for the Office of Public Relations
 - h. Received a \$450,00 grant from the Mississippi Department of Transportation to enhance the Crosby Hall Courtyard
 - i. Renovations (new fencing & bricking of softball dugouts and baseball backstop, renovations to grandstands) to the Baseball and Softball facilities were completed
 - j. Marion Hall was demolished due to damages from Hurricane Katrina
 - k. Purchased house and 2 acres of land (Breland property) that adjoins the Poplarville campus

Source of Documentation: Buildings and Grounds Report

Use of Assessment Results: To continually improve the learning environment and general aesthetics of the campuses.

Internal Performance Indicator 3

Improvements will be made in telecommunications, Internet services, website services, and key service areas. *(This indicator previously stated: Improvements will be made in telecommunications, Internet services, and web services.)*

- **Assessment Results 2010-2011:** Implementation of the College portal (RiverGuide) was completed in December 2010. A large pilot group tested the portal during the Spring 2011 term. The current list of revisions and suggestions were incorporated into the portal functionality and the portal was officially placed into production in May 2011. A survey of instructional technology needs was solicited

and compiled during June to August 2011. Server virtualization and migration from Unix to VM Ware has begun. Hardware and software have been installed and configured. The migration of Banner data and application software has begun. A complete redesign of the user interface for early alert and recording of student absence data was begun in the spring 2011 semester. Pharos print management software was purchased and installed in the spring of 2011. Instructional technology for the newly renovated Moody Hall, White Hall and various other classrooms was ordered and installed.

Source of Documentation: Office of Information Technology

Use of Assessment Results: During the past year major investments were made to purchase new technology needed to enhance the learning environment for students attending PRCC. The Division of Information Technology assisted with the installation and upgrade of instructional technology in over forty classrooms. Equipment being utilized include: interactive white boards, laptops, netbooks, personal computers, data projectors and screens, document cameras, sound reinforcement systems and Sympodiums. Approximately 200 netbook and laptop computers with mobile carts were purchased for distributed use among several classrooms.

Expansion and enhancements to the Internet services for both students and employees continue to be deployed. The capacity of wireless services was significantly enhanced with the addition of fifty Meraki wireless internet access points. Increases in bandwidth capacity for both the wide area network and the local area network were accomplished during the past year. Thirty-three wireless access points were installed in the new men's residence hall.

One of the most significant improvements to online services has been the deployment of the College portal called RiverGuide. RiverGuide is the single primary source for online services at Pearl River Community College. RiverGuide allows both employees and students to check email, register for courses, pay tuition, check your calendar and stay connected with the Pearl River family all from one central website. A student print management system called Pharos has been installed in the library and learning labs on both the Poplarville campus and the Forrest County Center. Installation at the Hancock Center is scheduled for later this year. The Pharos system will provide students with a number of free prints each term in addition to more cost effectively managing document printing.

Other enhancements include improvements to the student and employee email systems, telephone system upgrades and additional server virtualization.

- **Assessment Results 2011-2012:**
 - Installed a bandwidth management appliance called Exinda to provide more effective bandwidth management and provide greater visibility into data circuits and Internet traffic.
 - The Division of Information Technology accomplished many goals during the past year to meet the ever changing technology needs of the College. During the past year the College Internet circuits were upgraded from 50Mb to 100Mb. A second upgrade was recently performed that enables the 100Mb circuit to "burst" up to 1Gb depending upon available bandwidth on the state network.

Source of Documentation: Office of Information Technology

Use of Assessment Results:

- These upgrades more than doubled our bandwidth since this time last year. An additional 50Mb circuit was installed and is dedicated solely for use by students living in residence halls on the Poplarville campus. Plans have already been finalized to add a 200+Mb burstable circuit.
- **Assessment Results 2012-2013:** The Division of Information Technology accomplished many goals during the past year to meet the ever changing technology needs of the College. After almost two

years of planning, the College has migrated the primary student information system from ten year old costly Unix hardware to a virtualized Windows platform.

During the past year the College Internet circuits were upgraded from 100Mb to 250Mb. Additionally, these circuit upgrades will permit 'on demand' allocation of bandwidth up to 1GB. Residence halls on the Poplarville campus have a second Internet circuit dedicated for their networking services. Plans are nearing completion to add yet another redundant Internet circuit to the College network.

A telephone call center has been established to assist in answering the numerous inquiries from students and prospective students that occurs with the start of each new semester. Employees staffing the center were trained to look up information in the College student information system, peruse frequently asked questions in the knowledge base and disseminate general information. Over 5,100 calls were processed through the call center during the week of registration for the spring semester.

Phase two of the complete overhaul of the public website has recently been launched. This phase incorporates the new graphics and color scheme standards as defined by Rare Designs. Additional enhancements have been made to the mobile version of the website so that information can be easily viewed from smartphones and tablets.

Other significant accomplishments include the following:

- Migrated LMS (Learning Management System) platform from Blackboard to Canvas
- Performed proactive security audit of all critical servers
- Upgraded hardware and software in student labs
- Completed new fiber optic cable installation to the Brownstone Center and Holden Stadium
- Worked with vendors to implement networking and audio visual services for new classrooms on the Forrest County Center, Brownstone Center and White coliseum
- Continue to expand networking infrastructure by adding additional bandwidth, core and edge switching, and installing fiber optic cable to new construction areas
- Continue to expand classroom technology, digital signage and desktop virtualization
- Enhance administrative computing disaster recover site

Source of Documentation: Office of Information Technology

Use of Assessment Results: The new SIS (Student Information System) hardware environment has significantly increased the computing capacity and storage capacity of our previous system while saving the College substantial funds in initial hardware expenditures and annual maintenance costs.

The Internet circuit enhancements not only provide additional bandwidth capacity and load balancing of data traffic but act as a backup path to the Internet should the primary circuit be unavailable.

The telephone call center provided a "customer" friendly environment in which to process telephone calls and provide information during the peak call times centered around the start of a new term.

The public website enhancements have provided for greater accessibility when viewing information from smartphones and tablets.

Internal Performance Indicator 4

Budget support for the expansion of the Quality Enhancement Plan (QEP) will continue each fiscal year at a minimum of 90 percent of the initial Quality Enhancement Plan budget amount.

- **Assessment Results 2010-2011:** Funding was allocated at the described level. Funding for the Poplarville campus, including salaries for the FY 2010-2011 Budget is \$216,926, and funding for the Forrest County Center is \$75,831. Included in the Quality Enhancement Plan budget are E and I Funds.

Source of Documentation: FY 2011-2012 Budget

Use of Assessment Results: Funding will be used in the continued expansion of the Quality Enhancement Plan. The minimum of 90 percent of the initial Quality Enhancement Plan budget amount has been met. Future requests will remain at this level.

- **Assessment Results 2011-2012:** Funding was allocated at the described level. Funding for the Poplarville campus, including salaries for the FY 2011-2012 Budget is \$223,507, and funding for the Forrest County Center is \$79,421. Included in the Quality Enhancement Plan budget are E and I Funds.

Source of Documentation: FY 2011-2012 Budget

Use of Assessment Results: Funding will be used in the continued expansion of the Quality Enhancement Plan. The minimum of 90 percent of the initial Quality Enhancement Plan budget amount has been met. Future requests will remain at this level.

- **Assessment Results 2012-2013:** Funding was allocated at the described level. Funding for the Poplarville campus, including salaries for the FY 2012-2013 Budget is \$278,276, and funding for the Forrest County Center is \$79,968. Included in the Quality Enhancement Plan budget are E and I Funds.

Source of Documentation: FY 2012-2013 Budget

Use of Assessment Results: The minimum of 90 percent of the initial Quality Enhancement Plan budget amount has been met. Funding will be included in the mathematics portion of the 2013-2014 budget.

Internal Performance Indicator 5

The Development Foundation will maintain or increase its annual fund contributions each year.

- **Assessment Results 2010-2011:** From July 1, 2010 through June 30, 2011, total funds raised through the foundation were \$987,357.95.

Source of Documentation: The Annual Audit and the Minutes of the Development Foundation Board of Directors Meetings.

Use of Assessment Results: The Endowment Fund and Investments increased to \$4,261,994.42. This represents an increase of \$544,984.42 as compared to the June 30, 2010 investment. Scholarships were funded for 442 students through the foundation during this fiscal year. Total scholarship support was \$286,115.27. This is an increase of 101 scholarships and \$33,157.27 in scholarship funding through the foundation. The foundation will be making an adjustment in scholarships that we receive in the 2011-12 fiscal year. In and out, or one-time payment scholarships, will be funded through the college business office instead of through the foundation office. The foundation will solicit scholarships that have established guidelines and are funded for more than one year or have an endowment established to support them over the course of multiple years. There was a decrease in annual fund or foundation unrestricted giving in the 2010-11 fiscal year of about \$11,000.00 as compared to the 2009-10 giving. Foundation

expenditures have been adjusted to offset this shortfall. We anticipate continued growth in scholarship support and improving conditions for unrestricted giving. The interest rates on investments are still at a low point however market conditions have made some improvement in the last 30-60 days.

- **Assessment Results 2011-2012:** From July 1, 2011 through June 30, 2012, total funds raised through the foundation were \$568,895.50. The total dollars were down as compared to 2010-11 due to the absence of the Asbury Foundation Grant for Dental Hygiene Program in 2010 and the transfer of in and out scholarships to the college business office from the foundation. There was also a reduction on interest income earned from investments.

There was a good increase in the unrestricted giving to the foundation over the past year as compared to the previous two years. Unrestricted giving totaled \$80,182 during the 2011-12 fiscal year as compared to \$54,536 in fiscal year 2010-2011.

Source of Documentation: The Annual Audit and Minutes of the Development Foundation Board of Directors Meetings.

Use of Assessment Results: The Endowment Fund and Investments of the college foundation grew to \$4,283,040.90 or just over \$22,000 as compared to the 2010-2011 fiscal year. This does not include cash on hand in our checking account and money market account that totals \$609,209.97. Most of our investments and cash on hand is either restricted endowed money or else temporarily restricted funds for projects or identified college needs.

The foundations operating budget for 2012-13 is approximately \$130,000 which comes from funds solicited and raised by the foundation staff. In addition to the operating funds the foundation also places great emphasis on the growth of scholarship funding as well as funding for college support. A major emphasis during this past year and in the year to come will be support for the new Honors Institute as well as support for the Title III matching grant funds. There will also be an effort to raise more dollars for capital, (building and facility development), for the college.

- **Assessment Results 2012-2013:** From July 1, 2012 through June 30, 2013, total funds raised through the foundation were \$761,549.04. This is \$192,653.54 increase over fiscal year 2011-2012. Unrestricted giving to the annual campaign totaled \$66,202. This was a \$6,602 plus over the \$60,000 goal that was budgeted for the fiscal year. The foundation also showed a positive outcome on the 2013 FY Budget for operations. The budgeted goal was \$106,850 and the total revenue for operations finished at \$113,822.

Source of Documentation: The Annual Audit performed by Angela Herzog's Firm and the Minutes of the Development Foundation Board of Director's meetings which are held six times annually serve as the source of documentation.

Use of Assessment Results: The endowment fund, investments, and cash onhand of the foundation continued to grow this fiscal year. Total funds as of June 30, 2013 were at \$5,106,111.41 as compared to \$4,892,250.87 on June 30, 2012. This is a growth of \$213,860.54. This increase is due primarily to growth in our Hancock Horizon Investment Account and some growth in Hancock Bank Stock that is currently held by our Wells Fargo Brokerage Firm.

The foundations support for the College Honors Institute has witnessed great success this year with over \$200,000.00 either given or committed to the Institute.

The foundations operating budget for the 2013-2014FY is \$113,822.00 which comes from funds solicited by the foundation board and staff.

Several areas of concentration for foundation funding requests during the

coming year include continued support for the College Honors Institute, sponsorship funding for the new Brownstone Center for the Arts, Wildcat Club Athletic Boosters support, endowment funding match for the Title III program, general program support for various student organizations at the college, and the continued growth of student scholarships.

Internal Performance Indicator 6

A comprehensive technology strategic plan will be operational (written, approved, implemented, and funded) by Fall 2011. *(This indicator previously stated: A comprehensive technology strategic plan will be operational (written, approved, implemented, and funded) by Fall 2010).*

- **Assessment Results 2010-2011:** The plan is awaiting approval by the Information Technology Committee.

Source of Documentation: Office of Information Technology

Use of Assessment Results: The plan is awaiting approval by the Information Technology Committee.

- **Assessment Results 2011-2012:** The Technology Plan will be presented to Information Technology Committee for approval during the 2012 fall semester.

Source of Documentation: Office of Information Technology

Use of Assessment Results: Upon approval of the plan, results can be reviewed.

- **Assessment Results 2012-2013:** The Information Technology Committee established, prioritized and approved the technology initiatives to be implemented by the College. These initiatives continue to be implemented. Some initiatives are waiting to be funded but all have been incorporated into the PRCC Strategic Technology Plan.

Source of Documentation: Office of Information Technology

Use of Assessment Results: The Technology Plan continues to be the strategic guide for technology initiatives at Pearl River.

Internal Performance Indicator 7

In order to assist in improving the personal health and fitness of the citizens in this area of the State, at least one community-wide wellness program will be offered annually.

- **Assessment Results 2011-2012:**
The following community-wide wellness programs are being offered:
 1. Women's Health Symposium
 2. Silver Sneakers Program for Senior Citizens
 3. Blue Cross & Blue Shield (BCBS) Discount Program
 4. Exercise Classes: Zumba, Pilates, Cardio Training, Strength Training, Circuit Training, Yoga, Relaxation
 5. Food Drives

Source of Documentation: Office of Director of Wellness Center.

Use of Assessment Results: Events such as these will continue to be offered in the future and additional wellness programs will be added for the community. Evaluations will be administered examined to determine levels of interest in any other activities.

- **Assessment Results 2012-2013:** The following community-wide wellness programs will continue to be offered:
 1. Women's Health Symposium
 2. Silver Sneakers Program for Senior Citizens
 3. Blue Cross & Blue Shield (BCBS) Discount Program
 4. Exercise Classes: Zumba, Pilates, Cardio Training, Strength Training, Circuit Training, Yoga, Relaxation, Kung Fu, Fitness Walking and Running, Spinning, Self Defense
 5. Food Drives
 6. Coat and Blanket Drive
 7. Pre/Post Assessment for all Wellness Center Members
 8. Fun Runs and Blueberry 5K Run
 9. Incentive Programs
 10. Food Delivery for Brother's Keeper

The following community-wide wellness programs were added:

1. Lighted Outdoor Walking Track
2. Roads to Wellness Regional Health Fair
3. American Heart Association Heart Walk
4. American Heart Association Luncheon
5. Community Appreciation Day at the Wellness Center
6. Hosted Motivating Mississippi Keys to Living Healthy

Source of Documentation: Office of Director of Wellness Center.

Use of Assessment Results:

- Plans have been made to continue offering all programs listed above so that we may continue improving the health and well-being of the citizens in this area of the State. We added an additional 5K walk this year to benefit the American Cancer Society and we also found a need to offer a Regional Health Fair (Roads to Wellness) on our Forrest County Campus that will help us accomplish our goal.
- It was determined that an additional yoga/stress management class was needed on Monday and Wednesday at an earlier time to accommodate nursing students and faculty who are in clinical rotations on Tuesday and Thursday. One extra yoga/stress management class will be added to the schedule at 1:00PM on Monday and Wednesday next semester.
- It was determined that an additional spin class was needed due to the popularity of this new class. One extra spin class will be added to the schedule next semester to allow us to assist more individuals in improving their health.
- It was determined that the Wellness Center needed to be opened earlier. We have already begun opening the Wellness Center earlier (at 6:30AM) to accommodate this need.
- It was determined that additional security cameras were needed inside and outside the Wellness Center. We have requested quotes to determine how much it will cost to install additional security cameras. We plan to have additional security cameras in place by next year.
- It was determined that there is a need for shade trees around the new outdoor walking track for the safety of our participants. Plans are being made to plant shade trees next semester. Additional fit stations, benches, and trash cans are also needed around the new outdoor walking track and will be added next semester.

Goal 6: To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.

Commitment Statement:

Pearl River Community College is committed to specific activities with the goal of improving communication.

Internal Performance Indicator 1

The campus community will be informed of activities through a weekly report and a computerized calendar.

- **Assessment Results 2010-2011:** Campus activities were announced through the Friday Report, which was distributed via email to all faculty, staff, and students. PRCC's school newspaper, The Drawl, was published and distributed three times during Fall 2010 semester, as well as being published and distributed three times during Spring 2011 semester.

Source of Documentation:

Copies of the Friday report are on file in the office of the Vice President for Poplarville Campus and Hancock Center. Copies of The Drawl newspaper are available in the PRCC library on the Poplarville campus, the library at the Forrest County Center, the Public Relations Department in Hancock Hall, and on the school's website under News and Calendar.

Use of Assessment Results: Plans are made to continue expanded distribution of the master calendar for the year to all on campus students. One way we plan to do that is to begin posting the Friday Report on Facebook, starting with the fall 2011 reports. We have begun putting news releases relative to students and faculty on Facebook. A 12-month calendar of all campus events (sports schedules, banquets, school breaks, holidays, final exams) are passed out to all students, along with the Cat Country Guide, which is a printed student handbook and is distributed to all students at the first of the school year in August. The marquees in front of the Poplarville campus and the Forrest County Center provides information on scheduled activities. Encouragement needs to be given to all faculty members and students to utilize campus email accounts and PRCC's Facebook page to check for announcements.

- **Assessment Results 2011-2012:** The Drawl newspaper, published three times during the 2011 fall semester, included an upcoming calendar of events for all campuses. The Office of the Vice President for the Poplarville campus and Hancock Center operation continues to distribute the Friday report to all faculty, staff and students through email and the PRCC website (www.prcc.edu). Copies of The Drawl can also be found on the PRCC website under the subhead item. Some of these calendar events also appear on the front page of the school website.

Source of Documentation: Copies of the Friday report are on file in the office of the Vice President for Poplarville Campus and Hancock Center. Copies of The Drawl newspaper are available in the PRCC library on the Poplarville campus, the library at the Forrest County Center, the Public Relations Department in Hancock Hall, and on the school's website under News and Calendar.

Use of Assessment Results: Plans are made to continue expanded distribution of the master calendar for the year to all on-campus students. One way we plan to do that is to continue posting the Friday report on Facebook, starting with the fall 2012 reports. We will continue putting news releases (printed, photographs, etc.) relative to students and faculty on Facebook. A 12-month calendar of all campus events (sports schedules, banquets, school breaks, holidays, final exams)

is passed out to all students at the first of the school year in August. The marquees in front of the Poplarville campus and the Forrest County Center provide information on scheduled activities. Encouragement needs to be given to all faculty members and students to utilize campus email accounts and PRCC's Facebook page to check for announcements.

- **Assessment Results 2012-2013:** The Drawl newspaper, published three times during the 2012 fall semester, included an upcoming calendar of events for all campuses. The Drawl is posted on the PRCC website. The office of the Vice President for the Poplarville Campus and Hancock Center distributes the Friday report weekly to all faculty, staff, and students through email and the PRCC website (www.prcc.edu). A current calendar of events appears on the front page of the school website. The Riverside publication, which includes a calendar of events, is mailed to students and alumni during the fall semester. A Twitter feed has been established providing information about athletic events and all student activities. A flyer of events is continually distributed to all student housing units. The PRCC Facebook account is updated weekly.

Source of Documentation: Copies of the Friday report are on file in the office of the Vice President for Poplarville Campus and Hancock Center. Copies of The Drawl newspaper are available in the PRCC library on the Poplarville campus, the library at the Forrest County Center, the Public Relations Department in Hancock Hall, and on the school's website under News and Calendar.

Use of Assessment Results: Plans are made to continue expanded distribution of the master calendar for the year to all on-campus students. One way we plan to do that is to continue posting the Friday report on Facebook, starting with the fall 2012 reports. We will continue putting news releases (printed, photographs, etc.) relative to students and faculty on Facebook. A 12-month calendar of all campus events (sports schedules, banquets, school breaks, holidays, final exams) is passed out to all students at the first of the school year in August. The marquees in front of the Poplarville campus and the Forrest County Center provide information on scheduled activities. Encouragement needs to be given to all faculty members and students to utilize campus email accounts and PRCC's Facebook page to check for announcements.

Internal Performance Indicator 2

Planning documents for the College will be made available to the community by means of an updated website and various other methods.

- **Assessment Results 2010-2011:** Documents prepared by the Office of Planning and Research are located online at <http://pr10.prcc.edu/opr/OIE/OPR/planningdocs.html>. This site is updated as new documents are finalized. The Strategic Plan and Internal Performance Indicators 2010-2013 and the Strategic Plan and Internal Performance Indicators Fall 2010 Interim Report are currently available to be placed on the website. The Institutional Planning and Effectiveness Document Fall 2010 and the Institutional Planning and Effectiveness Document 2010-2011 will be finalized and placed on the website within the next two months. As in the past, the Mission Statement and Goals are posted in strategic locations throughout the College.

Source of Documentation: Office of Planning and Research and Office of Institutional Research

Use of Assessment Results: Printed documents will be made available for review in specific campus locations (Office of Planning and Research, Office of Institutional Research, Garvin H. Johnston Library, etc.). Information will continue to be provided as needed through the Institutional Effectiveness Newsletters, email, etc.

- **Assessment Results 2011-2012:** Documents prepared by the Office of Planning and Institutional Research personnel are located online at http://pr10.prcc.edu/opr/OPR/strategic_planning.html. This site is updated as new documents are finalized. The 2010 – 2013 Strategic Plan and Internal Performance Indicators document, the Strategic Plan and Internal Performance Indicators Fall 2010

Interim Report, and the Strategic Plan and Internal Performance Indicators 2010 – 2011 Final Report have been added to this website since the previous final report. In addition, the Institutional Planning and Effectiveness Document Fall 2010 and Institutional Planning and Effectiveness Document 2010 – 2011 have been placed on the website. The 2011 – 2014 Strategic Plan and Internal Performance Indicators document and the Institutional Planning and Effectiveness 2011 Fall Semester Document are ready to be added to the website. As in the past, the Mission Statement and Goals are posted in strategic locations throughout the College.

Source of Documentation: Office of Planning and Research and Office of Institutional Research

Use of Assessment Results: Information gathered and printed in these documents is reviewed and utilized in order to make improvements in the various areas of the College. Specific improvements are included with each Indicator and in each Institutional Effectiveness Assessment Chart. Printed documents have been made available for review in specific campus locations (Office of Planning and Institutional Research, Office of Institutional Research, etc.). Information will continue to be provided as needed through the Institutional Effectiveness Newsletters, emails, etc.

- **Assessment Results 2012-2013:** Documents prepared by the Office of Planning and Institutional Research are located online at http://pr10.prcc.edu/opr/OPR/strategic_planning.html. This site is updated as new documents are finalized. The 2011-2014 Strategic Plan and Internal Performance Indicators document, the Strategic Plan and Internal Performance Indicators Fall 2011 Interim Report, and the Strategic Plan and Internal Performance Indicators 2011-2012 Final Report have been added to this website since the previous final report. In addition, the Institutional Planning and Effectiveness Document Fall 2011 and Institutional Planning and Effectiveness Document 2011-2012 have been placed on the website. The 2012-2015 Strategic Plan and Internal Performance Indicators document and the Institutional Planning and Effectiveness 2012 Fall Semester Document are ready to be added to the website. As in the past, the Mission Statement and Goals are posted in strategic locations throughout the College.

Source of Documentation: Office of Planning and Institutional Research

Use of Assessment Results: Plans and actions are underway for the online version of the Strategic Plan and Internal Performance Indicators and Interim Report to become ADA compliant. The Strategic Plan and Internal Performance Indicators for the Fall report and Final report are reviewed and updated by the Planning and Effectiveness Committee, the Administrative Council by January and October, respectively. The Board of Trustees evaluates the Strategic Plan and Internal Performance Indicators Assessment Results in October.

Internal Performance Indicator 3

A general faculty meeting will be held at least once during each year.

- **Assessment Results 2010-2011:** Faculty from all locations met on the Poplarville campus on August 11, 2010. The main focus of this meeting concerned Title III's Role in helping PRCC increase student success. Additional topics covered at this meeting included QEP updates and course redesign. In addition, the Poplarville and Forrest County Center Career and Technical Departments, as well as the Academic Departments, met on August 10, 2008, to discuss several issues such as the results of the Campus Climate survey, improvements in technology (new telephone system) and student achievement.

Source of Documentation: The information is on file in the offices of the Vice President for Instruction, Director of Poplarville Career and Technical Education Programs and Dean of the Forrest County Center.

Use of Assessment Results: Faculty meetings are held to disseminate information regarding policies, procedures, QEP plans, etc. that are necessary for the effective functioning of the College.

- **Assessment Results 2011-2012:** Faculty from all locations met on the Poplarville campus in August 2011. The need for a renewed focus on creating a culture conducive to student success was the theme throughout the day's sessions. Departmental meetings were also conducted at the Poplarville Campus and at the Forrest County Center during the semester, and a variety of topics were discussed which included student learning outcomes and the reorganization of the College administration.

Source of Documentation: The information is on file in the offices of the Vice President for Planning and Research, the Vice President for General Education and Technology Services, the Director of Poplarville Career and Technical Education Programs and the Vice President for Forrest County Operations.

Use of Assessment Results: Faculty meetings are held to disseminate information regarding policies, procedures, etc. that are necessary for the effective functioning of the College.

- **Assessment Results 2012-2013:** Faculty from all locations met on the Poplarville campus on August 6, 2012. Topics discussed included prevalent issues facing community colleges, critical success factors for retention and achievement, legal issues in higher education, and Grades First. Departmental meetings were also conducted at the Poplarville Campus/Hancock Center and at the Forrest County Center during the semester, and a variety of topics were discussed which included student learning outcomes, Grades First training, and Fall 2013 schedules.

Source of Documentation: The information is on file in the offices of the Vice President for Planning and Research, the Vice President for General Education and Technology Services, the Director of Poplarville Career and Technical Education Programs and the Vice President for Forrest County Operations.

Use of Assessment Results: Faculty meetings are held to disseminate information regarding policies, procedures, etc. that are necessary for the effective functioning of the College.

Internal Performance Indicator 4

Departmental faculty meetings will be held at least twice during each semester.

- **Assessment Results 2010-2011:**

Department of Humanities and Social Sciences	August 13, 2010	December 8, 2010	January 6, 2011	March 17, 2011
Department of Science, Mathematics, and Business	August 10, 2010 October 7, 2010	November 16, 2010 December 8, 2010	February 15, 2011	April 7, 2011
Department of Fine Arts and Communication	August 10, 2010	December 13, 2010	January 6, 2011	April 20, 2011
Department of Health, Physical Education, and Recreation	August 11, 2010	December 6, 2010	January 6, 2011	April 31, 2011
Department of Nursing Education	August 10, 2010 September 1, 2010	October 18, 2010 December 6, 2010	January 6, 2011 January 24, 2011 February 28, 2011	March 14, 2011 April 6, 2011

Department of Business and Commerce	August 10, 2010 October 5, 2010	November 18, 2010	February 2, 2011 March 22, 2011	March 31, 2011 April 28, 2011 May 5, 2011
Department of Industrial Technology	August 17, 2010 September 15, 2010	December 12, 2010	February 9, 2011 March 22, 2011	April 5, 2011
Department of Occupational Training Degree Programs	August 11, 2011	December 1, 2011		
Department of Occupational Training Certificate Programs	August 11, 2011	December 1, 2011	January 27, 2011 February 24, 2011 March 31, 2011	April 28, 2011 May 5, 2011

Source of Documentation: This information can be found in the office of each department chair.

Use of Assessment Results: Faculty meetings were used to discuss student learning outcomes and specific issues related to each department. Information was disseminated to faculty members as needed.

• **Assessment Results 2011-2012:**

Department of Humanities and Social Sciences	August 9, 2011 August 25, 2011	December 6, 2011	January 5, 2012	March 29, 2012
Department of Science, Mathematics, and Business	August 9, 2011 August 30, 2011	September 29, 2011 November 14, 2011	February 13, 2012 March 15, 2012	April 19, 2012 April 26, 2012
Department of Fine Arts and Communication	August 25, 2011	December 9, 2011	January 5, 2012	May 9, 2012
Department of Health, Physical Education, and Recreation	August 11, 2011	August 26, 2011	January 9, 2012	April 10, 2012
Department of Nursing Education	August 22, 2011 September 19, 2011	October 17, 2011 November 28, 2011 December 14, 2011	January 23, 2012 February 27, 2012 March 26, 2012	April 16, 2012
Department of Business and Commerce	August 29, 2011 September 8, 2011	December 7, 2011	January 23, 2012 February 28, 2012 March 8, 2012	May 3, 2012
Department of Industrial Technology	September 6, 2011	November 30, 2011	February 2, 2012 March 6, 2012	April 9, 2012
Department of Occupational Training Degree Programs	August 11, 2011	December 1, 2011	February 23, 2012 March 12, 2012	May 1, 2012
Department of Occupational Training Certificate Programs	August 11, 2011	December 1, 2011	January 26, 2012 February 23, 2012 March 29, 2012	April 26, 2012
Department of Construction and Transportation	September 6, 2011	November 30, 2011	January 12, 2012	April 12, 2012
Family and Consumer Science	September 8, 2011	December 1, 2011	January 13, 2012	May 2, 2012

Source of Documentation: This information can be found in the office of each department chair.

Use of Assessment Results: General Education discussions included, but were not limited to: changes in organization, student evaluations, student learning outcomes, supplies, schedules, end of school term, graduation, construction, budgets, and gradebooks. Career Technical discussions included, but were not limited to: work schedules, instructor responsibility (travel, PO's, etc.) professional development training needs, audit rolls, textbook data sheets, syllabus, budgets, and reviewing accreditation standards.

- **Assessment Results 2012-2013**

Department of Business and Commerce Technology – POP	September 7, 2012 October 9, 2012	November 29, 2012	January 8, 2013	March 21, 2013
Department of Construction and Transportation – POP	September 9, 2012	October 3, 2012	January 7, 2013	March 21, 2013
Department of Dental Hygiene/Dental Assisting Technology – FCC	October 3, 2012	October 30, 2012	January 11, 2013 February 8, 2013	March 28, 2013
Department of Family and Consumer Sciences – POP	September 10, 2012	December 3, 2012	January 10, 2013	March 25, 2013 April 23, 2013
Department of Fine Arts and Communication	August 8, 2012	December 3, 2012	January 10, 2013	May 9, 2013
Department of Health, Physical Education, and Recreation	August 8, 2012	September 20, 2012	January 7, 2013	April 3, 2013 April 29, 2013 May 5, 2013
Department of Humanities and Social Sciences – POP	August 7, 2012	November 15, 2012	January 4, 2013	April 8, 2013
Department of Humanities – FCC	August 7, 2012 August 8, 2012	November 29, 2012	January 7, 2013	May 2, 2013
Department of Social Sciences – FCC	August 8, 2012	November 27, 2012	January 29, 2013	April 4, 2013
Department of Industrial Technology – POP	September 7, 2012	October 9, 2012	March 28, 2013	April 17, 2013
Department of Medical Lab Technology – FCC	August 28, 2012	December 4, 2012	January 23, 2013	April 24, 2013
Department of Medical Radiologic Technology – FCC	August 8, 2012	November 13, 2012	April 11, 2013	April 12, 2013
Department of Nursing Education – POP	August 8, 2012 September 24, 2012	October 22, 2012 November 26, 2012	January 28, 2013 March 25, 2013	April 22, 2013 May 10, 2013
Department of Occupational Therapy Assistant Technology – FCC	August 2, 2012	October 22, 2012	February 6, 2013	March 8, 2013
Department of Occupational Training	August 9, 2012 August 22, 2012	September 21, 2012 November 28, 2012	January 30, 2013	April 25, 2013

Technology – FCC				
Department of Occupational Training Technology – POP	October 1, 2012	December 3, 2012	January 15, 2013	April 10, 2013
Department of Physical Therapist Assistant Technology – FCC	August 8, 2012	September 4, 2012	January 3, 2013	April 23, 2013
Department of Practical Nursing – FCC	August 8, 2012	November 1, 2012	March 4, 2013	April 4, 2013
Department of Practical Nursing – POP	August 7, 2012	October 2, 2012	January 18, 2013 March 5, 2013 March 20, 2013	April 11, 2013 May 31, 2013
Department of Respiratory Care Technology – FCC	August 9, 2012	September 18, 2012	January 8, 2013	April 24, 2013
Department of Science, Mathematics, and Business – POP	August 7, 2012 August 8, 2012 October 10, 2012	November 12, 2012 November 13, 2012 November 14, 2012 November 15, 2012	January 7, 2013 January 23, 2013 January 24, 2013 January 28, 2013	February 26, 2013 February 28, 2013 April 16, 2013
Department of Mathematics and Business– FCC	August 7, 2012	August 9, 2012	January 8, 2013	May 6, 2013
Department of Science and Health – FCC	August 9, 2012 September 27, 2012	December 6, 2012	January 7, 2013	May 15, 2013
Department of Surgical Technology – FCC	August 8, 2012 September 13, 2012 October 1, 2012	October 9, 2012 November 6, 2012	January 22, 2013 February 4, 2013	March 21, 2013 May 16, 2013

Source of Documentation: This information can be found in the office of each department chair.

Use of Assessment Results: General Education and Career Technical department discussions included, but were not limited to: student learning outcomes, transfer credits, licensures, accreditation, retention, Common Core standards, summer loads, Carl Perkins funding, Canvas, GradesFirst, Career Fair, e-Portfolios, advisory committee meetings, and dual enrollment.

Internal Performance Indicator 5

At least one support staff meeting will be held each year.

- **Assessment Results 2010-2011:** At least 81 percent of the PRCC support staff attended one of the Professional Development Sessions led by Ms. Janie Walters, a professional motivational speaker, on March 23 and March 24, 2011. According to evaluation results, the program was very well received.

Source of Documentation: Office of Planning and Research and Office of Institutional Research

Use of Assessment Results: Similar professional development meetings for support staff will be continued.

A support staff meeting will be scheduled during the 2012 Spring Semester. Ms. Diana O'Toole, Program Director at the Mississippi Development Authority is currently scheduled as the guest speaker to discuss customer service issues.

- **Assessment Results 2011-2012:** Meetings from support staff were held for Poplarville and Hancock County on April 19th and a meeting was held for the Forrest county Center support staff on April 20th during the 2012 Spring Semester. Ms. Diana O'Toole was the guest speaker and discussed the important role of support staff in student retention.

Source of Documentation: Office of Planning and Research and Office of Institutional Research

Use of Assessment Results: Professional development meetings which stress the important role of support staff in student retention will be continued.

- **Assessment Results 2012-2013:** Meetings for support staff were held for Poplarville and Hancock County on September 12 and a meeting was held for the Forrest County Center support staff on August 24. PRCC personnel provided important information regarding campus safety, wellness, and other areas of interest.

Source of Documentation: Office of Planning and Research and Office of Institutional Research

Use of Assessment Results: Issues of importance to support staff, including health and safety, will continue to be addressed at professional development meetings.

Internal Performance Indicator 6

The Alumni Association will hold annual meetings in each county in the Pearl River Community College district.

- **Assessment Results 2010-2011:** The Forrest/Lamar Alumni Chapter has a current Scholarship Endowment of \$28,251.00. This is a growth over June 30, 2010. The chapter is currently funding four scholarships and is giving toward a fifth scholarship that will be awarded in the near future. The chapter will also be adding to their endowment fund in the next two weeks after a successful golf tournament fund raiser. The Marion/Jeff Davis Alumni Chapter has increased their scholarship endowment to \$18,444.31 during this fiscal year. This is an increase of \$3,728.48 over June, 2010. They have awarded three scholarships each semester over the past year. The Hancock County Alumni Chapter has increased their scholarship from three to four this year and is awarding full tuition each semester. The chapter has had a great scholarship golf tournament and is growing fast in their support for scholarships. The Pearl River County Alumni chapter has provided \$3,000 in scholarship support during this fiscal year.

Source of Documentation: Results are documented in the minutes of the Foundation Board, the Board of Trustees minutes, and the editions of the "Riverside".

Use of Assessment Results: The alumni chapters continue to grow in their funding of student scholarships. They are a tremendous asset to the foundation and our ability to make college tuition affordable to many students.

- **Assessment Results 2011-2012:** The Forrest/Lamar Alumni Chapter has a current Scholarship Endowment of \$32,751.00 as compared to \$28,251.00 in 2011. This is a growth of 16% in the endowment over the past year. The chapter is currently funding four full tuition scholarships for students in the Forrest and Lamar counties. The chapter is also raising funds to add a fifth scholarship. This is current funding above and beyond what is being raised for the endowment. The chapter currently conducts a golf tournament fund raiser in June and a fish fry fund raiser in November. The Marion/Jeff Davis Alumni Chapter has increased their Scholarship Endowment as well this year. The chapter has \$23,241.07 in endowment compared to \$18,444.31 in 2011. This is a growth of over 26% in the chapter's endowment fund. The chapter currently conducts a steak dinner fundraising in Foxworth each November for the scholarship support. The chapter currently gives three half tuition scholarships to students from the respective counties. The Pearl River County Alumni

Chapter began an Italian Dinner Fundraiser in Picayune this year. The funds raised were able to support three half tuition scholarships for students from Pearl River County. The Hancock County Alumni Chapter conducts a golf tournament fundraiser in Bay St. Louis each May. The chapter has raised their Scholarship Endowment to \$10,243.48 in 2012. The chapter has also increased the number of scholarships they are awarding to four full tuition scholarships each year.

Source of Documentation: Results are documented in the minutes of the Foundation Board, The Annual Foundation Audit, and in the editions of the "Riverside" which is the college alumni publication.

Use of Assessment Results: The alumni chapters have led the way in scholarship support for our students and in developing long term endowments for scholarship support. The chapters use these events to help grow participation by alumni of the college.

- **Assessment Results 2012-2013:** The Forrest/Lamar Alumni Chapter has a current Scholarship Endowment of \$34,251.00 as compared to \$32,751.00 in 2012. The chapter is funding four full tuition scholarships for students in Forrest and Lamar counties. The chapter continues to hold a fish fry dinner event at SMEPA in Hattiesburg in October and the annual scholarship golf tournament in Purvis in June. These events go to support the scholarship funding and scholarship endowment.

The Marion/Jeff Davis Alumni Chapter has increased their Scholarship Endowment as well this year. The chapter has \$26,625.02 in endowment compared to \$23,241.07 in 2012. The chapter conducts a steady dinner fundraiser in Foxworth each November to support scholarships for students from Marion/Jeff Davis counties.

The Pearl River County Alumni Chapter now holds two dinner fundraisers in Picayune. One is held in the late summer and one is held near year end. The chapter has been able to fund three half tuition scholarships for a student from Poplarville High School, one from Picayune High School, and one from Pearl River Central High School.

The Hancock County Alumni Chapter held its annual Scholarship Golf Tournament at the Bridges Golf Course in Bay St. Louis in May. The Chapter has been able to increase the number of scholarships it offers from three to four for Hancock County students. The chapter holds a current scholarship endowment of \$11,017.60 as compared to \$10,243.48 in 2012.

Source of Documentation: Results are documented in the minutes of the Foundation Board Meetings, The Annual Foundation Audit, and in the editions of the "Riverside" magazine which is the college alumni publication.

Use of Assessment Results: The alumni chapters continue to commit to growth in scholarship support for students from each area of the college district. They have also committed to support the growth of endowment funding for the future.

Internal Performance Indicator 7

The College will sponsor a minimum of 12 special events (*including, but not limited to Fine Arts, Humanities, and Wellness*) annually, which will provide quality educational activities and information to those living in our district.

- **Assessment Results 2011-2012:** The following special events/activities were among many offered to those living in this community college district during the 2011 – 2012 school year: Student Recitals (7), "Spirit of Southern" Guest Recital, Acting Class Recital, Christmas Choral Concert, Think Pink Day (Breast Cancer Awareness), Food Drive for Brother's Keepers, Women's Health Symposium, Silver Sneakers Program for Senior Citizens, 5k Blueberry Jubilee Run/Partnership with the Rotary Club of Poplarville, Zumbathon Charity Event for ALS, Spring Semester Musical "The Apple Tree,"

Symphonic Band and Ensembles Spring Concert, Pearl River Singers/Voices Spring Concert, and the RiverRoad and Jazz Cats Concert at Bay St. Louis High School.

Source of Documentation: Offices of the Chair of the Fine Arts and Communication Department and the Chair of the Health, Physical Education, and Recreation Department

Use of Assessment Results: These special events and activities were very well received and will be continued in the future. It should be noted that many additional events and activities are planned throughout the year.

- **Assessment Results 2012-2013:**
The following special events/activities were among many offered to those living in this community college district during the 2012 – 2013 school year:
- “Summer Delights” Art Show
- Mississippi State University Chamber Ensemble
- “The Voices” Christmas Concert
- Silver Sneakers Program for Senior Citizens
- Zumba Classes
- Yoga Classes
- Transported New Harmonies Museum Tour
- Skills USA Leadership Conference
- State Community College Counselors Conference
- Mississippi Rural Water Association Training Sessions
- Department of Environmental Quality Training Session
- Career Fairs
- Mississippi Medicaid Workshop
- Poplarville Chamber of Commerce Lunch and Learn Sessions
- Jazz Band, RiverRoad, and Symphonic Band Spring Concerts
- Pearl River Singers and Voices Spring Concert
- PRCC Drama Production: “The Complete Works of Wm. Shakespeare: Abridged”
- “River Country” Choral Review
- College Fair
- Job Placement Workshops

Source of Documentation: Offices of the Vice President for Economic and Community Development, Chair of the Fine Arts and Communication Department, Chair of the Health, Physical Education, and Recreation Department, Director of Counseling, Advisement, and Placement Center, Director of Institutional Research, and Forrest County Center Academic Counselor.

Use of Assessment Results: Participation for these events was excellent. It has been found that these events enhance our college and community relations and, therefore, will be continued in the future.

Goal 7: To recruit and retain students from a diverse population.

Commitment Statement:

Pearl River Community College is committed to increasing the number and diversity of the student population and to helping students complete academic and career/technical programs through strong recruitment, retention, and transition programs.

Internal Performance Indicator 1

All high schools in the Pearl River Community College district will be represented in the student body.

- **Assessment Results 2010-2011:** Data indicates that all public school systems in the district are represented, as well as six private schools.

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: Organizational changes will be implemented in the Office of Recruitment and Orientation during the 2011-2012 year.

- **Assessment Results 2011-2012:** Data indicates that all public school systems in the district are represented in the PRCC student body, as well as eight private schools.

Source of Documentation: Office of Recruitment and Orientation and Office of Institutional Research

Use of Assessment Results: Since the Office of Recruitment and Orientation was re-established during the 2011-2012 year, the office plans to expand its staff and services offered for the 2012-2013 year.

- **Assessment Results 2012-2013:** Residence information indicates enrollment of students from all 26 public high schools within our district and from most private schools within our district. Students enrolled from 10 states other than Mississippi and two foreign countries.

Source of Documentation: State data reports, Integrated Postsecondary Education Data System (IPEDS)

Use of Assessment Results: By analyzing which counties are represented in the current PRCC student body, the Recruitment Office is better able to direct its efforts. Analysis of enrollment from district high schools is used to assign additional activities to larger feeder schools. For example, the Recruitment Office will make at least two visits to each of the schools within Forrest, Hancock, Jefferson Davis, Lamar, Pearl River, and Marion counties during each semester. The Recruitment Office also noted that some schools, such as Oak Grove High School and Petal High School, are underrepresented in the overall student enrollment. The staff will strive to frequent these campuses more than twice each semester, reaching out to these high school students by promoting PRCC's academic programs and the university articulation agreement. The Recruitment Office will initiate additional recruiting efforts at smaller feeder schools, which includes the private schools within PRCC's district such as Lamar Christian School, Our Lady Academy, and St. Stanislaus.

Internal Performance Indicator 2

At least 80% of students who begin the semester will remain enrolled through the six-week period.

- **Assessment Results 2010-2011:** Fall 2010 enrollment data indicates that 5349 students were enrolled at the end of late registration, and 5228 students were enrolled at the end of the sixth week, (97.7% of students who began the semester remained enrolled through the six week period.) Spring 2010 enrollment data indicates that 5063 enrolled at end of late registration and 4908 students were enrolled at end of sixth week (96.9% of students remained enrolled through the six-week period).

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: No action needed.

- **Assessment Results 2011-2012:** Fall enrollment data indicates that 5,366 students were enrolled at the end of late registration with 5,053 remaining enrolled at the end of the 6th week (94 percent of students who enrolled remained enrolled through the six week period). Spring enrollment data indicates that 4643 students were enrolled at the end of late spring registration with 4513 remaining enrolled at the end of the 6th week of spring semester (97 percent of students who enrolled remained enrolled through the six week period of spring semester).

Source of Documentation: Office of the Vice President for Poplarville Campus and the Hancock Center and Office of Institutional Research

Use of Assessment Results: Enrollment will continue to be monitored.

- **Assessment Results 2012-2013:** Fall enrollment data indicates that 5011 students were enrolled at the end of late registration with 4695 remaining enrolled at the end of the 6th week (94 percent of students who enrolled remained enrolled through the six week period). Spring 2013 showed 4584 students enrolled at the end of late registration, with over 90% enrolled at the end of six weeks. Enrollment remains a critical issue at Pearl River Community College with a shrinking pool of traditional applicants and an unstable economic situation. Retention continues to be a challenge, as many students leave school without a degree or formal award. Nationally only one in five community college students earns a degree in two years.

Source of Documentation: Enrollment reports, IPEDS, New York Times Completion study

Use of Assessment Results: Emphasis on preparedness and developmental education has been increased through the Title III office in an attempt to assist students who are considering withdrawing from Pearl River Community College.

Internal Performance Indicator 3

At least 80% of students enrolled through the six-week period will complete the semester.

- **Assessment Results 2010-2011:** Fall 2010 enrollment was 5,228 at the end of the sixth week with 5,008 students still enrolled at the end of the semester (95%).

Source of Documentation: Office of the Dean of Student Services and Office of Institutional Research

Use of Assessment Results: No action needed at this time.

- **Assessment Results 2011-2012:** Fall 2011 enrollment was 5,040 at the end of the sixth week with 4,805 students still enrolled at the end of the semester (95%). Spring 2012 enrollment was 4,513 at the end of the sixth week with 4,328 at the end of the semester (96%).

Source of Documentation: Office of the Vice President of Enrollment and Office of Institutional Research

Use of Assessment Results: Enrollment will continue to be monitored and recruiting efforts will be increased.

- **Assessment Results 2012-2013:** Fall 2012 enrollment was 4764 at the end of six weeks of classes, with 4517 students still enrolled at the end of the term (94%). Spring 2013 enrollment was 4587 with 4174 remaining at the end of the term (91%).

Source of Documentation: College enrollment reports

Use of Assessment Results: Continued planning for retention and completion efforts.

Internal Performance Indicator 4

Summer school enrollment will increase by 5% each summer. *(This indicator previously stated that summer school enrollment would increase by 20% each summer. However, in 2006 the Planning and Effectiveness Committee determined that a 5% increase would be a more realistic goal.)*

- **Assessment Results 2010-2011:** Summer enrollment for 2010 increased from 1493 to 1792, an increase of approximately 20%.

Source of Documentation: Office of Director of Extended Education and Office of Institutional Research.

Use of Assessment Results: Efforts will continue to contact high school seniors in the district and to all individuals who have completed applications to attend Pearl River Community College.

- **Assessment Results 2011-2012:** The summer 2011 enrollment increased from 1792 to 1797 students, an increase of approximately .2 percent.

Source of Documentation: Office of Vice President for Enrollment Management

Use of Assessment Results: Continued efforts to contact high school seniors in the district will continue, as well as efforts to contact all individuals who completed applications to attend Pearl River Community College.

- **Assessment Results 2012-2013:** The summer 2012 enrollment decreased from 1797 to 1456 students, a decrease of approximately 19 percent. Note: Revision to summer pell grant eligibility affected summer 2012 enrollment.

Source of Documentation: College data reports

Use of Assessment Results: The Recruitment Office will actively recruit high school graduates for the summer semester. They will promote two aspects of summer enrollment. First, high school graduates are able to utilize PELL grant funds from the previous year's FAFSA during the summer semester before they receive the current year's FAFSA for the fall and spring semesters. Second, high school students are able to get a jump start on their college education by attending summer classes close to home before transferring to a university.

Internal Performance Indicator 5

Recruitment strategies will demonstrate an effort to recruit students from a diverse population.

- **Assessment Results 2010-2011:** Recruitment materials as well as a variety of information regarding the institution have been distributed to all high schools within the six-county district in addition to various off-campus locations. Plans include additional visits to all high schools within the district as well as a variety of on-campus activities such as Fill the Stadium, Wildcat Fest, and Counselor's Day. Campus tours and Career/Technical tours are frequently provided to both small and large groups of students. Additionally, private campus tours are provided to potential students on a regular basis, and institutional information is sent to students by way of e-mail and regular mail.

Dissemination of information regarding Pearl River Community College is an on-going endeavor. The above-mentioned recruitment activities are being continued while other methods of attracting a diverse population of students are being explored. These methods include but are not limited to a community outreach project to help better prepare individuals for college as well as a new form of parent orientation.

Source of Documentation: Office of the Assistant Dean for Student Life.

Use of Assessment Results: Dissemination of information regarding Pearl River Community College is an on-going endeavor. The above-mentioned recruitment activities are being continued while other methods of attracting a diverse population of students are being explored.

- **Assessment Results 2011-2012:** Recruitment materials as well as a variety of information regarding the institution have been distributed to all high schools within the six-county district in addition to various off-campus locations. Plans include additional visits to all high schools within the district as well as a variety of on-campus activities such as Wildcat Fest, Pack the Stadium, Counselor's Day, and the Student Career/Technical Conference. Campus tours and career/technical tours are frequently provided to both small and large groups of students. Additionally, private campus tours are provided to potential students on a regular basis, and institutional information is sent to students by way of email and regular mail upon request.

Source of Documentation: Office of Recruitment and Orientation

Use of Assessment Results: Dissemination of information regarding Pearl River Community College is an on-going endeavor. The above-mentioned recruitment activities are being continued while other methods of attracting a diverse population of students are being explored.

- **Assessment Results 2012-2013:** During the 2012 Fall Semester, the recruitment staff made contact with more than 3,000 students by attending college fairs and high school events throughout PRCC's district, hosting on-campus events (Wildcat Fest, GED College Day, and Allied Health Tour Day), providing personalized tours of campus upon request, and by mailing/emailing/calling prospective students on an individual basis. These prospective students are from all of the public high schools, 6 of the private schools, and several non-traditional student organizations located in PRCC's district. These students have a wide variety of interests and backgrounds. The recruitment staff strives to customize each message sent to these students according to their individual needs and goals.

Source of Documentation: Office of Recruitment and Orientation, college data

Use of Assessment Results: The success of events such as Wildcat Fest and private campus tours is evident based on personal feedback and survey collection. The Recruitment Office will host Poplarville Campus Wildcat Fest, Pack the Stadium, GED College Day, Forrest County Center Allied Health Tour Day, Career/Technical Student Conference, Hancock Center Spring Fest, and private campus tours upon request during the 2013-2014 year. These events target audiences from academic and career/technical backgrounds as well as traditional high school students and non-traditional adult learners. The staff is also looking to add a leadership conference for high school juniors as a means of recruiting additional students to PRCC's programs. Communication with prospective students is also of utmost importance. This is

accomplished through postcard mail outs and email newsletters. The Recruitment Office will have a series of postcards to mail to all high school seniors within PRCC's district as well as follow up email newsletters to all requesting additional information about PRCC. The Recruitment Office also mails information packets to anyone requesting PRCC information.

Internal Performance Indicator 6

Career and technical education programs will demonstrate a retention rate of 86% according to the State measurement definition.

- **Assessment Results 2010-2011:** Approximately eighty-three percent (83%) of career technical students who entered or returned to a program from the previous reporting year remained in the program and earned passing grades.

Source of Documentation: Dr. Ann Moore and Dr. Joe Wesley, Counselors, and Instructors

Use of Assessment Results: The State does not require career and technical programs to follow students who have completed less than 50% of the required courses. However, the 83% figure reported in this document is calculated on students who began as a participant or as a returning concentrator and remained in the program earning passing grades for the reporting period from July 1, 2010 to June 30, 2011. The figure of 83% exceeds the State requirement. No plan of improvement is required.

- **Assessment Results 2011-2012:** Due to reporting procedures, this information will be available in the 2012 Strategic Plan Interim Report.

Source of Documentation: Dr. Ann Moore and Dr. Joe Wesley, Counselors, and Instructors

Use of Assessment Results: Use of results will be documented after data has been received.

- **Assessment Results 2012-2013:** Approximately eighty-nine percent (89%) of career and technical students who entered or returned to a program on the Poplarville campus from the previous reporting year remained in the program and earned passing grades. Approximately ninety-eight percent (98%) of career and technical students who entered or returned to a program at the Forrest County Center from the previous reporting year remained in the program and earned passing grades.

Source of Documentation: Programs, Office of Counseling, Advisement and Placement Center at the Poplarville Campus, and the Counseling Center at the Forrest County Center

Use of Assessment Results: Because retention is of utmost importance to academic and career and technical programs, all faculty and professional staff members will continue to conduct individual and small group advisement and registration sessions. It is expedient that career and technical faculty and professional staff members meet or exceed the State requirement for retention. Electronic generated notices are routinely sent to all PRCC students whose absences are excessive. Those students are advised to see an instructor and/or a counselor for corrective action. Tutoring sessions are provided in the Student Success Centers and by the Student Support Services Program.

Internal Performance Indicator 7

At least 60% of full-time first semester general education students enrolled after six weeks in any semester will enroll in the next fall semester. *(This indicator previously stated: At least 80% of those students who have earned less than sixteen semester hours of credit and are enrolled in at least twelve*

hours of academic course work after six weeks of any fall semester will be enrolled at the end of registration for the next fall semester.)

- **Assessment Results 2010-2011:** Data indicates that 1087 full-time first semester general education students were enrolled after six weeks in fall 2009 and 574 of these students returned in fall 2010, 52.8 percent.

Source of Documentation: Office of Vice President of Instruction and Office of Institutional Research

Use of Assessment Results: A new position to coordinate both recruitment and retention efforts is being considered.

- **Assessment Results 2011-2012:** Data indicates that 1096 full-time first semester general education students were enrolled after six weeks in fall 2010 and 568 returned in Fall 2011 (51.8%).

Source of Documentation: Office of Vice President for General Education and Technology and Office of Institutional Research.

Use of Assessment Results: The Retention Committee and other committees as assigned by the President have been asked to examine various retention strategies and recommend strategies for implementation.

- **Assessment Results 2012-2013:** Data indicates that 967 full-time first semester general education students were enrolled after six weeks in Fall 2011 and 510 returned in Fall 2012 (52.7%). Continuing registration has provided additional opportunities to allow students to register. Students in Fall 2012 and Spring 2013 were given nearly six weeks of additional registration time through lengthened summer dates, increased online registration opportunities, and additional small group sessions.

Source of Documentation: Office of Vice President for General Education and Technology and Office of Institutional Research, school registration calendar

Use of Assessment Results: Assessment results used to justify a movement toward longer registration periods with increased small group and/or individual counseling.

Internal Performance Indicator 8

At least 50% of full-time first semester general education students enrolled after six weeks in any fall semester will receive a degree within 3 years.

- **Assessment Results 2010-2011:** In Fall 2007, there were 854 full-time first semester general education students enrolled after six weeks. Of these, 118 were awarded degrees within 3 years. It should be noted that this was checked against degrees awarded. More students may have earned the hours but not applied for the degree.

Source of Documentation: Office of Vice president for General Education & Technology Services and Office of Institutional Research

Use of Assessment Results: A new position to coordinate both recruitment and retention efforts is being considered.

- **Assessment Results 2011-2012:** In Fall 2008, there were 790 full-time first semester general education students enrolled after six weeks. Of these, 183 were awarded degrees within three years (23%).

Source of Documentation: Office of Institutional Research

Use of Assessment Results: The Retention Committee and other committees as assigned by the President have been asked to examine various retention strategies and recommend strategies for implementation.

- **Assessment Results 2012-2013:** Revised cohort used for graduation rates was 1701 with 342 completing a program in 100% of time. 609 students completed a program within 150% of time. 612 students completed within 200% of normal time. Total completes within 200% of time is 36%.

Source of Documentation: IPEDS

Use of Assessment Results: Assessment Results are used to begin a concentrated effort to get students to apply for graduation as early as practical. One of the reasons graduation rate is low is that many students do not apply for a degree, opting instead to transfer to a 4-year college.

Goal 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.

Commitment Statement:

The Pearl River Community College Department of Workforce Education is committed to enabling businesses, industries, educational and public service organizations, and individuals in need of employability skills improvement to achieve their personal and organizational job performance goals. *(This indicator previously stated: Commitment Statement: The Pearl River Community College Workforce Development Center is committed to enabling businesses, industries, educational and public service organizations, and individuals in need of employability skills improvement to achieve their personal and organizational job performance goals.)*

Internal Performance Indicator 1

The number of training projects developed and delivered to businesses, industries, educational and public service entities will increase at least five percent (5%) per year and the data made available through and measured by the Mississippi State University's National Strategic Planning and Analysis Research Center (nSparc) will be made public. *(This indicator previously read: The number of training projects developed and delivered to businesses, industries, educational and public service entities will increase at least five percent (5%) per year and will include high impact projects that will be measured by the Mississippi State University's National Strategic Planning and Analysis Research Center (nSparc).)*

- **Assessment Results 2010-2011:** PRCC submitted 42 training and education projects of which 40 were approved. The number served for these projects was 8,521 students. The National Science Foundation Grant is in the process of close-out. This project now has a full time enrollment of 18 students, which is at maximum full time enrollment. There are many students on the waiting list to enroll. A continuing South Mississippi Planning and Development District grant funded a computer training program at the local WIN Job Centers had an enrollment of 255 students have completed 1328 courses. The National Emergency Grant related to Hurricane Katrina reached its final funding period with a fiscal year amount of just under \$500,000. 136 students affected by Hurricane Katrina received training in Construction Equipment Operations, Commercial Drivers Licensure and Welding .

Source of Documentation: State Board for Community and Junior Colleges GCR and PRCC Business Office and the nSPARC database.

Use of Assessment Results: While the number of actual training projects is down, the number of trainees was steady. This indicates that the areas of emphasis for project creation are effectually providing programs that are in demand. The nSPARC partnership is also allowing the project management personnel the opportunity to determine if trainees are entering employment and how wages are affected.

- **Assessment Results 2011-2012:** The South Mississippi Planning and Development District grant funded a continuation of the computer training program and dislocated worker coordinator program in partnership with the local WIN Job Centers. The WIN Job Center offered Office Technology Training to 193 individuals with 1,074 course completions. A total of 436 Dislocated Workers were served. A

total of 44 Workforce Enhancement Training Funded Projects were administered by PRCC with a total number of 6,369 duplicated and 4,691 non duplicated trainees.

Source of Documentation: Mississippi Community College Board GCR and PRCC Business Office and the nSPARC database.

Use of Assessment Results: The number of training projects increased from 40 in FY 2011 to 44 in FY 2012 (10%) indicating an increase in demand.

- **Assessment Results 2012-2013:** PRCC developed and managed 55 projects funded by various funding sources made available through the Mississippi Community College Board; with a total number of 9,850 duplicated and 5,783 non duplicated trainees. The total amount of funds management equated to \$1,095,569.00 for Workforce Education, Adult Basic Education, Dual Enrollment Practical Nursing and Advanced Technology Projects.

The South Mississippi Planning and Development District grant funded a continuation of the computer training program and workforce coordinator program in partnership with the local WIN Job Centers. The WIN Job Center offered Office Technology Training to 211 individuals with 1,200 course completions. A total of 601 adult and dislocated workers were served under the workforce coordinator program.

For fiscal year 2013 PRCC served 147 WIA students enrolled in 45 PRCC for credit and short-term training programs.

For fiscal year 2014 there are 45 WIA students enrolled in 45 PRCC for credit and short-term training programs.

Source of Documentation: Mississippi Community College Board GCR and PRCC Business Office and the nSPARC database.

Use of Assessment Results: The Department of Labor has decreased funding available through the funding for the computer training program was cut by 50% for FY 2014, therefore there will be a decrease in numbers. However, for this completed fiscal year, the WIA program did increase. The number of projects increased.

Internal Performance Indicator 2

Pearl River Community College's district will be served by at least one Adult Education Center located in each county throughout the district in order to assist students in developing the skills needed to pass the General Equivalency Diploma (GED) test. *(This indicator previously read: Each of Pearl River Community College's six counties will be served by at least one Adult Education Center.)*

- **Assessment Results 2010-2011:** Each county in PRCC's district currently has an Adult Basic Education program. PRCC served 1812 students in our district. 382 GEDs earned. 684 in college with GEDs. Note: GED Director gave an updated number (1156) on students served in our district.

Source of Documentation: The ABE Director and the SBCJC GCR database.

Use of Assessment Results: The program, and student body, has benefitted from the addition of the Success Counselor funded by a MCCB grant.

Assessment Results 2011-2012: *Each county in PRCC's district is currently provided with an Adult Basic Education program.*

Source of Documentation: The ABE Director and the SBCJC GCR database.

Use of Assessment Results: The number of GED students who attended college increased with 577 students who enrolled in the college with GED. The College benefited through additional pell grants which increased from 1.85 million to approximately 2.3 million dollars.

- **Assessment Results 2012-2013:** Each county in PRCC's district is currently provided with an Adult Education program.

Source of Documentation: The ABE Director and the SBCJC GCR database.

Use of Assessment Results: Performance measures goals for all Adult Education programs are set by the Adult Education Division of the US Department of Education. Performance measures are set based on achievement (or lack of achievement) of the previous academic year goals for each state. Performance measures goals are set for each educational functioning level (EFL). There are 6 EFLs in ABE. The following are Performance goals set for each level for 2012-13. EFL 1 44% EFL 2 41% EFL 3 40% EFL 4 32% EFL 5 35% EFL 6 61%. Each level must meet or exceed the performance goal for the year. If the state exceeds the goal the performance measures are increased. If the state doesn't meet the goals the measures may be decreased.

The total number served in Adult Education for the 2012-13 school year was 945. 305 students earned their GED. A total of 627 GED students enrolled in PRCC this academic year. 442 received Pell Grant funding.

Internal Performance Indicator 3

The PRCC Department of Workforce Education will continue to apply for at least one grant per quarter from private, state, federal and/or other sources of funding to obtain resources needed to operate training programs. *(This indicator previously read: At least 8000 persons will be trained in the Workforce Development Center's training projects with businesses, industries, educational and public service customers annually.)*

- **Assessment Results 2010-2011:** A major effort was completed in applying for the Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program. The grant application required a documented research report that was funded in the amount of \$20k by the Mississippi Department of Employment Security. The grant was completed and the application entered to the Department of Labor. Awards are to be announced in September of 2011.

PRCC was also awarded the opportunity to apply for an Aspen Award by being chosen as one of the top 120 community colleges in the USA. This selection allowed PRCC to compete for awards totaling \$1M.

Source of Documentation: Vice President of Economic and Community Development.

Use of Assessment Results: Grant funding opportunities are a focal point for new program development and existing program rejuvenation. PRCC will continue to pursue sponsored program.

- **Assessment Results 2011-2012:** PRCC applied for 2 Department of Labor Trade Adjustment Assistance Community College Career Training Grants. The results will not be made public until later in the calendar year. PRCC was chosen as an Aspen Award finalist once again. Being chosen as one of the top 120 community colleges in the USA allowed PRCC to compete for the top ten. This application has been submitted to the Aspen Institute.

Source of Documentation: Vice President of Economic and Community Development.

Use of Assessment Results: PRCC will continue to seek external funding in the form of grants. These grants are an important source of innovation capitalization and allows colleges to start new programs.

- **Assessment Results 2012-2013:** Due to budget revisions, the TAACCCT Department of Labor Grant was delayed and funding not released until July 2013. PRCC is just beginning to hire personnel and procure supplies and software in order to begin working to meet the goals of the grant.

A foundation grant was awarded by the Lower Pearl River Valley Foundation in the amount of \$150,000 to upgrade and procure new simulation equipment for the Department of Nursing Education.

Source of Documentation: Vice President of Economic and Community Development.

Use of Assessment Results: PRCC will continue to seek external funding in the form of grants. These grants are an important source of innovation capitalization and allow colleges to start new programs.

APPENDIX A
Goal 1, IPI 5

PROGRAM	2007-2008			2008-2009			2009-2010			2010-2011			2011-2012		
	PASS RATE	NO. PASSING	NO. TAKING	PASS RATE	NO. PASSING	NO. TAKING	PASS RATE	NO. PASSING	NO. TAKING	PASS RATE	NO. PASSING	NO. TAKING	PASS RATE	NO. PASSING	NO. TAKING
Associate Degree Nursing	93%	64	69	98%	84	86	94%	65	69	98%	96	98	98%	99	101
Barbering	85%	11	13	93%	14	15	92%	11	12	91%	10	11	100%	10	10
Cosmetology	100%	13	13	100%	14	14	100%	15	15	80%	12	15	100%	15	15
Dental Assisting (certificate)	100%	10	10	100%	13	13	100%	11	11	100%	12	12	92%	13	14
Dental Hygiene Technology	94%	15	16	100%	16	16	94%	15	16	100%	14	14	100%	16	16
Medical Laboratory Technology	100%	9	9	92%	11	12	100%	10	10	100%	10	10	87%	7	8
Medical Radiologic Technology	100%	18	18	100%	18	18	100%	15	15	87%	14	16	100	14	14
Occupational Therapy Assistant Technology	95%	18	19	95%	18	19	94%	17	18	87%	21	24	87%	14	16
Practical Nursing (Forrest County Center)	89%	16	18	96%	23	24	78%	14	18	76%	28	33	66%	18	27
Practical Nursing (Poplarville Campus)	92%	11	12	100%	10	10	100%	13	13	92%	12	13	90%	9	10
Physical Therapist Assistant Technology	88%	15	17	89%	17	19	100%	18	18	100%	20	20	88%	15	17
Respiratory Care Practitioner Technology	88%	14	16	95%	18	19	100%	20	20	84%	16	19	94%	16	20

APPENDIX A
Goal 1, IPI 5

Surgical Technology	91%	21	23	94%	16	17	100%	21	21	100%	22	22	100%	13	13
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Total for all programs	93%	235	253	96%	272	282	96%	245	256	92%	157	170	82%	119	146
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State reports generally run one year behind schedule.

**INTERNAL
PERFORMANCE
INDICATOR
RESPONSIBILITY
CHART**

Internal Performance Indicator Responsibility Chart (2012-2013)

Goal	Indicator	Persons Responsible for Indicators	
<p>1</p> <p>Dr. Scott Alsobrooks Vice President for Economic & Community Development</p> <p>Dr. Martha Lou Smith Vice President for General Education & Technology Services</p>	<p>1</p> <p>Dr. Martha Lou Smith Vice President for General Education & Technology Services</p>	<p>Dr. Scott Alsobrooks Vice President for Economic & Community Development</p>	
	<p>2</p> <p>Dr. Martha Lou Smith Vice President for General Education & Technology Services</p>	<p>Dr. Scott Alsobrooks Vice President for Economic & Community Development</p>	
	<p>3</p> <p>Dr. Martha Lou Smith Vice President for General Education & Technology Services</p>	<p>Dr. Scott Alsobrooks Vice President for Economic & Community Development</p>	
	<p>4</p> <p>Dr. Scott Alsobrooks Vice President for Economic & Community Development</p>	<p>Dr. Cecil Burt Vice President for Forrest County Operations</p> <p>Ms. Gwen Smith Director of Career & Technical Programs</p>	<p>Dr. Ann Moore Director of Counseling, Advisement, and Placement</p> <p>Dr. Joe Wesley Career and Technical Counselor</p>
	<p>5</p> <p>Dr. Scott Alsobrooks Vice President for Economic & Community Development</p>	<p>Dr. Cecil Burt Vice President for Forrest County Operations</p> <p>Ms. Gwen Smith Director of Career & Technical Programs</p>	<p>Dr. Ann Moore Director of Counseling, Advisement, and Placement</p> <p>Dr. Joe Wesley Career and Technical Counselor</p>
	<p>6</p> <p>Dr. Martha Lou Smith Vice President for General Education & Technology Services</p>		

Internal Performance Indicator Responsibility Chart (2012-2013)

	7	<p>Dr. Martha Lou Smith Vice President for General Education & Technology Services</p> <p>Dr. Scott Alsobrooks Vice President for Economic & Community Development</p>	<p>Dr. Cecil Burt Vice President for Forrest County Operations</p> <p>Ms. Gwen Smith Director of Career & Technical Programs</p>	<p>Ms. Brenda Wells Director of Institutional Research</p>
	8	<p>Dr. Martha Lou Smith Vice President for General Education & Technology Services</p>	<p>Dr. Jennifer Seal Director of Institutional Effectiveness</p>	
	9	<p>Dr. Martha Lou Smith Vice President for General Education & Technology Services</p>		

Internal Performance Indicator Responsibility Chart (2012-2013)

Goal	Indicator	Persons Responsible for Indicators	
<p style="text-align: center;">2</p> <p>Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations</p>	1	<p>Ms. Brenda Wells Director of Institutional Research</p>	<p>Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations</p> <p>Mr. Raymunda Barnes Dean of Hancock Center</p>
	2	<p>Ms. Tracy Smith Director of Libraries</p>	
	3	<p>Ms. Brenda Wells Director of Institutional Research</p>	<p>Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations</p> <p>Mr. Raymunda Barnes Dean of Hancock Center</p>
	4	<p>Mr. Roger Knight Vice President for Business & Administrative Services</p>	
	5	<p>Dr. Martha Lou Smith Vice President for General Education & Technology Services Dr. Scott Alsobrooks Vice President for Economic & Community Development</p>	<p>Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations</p> <p>Ms. Tonia Moody Admissions Specialists and ADA/Civil Rights Coordinator Mr. Raymunda Barnes Dean of Hancock Center</p>

Internal Performance Indicator Responsibility Chart (2012-2013)

Goal	Indicator	Persons Responsible for Indicators		
3 Dr. Martha Lou Smith Vice President for General Education & Technology Services	1	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Ms. Michelle Mitchell Director of e-Learning	
	2	Dr. Martha Lou Smith Vice President for General Education & Technology Services		
	3	Dr. Jennifer Seal Director of Institutional Effectiveness		
	4	Dr. Martha Lou Smith Vice President for General Education & Technology Services		
	5	Dr. Martha Lou Smith Vice President for General Education & Technology Services Dr. Scott Alsobrooks Vice President for Economic & Community Development	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations	Ms. Tonla Moody Admissions Specialists and ADA/Civil Rights Coordinator Mr. Raymunda Barnes Dean of Hancock Center

Internal Performance Indicator Responsibility Chart (2012-2013)

Goal	Indicator	Persons Responsible for Indicators	
4 Ms. Brenda Wells Chair, Professional Development Committee	1	Mr. Roger Knight Vice President for Business & Administrative Services	
	2	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Dr. Scott Alsobrooks Vice President for Economic & Community Development
	3	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations	Dr. Martha Lou Smith Vice President for General Education & Technology Services Dr. Scott Alsobrooks Vice President for Economic & Community Development
	4	Dr. Becky Askew Vice President for Planning & Institutional Research	Ms. Brenda Wells Director of Institutional Research
	5	Dr. Becky Askew Vice President for Planning & Institutional Research	Ms. Brenda Wells Director of Institutional Research
	6	Dr. Becky Askew Vice President for Planning & Institutional Research	Ms. Brenda Wells Director of Institutional Research
	7	Mr. Roger Knight Vice President for Business & Administrative Services	

Internal Performance Indicator Responsibility Chart (2012-2013)

Goal	Indicator	Persons Responsible for Indicators	
5 Dr. William Lewis President	1	Ms. Brenda Wells Director of Institutional Research	Dr. Adam Breenwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations
	2	Dr. William Lewis President	
	3	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Mr. Steve Howard Chief Technology Officer
	4	Dr. Jennifer Seal Director of Institutional Effectiveness	Mr. Roger Knight Vice President for Business & Administrative Services
	5	Mr. Ernie Lovell Director, Development Foundation/Alumni Affairs	
	6	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Mr. Steve Howard Chief Technology Officer
	7	Ms. Tara Rouse Department Chair of Health, Physical Education, and Recreation and Director of the Wellness Center	

Internal Performance Indicator Responsibility Chart (2012-2013)

Goal	Indicator	Persons Responsible for Indicators		
6 Dr. William Lewis President	1	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center		
	2	Dr. Becky Askew Vice President for Planning & Institutional Research	Ms. Brenda Wells Director of Institutional Research	Dr. Jennifer Seal Director of Institutional Effectiveness
	3	Dr. Martha Lou Smith Vice President for General Education & Technology Services Dr. Scott Alsobrooks Vice President for Economic & Community Development	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations	
	4	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations	Dr. Martha Lou Smith Vice President for General Education & Technology Services Dr. Scott Alsobrooks Vice President for Economic & Community Development	
	5	Dr. Becky Askew Vice President for Planning & Institutional Research	Ms. Brenda Wells Director of Institutional Research	
	6	Mr. Ernie Lovell Director, Development Foundation/Alumni Affairs		

Internal Performance Indicator Responsibility Chart (2012-2013)

	7	<p>Dr. Becky Askew Vice President for Planning & Institutional Research</p> <p>Ms. Brenda Wells Director of Institutional Research</p>	Department Chairs	
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Internal Performance Indicator Responsibility Chart (2012-2013)

Goal	Indicator	Persons Responsible for Indicators			
7 Mr. Dow Ford	1 Ms. Casey Rawls Director of Recruitment and Orientation	Ms. Casey Rawls Director of Recruitment and Orientation	Ms. Casey Rawls Director of Recruitment and Orientation		
	2 Mr. Dow Ford Vice President for Enrollment Management	Mr. Dow Ford Vice President for Enrollment Management	Ms. Tonia Moody Admissions Specialists and ADA/Civil Rights Coordinator	Ms. Tonia Moody Admissions Specialists and ADA/Civil Rights Coordinator	
	3 Mr. Dow Ford Vice President for Enrollment Management	Mr. Dow Ford Vice President for Enrollment Management	Ms. Tonia Moody Admissions Specialists and ADA/Civil Rights Coordinator		
	4 Mr. Dow Ford Vice President for Enrollment Management	Mr. Dow Ford Vice President for Enrollment Management	Ms. Casey Rawls Director of Recruitment and Orientation		
	5 Ms. Casey Rawls Director of Recruitment and Orientation	Ms. Casey Rawls Director of Recruitment and Orientation			
	6 Dr. Scott Alsobrooks Vice President for Economic & Community Development	Dr. Ann Moore Director of Counseling, Advisement, and Placement	Dr. Cecil Burt Vice President for Forrest County Operations	Dr. Ann Moore Director of Counseling, Advisement, and Placement Dr. Joe Wesley Career and Technical Counselor Ms. Tonia Moody Admissions Specialists and ADA/Civil Rights Coordinator	
	7 Dr. Martha Lou Smith Vice President for General Education & Technology Services	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Ms. Gwen Smith Director of Career & Technical Programs	Ms. Tonia Moody Admissions Specialists and ADA/Civil Rights Coordinator	

Internal Performance Indicator Responsibility Chart (2012-2013)

	8	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Mr. Dow Ford Vice President for Enrollment Management	
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Internal Performance Indicator Responsibility Chart (2012-2013)

Goal	Indicator	Persons Responsible for Indicators		
<p>8 Mr. Scott Alsobrooks Director of Workforce Development Center</p>	<p>1</p>	<p>Dr. Scott Alsobrooks Vice President for Economic & Community Development</p>		
	<p>2</p>	<p>Mr. Barry Upton Director of Adult Education Services</p>		
	<p>3</p>	<p>Dr. Scott Alsobrooks Vice President for Economic & Community Development</p>		