STRATEGIC PLAN
and
INTERNAL PERFORMANCE INDICATORS

FINAL REPORT
2013 - 2014

PEARL RIVER COMMUNITY COLLEGE

POPLARVILLE – HATTIESBURG – WAVELAND
MISSISSIPPI

STRATEGIC PLAN
and
INTERNAL PERFORMANCE INDICATORS

FINAL REPORT

2013 - 2014

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PRESIDENT'S LETTER

Several years ago, with the notion that our institution was doing many things well, we embarked on an effort to try and move to the next level.

Using the inspirational statement from the title of the former best-selling book, From Good to Great, authored by Jim Collins, Pearl River Community College began an effort to move the bar. We began to focus on those indicators that the literature was telling us were indicative of a great institution.

Student achievement, great teaching and learning, graduation rates, using data and research for institutional improvement, job placement, development of programs and services in response to local business and industry needs all became a part of the effort of our institution to continually improve.

Now as we look back over the past few years we can see indications that we are indeed improving. The 2013-2014 school year was a great one in terms of individual student achievements and recognitions.

Several of our students were accepted to Ivy League schools as the next step in their academic careers, one individual was one of 85 students nationally who received a Jack Kent Cooke Scholarship worth $30,000 a year for three years, another student was a national winner in the National Collegiate DECA competition, four of our students won first-place recognitions in the state Skills USA competition for career and technical students.

Many of our students received significant scholarships to universities around the country to pursue their higher education careers.

What is fostering this success for our students? A number of efforts come to mind. First and foremost is great teaching. Our instructors are exceptional and take their role seriously. If you ask any of our students what prompted their success, most of them would, first and foremost, tell you it was a teacher who cared about them and took an interest in their success. That is what is exceptional about a community college education. Teachers who really care about the success of their students and who take a personal interest in their students.

We have a lot of work to do in our pursuit of institutional greatness. In fact, I don't suspect that the effort will ever end. This process is, after all, a continuous improvement effort.

We've been fortunate to receive a lot of national recognition during the past year: (1) being named an Aspen Prize for Community College Excellence finalist for the third time, (2) being named as the 23rd best community college in America by the Create A Career website and, (3) being named as the 28th best community college in the country by the BestSchools.org website. While we appreciate the recognitions, we also realize that what is important is the work that is put into making teaching and learning our top priority.

2013-14 Highlights

♦ Trevor Creighton of Hattiesburg received the Jack Kent Cooke Transfer Scholarship worth $30,000 annually for three years. He will attend Columbia University.

♦ Josh Carlan of Leetown won the first place National Management Institute Award at the National Collegiate DECA conference.

♦ Fourteen students comprised the second graduating class of the PRCC Honors Institute.

♦ A capacity audience filled the Ethel Holden Brownstone Center for the Arts to hear the Mississippi Symphony Orchestra present the grand opening performance on Sept. 24.

♦ The String of Pearls won another American Dance and Drill Team national championship along with the national academic award.

♦ Dr. Scott Alsobrooks, vice president for economic and community development, completed the Education Policy Fellowship Program at the Stennis Institute for Government.

♦ The associate degree nursing program was re-accredited for five years by the Accreditation Commission for Education in Nursing.

♦ Dr. Becky Askew, vice president for planning and institutional research, received the Mildred Bulpitt Woman of the Year Award from the American Association of Women in Community Colleges.

♦ Lamar Hall men's dormitory opened for the spring semester.

♦ The men's soccer team was the 2013 state and regional champion.

♦ The walking track, upgraded equipment and the spin room at the Wellness Center officially opened in October.

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 2012-2013 and 2013-2014

	2012-2013	% To Total	2013-2014	% To Total	Increase (Decrease)
Revenues					
Student Fees	13,600,096	40.19%	14,174,401	40.26%	574,305
County Support	3,156,587	9.33%	3,156,587	8.97%	0
State Support	16,143,759	47.70%	16,661,624	47.33%	517,865
Federal Support	418,140	1.24%	471,136	1.34%	52,996
Private Gifts, Grants, and Contracts	154,373	0.46%	343,669	0.98%	189,296
Investment Income	76,552	0.23%	72,356	0.21%	(4,196)
Sales and Svc of Educ Activities	158,245	0.47%	164,091	0.47%	5,846
Other Sources	134,147	0.40%	160,728	0.46%	26,581
Total Revenues	**33,841,899**	**100.00%**	**35,204,592**	**100.00%**	**1,362,693**
Expenditures					
Instructional - Academic	8,974,423	26.52%	9,075,597	25.78%	101,174
Instructional - Career Technical	5,727,028	16.92%	5,853,010	16.63%	125,982
Instructional - Parttime/Adjuncts	1,942,278	5.74%	2,135,514	6.07%	193,236
Instructional Support - Library	1,153,576	3.41%	1,124,449	3.19%	(29,127)
Student Services	4,118,230	12.17%	4,504,363	12.79%	386,133
Institutional Support	7,393,926	21.85%	7,840,454	22.27%	446,528
Operation of Plant	4,532,438	13.39%	4,671,205	13.27%	138,767
Total Expenditures	**33,841,899**	**100.00%**	**35,204,592**	**100.00%**	**1,362,693**

Pearl River Community College
Current Unrestricted Funds
Schedule of Revenue

	2012-2013	2013-2014	Increase (Decrease)
Educational Revenues			
Student Fees			
Academic			
Full Time Tuition - A.D.N.	0	950,000	950,000
Full Time Tuition - IS	5,017,310	5,092,372	75,062
Part Time Tuition - IS	2,162,774	1,597,183	(565,591)
Full Time Tuition - OS	177,250	205,975	28,725
Part Time Tuition - OS	36,724	48,268	11,544
Full Time Fees - OS	211,624	223,313	11,689
Part Time Fees - OS	40,127	43,525	3,398
Lab Fees	1,036,992	753,463	(283,529)
Technology Fee	193,925	173,575	(20,350)
Registration Fee	193,925	173,575	(20,350)
Total Academic	9,070,651	9,261,249	190,598
Vocational			
Full Time Tuition - IS	530,950	607,715	76,765
Part Time Tuition - IS	41,400	27,079	(14,321)
Full time Tuition - OS	8,500	1,100	(7,400)
Part Time Tuition - OS	1,200	0	(1,200)
Full Time Fees - OS	10,191	1,199	(8,992)
Part Time Fees - OS	1,200	0	(1,200)
Program and Course Fees	166,070	161,298	(4,772)
Technology Fee	20,425	15,550	(4,875)
Registration Fee	20,425	15,550	(4,875)
Other Fees - Nursing Assistant Program	53,000	48,601	(4,399)
Total Vocational	853,361	878,092	24,731
Technical			
Full Time Tuition - IS	2,122,000	2,608,113	486,113
Part Time Tuition - IS	466,082	341,344	(124,738)
Full time Tuition - OS	57,000	58,525	1,525
Part Time Tuition - OS	8,200	1,815	(6,385)
Full Time Fee - OS	71,343	64,446	(6,897)
Part Time Fees - OS	8,499	1,500	(6,999)
Program and Course Fees	508,459	461,283	(47,176)
Technology Fee	66,591	64,725	(1,866)
Registration Fee	66,591	64,725	(1,866)
Total Technical	3,374,765	3,666,476	291,711

Pearl River Community College
Current Unrestricted Funds
Schedule of Revenue

	2012-2013	2013-2014	Increase (Decrease)
Other Student Fees			
Transcripts	38,775	44,388	5,613
ACT/GED Testing	48,167	54,146	5,979
ID Card Fees	17,402	15,050	(2,352)
VCC Fees	156,400	208,625	52,225
Deferment Fees	40,575	46,375	5,800
Total Other Student Fees	301,319	368,584	67,265
Total Student Fees	**13,600,096**	**14,174,401**	**574,305**
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
Total County Support	**3,156,587**	**3,156,587**	**0**
State Support			
General			
General Appropriations	9,247,142	9,708,870	461,728
Health Insurance	1,485,536	1,507,102	21,566
Technology Appropriation	179,113	179,113	0
Rural Health Corp Appropriation	75,742	0	(75,742)
Dropout Recovery Pilot	100,000	100,000	0
A.D.N. Funding	96,923	166,687	69,764
One Stop Career Center	300,000	300,000	0
Advanced Tech Center	150,000	150,000	0
EEF	2,497,328	2,537,877	40,549
Other State Revenue			
Vocational Salary Reimbursement	2,011,975	2,011,975	0
Total State Support	**16,143,759**	**16,661,624**	**517,865**
Federal Support			
Vocational Program Reimb/Equipment	318,403	303,781	(14,622)
Vocational Program Reimb/Other Cost	0	45,500	45,500

Pearl River Community College
Current Unrestricted Funds
Schedule of Revenue

	2012-2013	2013-2014	Increase (Decrease)
Vocational Program Salary Reimb Other	91,078	91,078	0
Recovery of Admin Costs	8,659	30,777	22,118
Total Federal Support	**418,140**	**471,136**	**52,996**
Private Gifts, Grants and Contracts			
Outside Scholarships	**154,373**	**343,669**	**189,296**
Investment Income			
Interest Income	**76,552**	**72,356**	(4,196)
Sales & Services of Educational Activities			
Child Care Revenue	36,000	40,245	4,245
Wellness Center Usage Fees	13,740	13,151	(589)
Gate Receipts	29,620	25,696	(3,924)
Season Ticket Sales	5,224	5,232	8
Ad Sales	1,250	4,755	3,505
Program Sales	835	719	(115)
Barbering Revenue	1,936	1,417	(519)
Cosmetology Revenue	13,789	12,806	(983)
CD Annuals	23,502	21,534	(1,968)
Vending	11,564	10,826	(738)
Vo-Tech Service Income	20,785	27,710	6,925
Total Sales & Svc of Ed Activities	**158,245**	**164,091**	**5,846**
Other Sources			
Library Fines	1,174	0	(1,174)
Traffic Violations	48,593	58,757	10,164
Parking Permits	54,608	52,536	(2,072)
Other Income	3,833	27,096	23,263
Due from Foundation	21,239	21,239	0
Miscellaneous Income	3,600	0	(3,600)
Reserves	0	0	0
Cash Short/Over	1,100	1,100	0
Total Other Sources	**134,147**	**160,728**	**26,581**
Total Educational and General Revenues	**33,841,899**	**35,204,592**	**1,362,693**

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

	2012-2013	2013-2014	Increase (Decrease)
Salaries	18,443,788	18,609,647	165,859
Fringe Benefits	5,608,939	5,954,638	345,699
Work Study/Peer Tutors	149,889	183,072	33,183
Postage	41,218	42,218	1,000
Printing and Reproduction Service	40,670	40,670	0
Repairs and Maintenance	260,910	262,910	2,000
Service Contracts on Equipment	336,675	336,675	0
Utilities			
Cable Cost	1,200	1,200	0
Telephone	172,831	172,831	0
Electricity	1,117,625	1,239,120	121,495
Gas	200,756	200,756	0
Water	198,053	198,053	0
Waste Disposal	55,577	55,577	0
Student Testing Fees	62,150	62,150	0
Equipment and Other Rentals	374,355	374,355	0
Insurance	967,175	1,027,175	60,000
Professional Fees	487,880	512,880	25,000
Medical Services	11,371	11,371	0
Other Contractual Services	47,333	47,333	0
Advertising	80,019	80,019	0
Legal and Membership Dues	350,441	361,701	11,260
Educational Supplies	288,959	291,959	3,000
Office Supplies	123,766	124,709	943

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

	2012-2013	2013-2014	Increase (Decrease)
Building and Construction Supplies	188,848	188,848	0
Janitorial Supplies	74,542	74,542	0
Automotive Supplies	16,650	16,650	0
Landscaping Supplies	21,937	21,937	0
Gas, Oil, and Deisel	105,377	106,377	1,000
Computer Software	11,940	11,940	0
Other Supplies	189,185	190,129	944
Printing and Binding Supplies	2,865	2,865	0
Principal & Interest on Debt	724	500	(224)
Scholarships	1,951,887	2,351,887	400,000
Vehicle Tags, Taxes, Etc.	2,017	2,017	0
Bad Debts (Student Accts Receivable)	433,403	578,435	145,032
Miscellaneous Expense	37,401	37,401	0
Meal Expense	103,309	106,309	3,000
Uniforms	73,747	73,747	0
Medical Supplies	9,402	9,402	0
Minor Equipment	126,165	127,789	1,624
In State Travel	252,112	262,112	10,000
Out of State Travel	89,530	90,530	1,000
Equipment	234,415	234,415	0
State Reimb Equip/Travel/Other Cost	318,403	349,281	30,878

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

	2012-2013	2013-2014	Increase (Decrease)
Library Books	56,460	56,460	0
Transfers Out	120,000	120,000	0
Total Expenditures by Object	33,841,899	35,204,592	1,362,693

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

	2012-2013	2013-2014	Increase (Decrease)
Academic Instruction			
Poplarville			
Math Lab	264,542	0	(264,542)
Honors Institute	40,216	40,631	415
Theatre	6,838	6,522	(316)
Communications	193,827	202,226	8,399
String of Pearls	47,857	53,859	6,002
Art	86,418	87,310	892
Band	395,366	447,107	51,741
Chorus	202,781	216,736	13,955
Music	428,848	433,607	4,759
Wellness/Health & Phys Ed	507,395	369,777	(137,618)
Associate Degree Nursing	2,054,177	2,081,372	27,195
Business	155,503	162,853	7,350
Mathematical Sciences	731,399	974,110	242,711
Sciences	708,847	716,552	7,705
English	567,088	577,917	10,829
Reading	117,250	118,612	1,362
Criminal Justice	59,741	62,131	2,390
Foreign Language	66,720	67,463	743
Social Sciences	420,219	424,860	4,641
Journalism	3,005	2,884	(121)
Total Academic Instruction - Poplarville	7,058,037	7,046,529	(11,508)
Forrest County			
Math Lab	78,139	0	(78,139)
Communications	110,201	111,457	1,256
Wellness/Health & Phys Ed	5,720	68,178	62,458
Mathematical Sciences	376,117	460,725	84,608
Sciences	323,730	331,273	7,543
English	215,970	218,405	2,435
Reading	51,425	51,999	574
Criminal Justice	58,894	62,137	3,243
Foreign Language	59,279	64,263	4,984
Social Sciences	335,885	339,724	3,839
Total Academic Instruction - Forrest County	1,615,360	1,708,161	92,801
Hancock Center			
Communications	48,859	49,403	544
Mathematical Sciences	98,109	115,739	17,630

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

	2012-2013	2013-2014	Increase (Decrease)
Sciences	2,200	2,200	0
English	57,435	58,083	648
Social Sciences	94,423	95,482	1,059
Total Academic Instruction - Hancock Center	301,026	320,907	19,881
Total Academic Instruction	**8,974,423**	**9,075,597**	**101,174**
Career Technical Instruction			
Poplarville			
Director's Office	261,675	251,566	(10,109)
Automotive Mechanics Technology	120,706	121,896	1,190
Electrical Technology	152,809	155,471	2,662
Construction Management Technology	59,840	60,389	549
Block, Brick, & Stone Masonry	67,454	68,104	650
HVAC & Refrigeration Maintenance	102,451	103,499	1,048
Cosmetology	59,293	59,882	589
Barbering	64,774	65,433	659
Precision Machining Technology	94,904	100,183	5,279
Welding & Cutting	128,911	130,125	1,214
Practical Nursing	149,117	165,526	16,409
Commercial Truck Driving	181,121	94,263	(86,858)
Web Development Technology	54,373	54,905	532
Business Office Systems Technology	161,629	159,263	(2,366)
Computer Technology	80,268	81,117	849
Marketing & Management Technology	120,281	99,114	(21,167)
Computer Networking Technology	57,298	57,797	499
Utility Lineman Technology	140,514	142,910	2,396
Construction/Heavy Equipment Technology	86,813	87,607	794
Early Childhood Education Technology	118,755	120,067	1,312
Early Childhood Tech Lab	62,715	63,276	561
Instrumentation Technology	96,714	97,737	1,023
Electronics Technology	118,280	120,019	1,739
Drafting & Design Technology	123,325	124,664	1,339
100% Equip/Travel/Aids Reimb by State	318,403	210,769	(107,634)
Total Career Technical Instruction Poplarville	2,982,423	2,795,582	(186,841)
Forrest County			
Director's Office	419,257	470,881	51,624
HVAC & Refrigeration Maintenance	71,174	71,888	714
Welding & Cutting	65,635	66,209	574

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

	2012-2013	2013-2014	Increase (Decrease)
Business Office Systems Technology	119,427	120,717	1,290
Computer Servicing Technology	35,168	35,502	334
Electronics Technology	47,988	48,478	490
Commercial Truck Driving	0	88,539	88,539
Allied Health Programs			
Practical Nursing	227,364	234,201	6,837
Dental Assisting	132,235	133,662	1,427
Surgical Technology	134,708	136,133	1,425
Nursing Assistant	73,400	74,199	799
Nursing Aide Competency Testing	3,553	3,553	0
Physical Therapist Assistant	274,592	277,598	3,006
Medical Lab Tech	158,635	160,334	1,699
Respiratory Therapy Tech	214,076	217,434	3,358
Dental Hygiene	298,017	302,948	4,931
Occupational Therapy	214,188	216,803	2,615
Medical Radiologic Technology	195,704	199,854	4,150
100% Equip/Travel/Aids Reimb by State	0	138,512	138,512
Total Career Technical Instruction Hattiesburg	2,685,121	2,997,445	312,324
Hancock			
Welding & Cutting	59,484	59,983	499
Total Career Technical Instruction	**5,727,028**	**5,853,010**	**125,483**
Adjuncts/Parttime/Overloads	**1,942,278**	**2,135,514**	**193,236**
Total Instruction	**16,643,729**	**17,064,121**	**419,893**
Instructional Support Library and Learning Lab			
Poplarville	787,874	794,842	6,968
Forrest County	330,656	294,239	(36,417)
Hancock County	35,046	35,368	322
Total Instructional Support Library	**1,153,576**	**1,124,449**	(29,127)
Student Services			
Vice President of Student Affairs	183,488	185,472	1,984
Admissions	286,628	289,519	2,891
Financial Aid	395,537	393,971	1,566
Counseling Center - Poplarville	482,017	487,392	5,375
Counseling Center - Hattiesburg	448,848	408,119	(40,729)

	2012-2013	2013-2014	Increase (Decrease)
ACT/GED Testing Service - Poplarville	35,151	38,301	3,150
ACT/GED Testing Service - Hattiesburg	5,000	5,000	0
Title III	115,771	206,729	90,958
Student Publications/Year Disk	15,007	15,007	0
Athletic Director	225,656	230,695	5,039
Athletic Medical Supplies	10,271	10,271	0
Football	499,158	601,330	102,172
Men's Basketball	187,764	202,595	14,831
Women's Basketball	136,324	136,569	245
Men's Baseball	160,828	167,084	6,256
Women's Softball	136,236	155,228	18,992
Men's Soccer	78,291	77,274	(1,017)
Women's Soccer	89,449	108,921	19,472
Athletics/Student Services	158,531	306,036	147,505
Recruitment	183,676	198,333	14,657
Parade of Beauties	950	950	0
Cheerleaders	38,392	44,876	6,484
Homecoming	8,647	8,647	0
School Nurse	54,987	55,568	581
Adult Student Svcs/Athletic Advisement	86,509	72,116	(14,393)
Student Activities/Intramurals	77,248	77,909	661
Student Government Association	6,700	7,285	585
Phi Theta Kappa - Poplarville	5,583	6,583	1,000
Phi Theta Kappa - Hattiesburg	5,583	6,583	1,000
Total Student Services	**4,118,230**	**4,504,363**	**386,133**
Institutional Support			
Board of Trustees	21,891	21,891	0
Office of the President	364,975	368,834	3,859
Vice President for Instruction	214,636	217,672	3,036
AEOP	3,800	3,800	0
Performing Arts Center	0	38,000	38,000
Information Technology	1,113,948	1,123,879	9,931
Economic and Community Development	276,404	341,350	64,946
Planning and Research	192,659	194,575	1,916
eLearning Office	259,997	258,458	(1,539)
Grant Expense	97,919	97,919	0
Disability Services	11,250	11,250	0
Public Relations and Printing	401,569	405,416	3,847
Business Office	592,256	597,336	5,080
Business Office - Forrest County	27,863	28,151	288

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

	2012-2013	2013-2014	Increase (Decrease)
Transfers to Grants and Restricted Funds	120,000	120,000	0
Student Accounts Bad Debts	433,403	578,435	145,032
General Administration	1,718,428	1,871,163	152,735
Foundation Office	204,977	206,467	1,490
Institutional Research	116,849	118,154	1,305
Institutional Effectiveness	58,519	114,173	55,654
Campus Police (Poplarville)	409,523	413,669	4,146
Campus Police (Hattiesburg)	169,460	171,449	1,989
Campus Police (Hancock)	35,701	36,136	435
ADA Coordinator	84,864	90,513	5,649
Drop Out Recovery Program	100,000	100,000	0
Director - Hancock County Campus	127,990	138,484	10,494
Woodall Center	230,045	168,280	(61,765)
Woodall Center - Security	5,000	5,000	0
Total Institutional Support	**7,393,926**	**7,840,454**	**446,528**
Operation of Plant			
Poplarville			
Janitorial	668,832	671,364	2,532
Building Maintenance	967,586	974,325	6,739
Grounds	299,702	302,722	3,020
Utilities	1,331,126	1,422,362	91,236
Vehicle Maintenance	199,530	200,523	993
Total Operation of Plant - Poplarville	3,466,776	3,571,296	104,520
Forrest County			
Janitorial	166,993	168,561	1,568
Building Maintenance	153,747	154,939	1,192
Grounds	69,500	70,176	676
Utilities	289,185	309,336	20,151
Total Operation of Plant - Forrest County	679,425	703,012	23,587
Hancock Center			
Janitorial	19,360	19,360	0
Building Maintenance	146,500	146,500	0
Utilities	35,780	37,610	1,830
Total Operation of Plant - Hancock Center	201,640	203,470	1,830

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

	2012-2013	2013-2014	Increase (Decrease)
Woodall Center			
Janitorial	56,865	57,417	552
Building Maintenance	12,637	12,637	0
Grounds	500	500	0
Utilities	114,595	122,873	8,278
Total Operation of Plant - Woodall Center	184,597	193,427	8,830
Total Operation of Plant	**4,532,438**	**4,671,205**	**138,767**
Total Unrestricted Current Fund Expenditures	**33,841,899**	**35,204,592**	**1,362,194**

Pearl River Community College
Auxilary Funds
Schedule of Revenues and Expenditures

	2012-2013	2013-2014	Increase (Decrease)
Revenues			
Food Service			
Meal Tickets	1,281,300	1,408,000	126,700
Other Income	42,771	21,885	(20,886)
Total Food Service	1,324,071	1,429,885	105,814
Residential Facilities			
Room Rentals	1,449,842	1,592,800	142,958
Other Income	25,785	24,235	(1,550)
Total Residential Facilities	1,475,627	1,617,035	141,408
Bookstore (Pearl River and Forrest County)			
Book Sales	2,678,603	2,488,706	(189,897)
Merchandise Sales	800,056	812,202	12,146
Non-Taxable Sales	9,887	11,109	1,222
Other Income	37,011	83,716	46,705
Total Bookstore	3,525,557	3,395,733	(129,824)
Total Auxilary Revenues	**6,325,255**	**6,442,653**	**117,398**
Expenditures			
Food Service			
Contract Cost	1,220,583	1,244,994	24,411
Equipment Rental	600	612	12
Repairs	12,000	18,000	6,000
Other Supplies	6,000	8,000	2,000
Total Food Service	1,239,183	1,271,606	32,423
Residential Facilities			
Salaries	129,498	111,016	(18,482)
Staff Benefits	67,157	61,017	(6,140)
Maintenance Supplies	15,131	22,000	6,869
Scholarships	48,000	70,000	22,000
Utilities (Cable)	96,204	96,204	0
Repairs	150,000	150,000	0
Meal Expense	8,061	6,200	(1,861)

Pearl River Community College
Auxilary Funds
Schedule of Revenues and Expenditures

	2012-2013	2013-2014	Increase (Decrease)
Other Maintenance	100,000	100,000	0
Bond Obligation	703,933	461,292	(242,641)
Total Residential Facilities	1,317,984	1,077,729	(240,255)
Bookstore (Pearl River and Forrest County)			
Salaries	244,639	236,651	(7,988)
Fringe Benefits	91,124	92,717	1,593
Book Purchases	2,341,620	2,161,746	(179,874)
Merchandise Purchases	650,000	650,000	0
Postage and Freight	5,000	10,000	5,000
Repairs	2,000	2,000	0
Service Contracts	1,500	18,760	17,260
Utilities	1,500	1,500	0
Other Contractual Services (Janitorial)	1,000	2,000	1,000
Office Supplies	30,000	30,000	0
Miscellaneous	200	200	0
Minor Equipment	3,000	3,000	0
Rentals Bldg & Equip	22,800	4,000	(18,800)
Travel	5,000	2,000	(3,000)
Meal Expense	500	1,000	500
Sales Tax	50,000	50,000	0
Total Bookstore	3,449,883	3,265,574	(184,309)
Total Auxilary Expenditures	6,007,050	5,614,909	(392,141)
Excess Revenues Over/(Under) Expenditures	318,205	827,744	509,539

Pearl River Community College
Current Restricted Fund
Grants

	Proposed FY 2013	Proposed FY 2014	Increase (Decrease)
Revenues			
Federal			
Student Support Services - Federal	323,340	323,340	0
Adult Basic Education	416,410	458,041	41,631
WIA/Dislocated Worker Grant	42,831	60,783	17,952
WIA/WIN Job Center	123,276	93,858	(29,413)
Title III	399,330	399,810	480
DOL/TAA CCCT	0	293,255	293,255
DOL/PBMHR	0	194,253	194,253
SNAP	0	55,000	55,000
State			
SBCJC Projects	586,121	713,377	127,256
NASA Space Grant	5,000	5,000	0
Total Revenues	**1,896,308**	**2,596,717**	**700,409**
Expenditures			
Salaries	878,773	1,038,686	159,913
Fringe Benefits	166,967	197,350	30,383
Contractual	120,063	455,803	335,740
Materials & Supplies	280,460	695,530	415,070
Scholarships	9,348	9,348	0
Equipment	336,551	0	(336,551)
Travel	104,146	200,000	95,854
Total Expenditures	**1,896,308**	**2,596,717**	**700,409**
Excess Revenues Over Expenditures	**0**	**0**	**0**

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

Pearl River Community College
Plant Funds
Enlargement and Improvement Fund

	2012-2013	2013-2014	Increase (Decrease)
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	718,000	718,000	0
Total County Tax Support	1,586,426	1,586,426	0
Reappropriated Funds	821,526	410,899	(410,627)
Interest Income	2,000	0	(2,000)
Total Revenues	**2,409,952**	**1,997,325**	(412,627)
Expenditures			
Transfer Out - Career Tech Bond Project	288,297	294,000	5,703
Transfer Out - Lamar County Debt	215,000	212,000	(3,000)
New Lamar Hall Courtyard Project	0	40,000	40,000
SCDL Payback	97,120	97,120	0
Instructional Technology Improvements	100,000	0	(100,000)
Furniture & Special Projects	180,000	180,000	0
Water Tower Maintenance	14,535	14,535	0
Paving Projects	500,000	328,196	(171,804)
White Hall 2nd Floor	350,000	80,000	(270,000)
Marion Hall Demo	0	50,000	50,000
FCC Lighting Project	0	40,000	40,000
Breland House Purchase	0	125,000	125,000
ABE/GED Computer Labs	0	61,474	61,474
Coliseum Weight Room	0	100,000	100,000
New Dorm Furniture	0	200,000	200,000
Performing Arts Center	0	175,000	175,000
Vehicles	60,000	0	(60,000)
Maintenance Equipment	60,000	0	(60,000)
QEP Funds (FCC Learning Lab 2013)	30,000	0	(30,000)
I.T. Equipment	25,000	0	(25,000)
Security Cameras	50,000	0	(50,000)
Band Equipment	20,000	0	(20,000)
Visual Arts Building	80,000	0	(80,000)

Pearl River Community College
Plant Funds
Enlargement and Improvement Fund

	2012-2013	2013-2014	Increase (Decrease)
Signage & Lighting	40,000	0	(40,000)
Coliseum	100,000	0	(100,000)
FCC Career Education Center	15,000	0	(15,000)
Library Computer Lab	135,000	0	(135,000)
Baseball/Softball Fencing	50,000	0	(50,000)
Total Expenditures	**2,409,952**	**1,997,325**	(412,627)
Excess Revenues Over Expenditures	**0**	**0**	**0**

FACILITIES PLAN

PEARL RIVER COMMUNITY COLLEGE
BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES
August 13, 2013

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 11:00 a.m. on Tuesday August 13, 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. Dale Purvis
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

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

PERFORMING ARTS BLDG (BROWNSTONE)
- This building is almost ready for the final walk through
- Landscape project has started
- Grand opening is set for September 24, 2013

COLISEUM
- This project is moving very slow
- Should have been complete end of May 2013
- Seats should be delivered in October 2013
- Building is 55-60% complete
- Liquidated damages are at $400.00 per day

LAMAR HALL
- A/C units are being completed on the control sides
- Carrier has done everything they can and are almost complete with repairs

PARKING LOT
- 2 weeks to finish up this project
- Laying curbs today
- Will have asphalt by the end of the week

NEW MEN'S DORM
- This project is going very well
- Punch list is on schedule for week after thanksgiving

Dr. Lewis updated the committee members with the following:

PROPERTY IN HATTIESBURG
- This property would be great exposure for the college
- Opportunity for at least one or more buildings
- Could develop parking first and then add buildings as the money became available in the coming years
- There is money available through the Bureau to purchase this land
- Mr. Johnston needs to know what the college is going to do

There are two options that we need to look at
1. Move forward with the purchase of this land
2. Forget the purchase and focus on what we have to development on

Craig Robbins made a motion to take this vote to the board, Frank Ladner second that motion with 3 yays and 1 nay.

MEETING WITH BUREAU
- Dr. Lewis would like to meet with the Bureau to discuss starting a planning process for the renovations on the Science building
- Also wants to talk to them about SACS and their 2015 visit to the college

MASTER PLAN FOR POPLARVILLE CAMPUS
- Lewis Griffin did a master plan for us 12 years ago
- Another 10 year master plan needs to be in place
- Frank Ladner made a motion to inquire on cost for this 10 year plan with H.R. Nobles seconding that motion and all committee members were in favor

Meeting adjourned at 12:00pm

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William Lewis, President

PEARL RIVER COMMUNITY COLLEGE
BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES
September 10, 2013

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 11:00 a.m. on Tuesday September 10, 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. Dale Purvis
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
Mr. Shea McNease

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

HATTIESBURG PROPERTY

- The 9.2 acres was approved by the board to purchase
- Some issues with the property and current plan
- Wetland mitigations came up on several acres of this property
- These acres have not been mitigated
- Would cost $125,000 if we build on every inch of the property
- The prepared documents listed the seller has being responsible for the cost of mitigation and Mr. Johnston signed these not knowing he would be responsible
- Mr. Johnston has rescinded that signature
- There was public record of these wetlands that will expire the 29th of September
- Bureau said we could still purchase the land and take on the wetland cost ourselves

Shea McNease spoke to committee members and presented the following road options:

1. Tie road in from the Tatum rd. (funding has to be secured first before the Tatum's would agree)
2. Could build a 3 lane road through campus on back part, but this property is unknown because it has never been developed. Would also have to build a bridge to get to the campus.

Dr. Lewis asked committee members to consider these 3 options for Hattiesburg Campus:

1. Purchase Johnston property knowing there are wetlands
2. Follow through with plan on back part of property
3. Or we do nothing

Dr. Lewis would like for Shea to speak to the board will all other options and let them decide the best plan of action.

Meeting adjourned at 12:30

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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, the Institutional Research Specialist, 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 three Internal Performance Indicators were deleted while four 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
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

	POP – A (22)	POP – VT (20)	FCC – VT (15)	PS (9)	SS (10)	AC (16)
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
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

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

2013-2014 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.

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 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.

- **Assessment Results 2013-2014:** All instructors who were scheduled for evaluation were evaluated by students during the 2013-2014 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: During FY15, following the PRCC policy regarding evaluation, all instructors will be evaluated.

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 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 207academic 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.

Assessment Results 2013-2014:
Fall 2013:   There were 775 classes with three (3) or more credit hours (no virtual) offered in Fall 2013 as follows: 506 academic classes; 226 technical classes; 43 career classes. For the academic classes, 411 (81.2%) were taught by full-time instructors; 225 (99.5%) of technical classes were taught by full-time instructors, and 41 (95.3%) of career courses were taught by full-time instructors. Eighty-seven percent (87%) of classes in Fall 2013 with three (3) or more credit hours were taught by full-time instructors.

Poplarville (Main Campus) offered 458 classes with three (3) or more credit hours in Fall 2013 as follows: 281 academic classes; 144 technical classes, and 33 career classes. For academic classes, 256 (91.1%) were taught by full-time instructors. For technical classes, 143 (99.3%) were taught by full-time instructors. One hundred percent (100%) of the ten (10) career classes were taught by full-time instructors. Overall, 94 percent (94%) of classes in Fall 2013 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

The Forrest County Center offered 267 classes with three (3) or more credit hours as follows: 184 academic classes; 73 technical classes; Ten (10) career classes. For academic classes, 128 (69.5%) were taught by full-time instructors. One hundred percent (100%) of technical classes were taught by full-time instructors. For career classes, eight (8) (80%) were taught by full-time instructors. Overall, 78.2% of classes offered at the Forrest County Center in Fall 2013 with three (3) or more credit hours were taught by full-time instructors.

The Hancock Center offered 50 classes with three (3) or more credit hours as follows: 41 academic classes; nine (9) technical. For academic classes, 27 (82%) were taught by full-time instructors. One hundred percent (100%) of the nine technical classes were taught by full-time instructors. Overall 72 percent of classes offered at the Hancock Center in Fall 2013 with three (3) or more credit hours was taught by full-time instructors.

Spring 2014: There were 717 classes with three (3) or more credit hours (no virtual) offered in Spring 2014 as follows: 464 academic classes; 211 technical classes; 42 career classes. For the academic classes, 375 (80.8%) were taught by full-time instructors, 210 (99.5%) of technical classes were taught by full-time instructors, and 40 (95.2%) of career courses were taught by full-time instructors. Eighty-seven percent (87%) of classes in Spring 2014 with three (3) or more credit hours were taught by full-time instructors.

Poplarville (Main Campus) offered 434 classes with three (3) or more credit hours in Spring 2014 as follows: 260 academic classes, 138 technical classes, and 36 career classes. For academic classes, 226 (86.9%) were taught by full-time instructors. For technical classes, 137 (99.3%) were taught by full-time instructors. One hundred percent (100%) of the 36 career classes were taught by full-time instructors. Overall, 91.9 percent (91.9%) of classes in Spring 2014 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

The Forrest County Center offered 239 classes with three (3) or more credit hours as follows: 165 academic classes; 68 technical classes; Six (6) career classes. For academic classes, 122 (73.9%) were taught by full-time instructors. One hundred percent (100%) of technical classes were taught by full-time instructors. For career classes, four (4) (66.6%) were taught by full-time instructors. Overall, 81.2% of classes offered at the Forrest County Center in Spring 2014 with three (3) or more credit hours were taught by full-time instructors.

The Hancock Center offered 44 classes with three (3) or more credit hours as follows: 39 academic classes; five (5) technical. For academic classes, 27 (69%) were taught by full-time instructors. One hundred percent (100%) of the five technical classes were taught by full-time instructors. Overall 72.7 percent of classes offered at the Hancock Center in Spring 2014 with three (3) or more credit hours was taught by full-time instructors.

Source of Documentation: Office of Information Technology

> **Use of Assessment Results:** College Administration is kept aware of the number of full-time instructors in a continual effort to improve number of full-time instructors.

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 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.

- **Assessment Results 2013-2014:** 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: Pearl River Community College has been SACSCOC approved to offer the Health Information Technology program beginning Fall 2014; therefore, the College plans to seek accreditation from the Commission on Accreditation of Health Informatics and Information Management Education (CAHIM).

Internal Performance Indicator 4

Twelve months after graduation, 79.1% of students who completed career and technical programs will be placed according to the State measurement definition. (*This indicator previously stated: 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 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.

- **Assessment Results 2013-2014:** Placement in jobs or military for Poplarville career and technical completer/graduates was 88%. Placement in jobs or military or the completers/graduates at the Forrest County Center was 84%. Those placement percentages include neither the graduates who continued their education nor those who were unemployed or employed in a job unrelated to their training. Placement at both locations exceeds the State requirement of 79.10%.

  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: Five of the 24 career technical programs on the Poplarville campus did not meet the State requirement of 79.1 percent in job or military placement, and five of the 14 programs at the Forrest County Center did not meet the requirement. The only deficient program common to both locations was Criminal Justice. Career fairs are held annually at both locations where students network with prospective employers. Placement counselors and administrators will solicit more participation from instructors to increase the number of business organizations who attend the fairs. It is hoped that increased effort from instructors in placing students will improve ratings.

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 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.

- **Assessment Results 2013-2014: 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: All programs at both locations requiring licensure or certification met the required State passing rate with the exception of the Medical Laboratory Technology program at the Forrest County Center. The number of students in the program each year is too small to draw a reasonable sample size that allows for meaningful conclusions. If one combines the past three years of data, the pass rate becomes 85% for a total of 27 students. Nevertheless, the trend will continued to be monitored to insure that students are successful. Collaboration between the program supervisors and the faculty members are conducted annually to improve student performance on the examinations. Test preparation seminars are conducted by instructors, and 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 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.

- **Assessment Results 2013-2014:**

	FY 2012	FY 2013	FY 2014
PRCC transfer Term GPA	2.97	3.04	3.06
CJC transfer Term GPA	3.08	3.11	3.12
IHL Term GPA	3.06	3.08	3.09

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 from State Board for Community and Junior Colleges.

Use of Assessment Results: Department chairs are exploring the potential causes for the disparity between PRCC transfer GPA and that of the Native university students.

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 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 addition 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.

- **Assessment Results 2013-2014:** Based upon information provided in the 2012 State Report Card, the number of total graduates in 100 percent of time to graduation was 209, the number of total graduates in 150 percent of time to graduation was 329; and the number of total graduates in 200 percent of time to graduation was 380. These numbers are based upon the first-time, full-time fall 2009 cohort.

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

  Use of Assessment Results: In an effort to encourage students to complete and graduate in a more timely fashion, students are being encouraged and advised to take 15 hours per semester beginning in Fall 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.

- **Assessment Results 2013-2014:** Student learning outcomes have been developed from each area and can be found in the 2013-14 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 for new courses are planned for Fall 2014 (for example, LLS 1313). All 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. Revisions can be made at each stage of review.

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.

- **Assessment Results 2013-2014:**
Intermediate Algebra – 506 students earned a grade of C or better within the 2012-13 AY. Of the 506, 335 (66%) earned a passing grade (A,B,C,D) in College Algebra through the 2013-14 AY.

Intermediate English – 476 students earned a grade of C or better within the 2012-13 AY. Of the 476, 245 (51%) earned a passing grade (A,B,C,D) in English Comp I through the 2013-14 AY.

Intermediate Reading – 264 students earned a grade of C or better within the 2012-13 AY. Of the 264, 136 (52%) earned a passing grade (A,B,C,D) in College Algebra through the 2013-14 AY.

Source of Documentation: Office of Information Technology

> **Use of Assessment Results:** The developmental sequence is changing effective Fall 2014. Intermediate English and Intermediate Reading were combined into the five hour course – ENG 1025 Intermediate English and Reading.

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 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.*)

- **Assessment Results 2013-2014:** The Annual Campus Climate Survey was administered during the 2013 Fall Semester. Survey results indicate that students are so satisfied with Pearl River

Community College that they would recommend PRCC to others who are interested in attending college (87 percent overall; 90 percent at the Forrest County Center; 91.4 percent at the Hancock Center; and 85 percent at the Poplarville Campus).

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:** ROAR (Register, Orient, Advise, Ready) orientation sessions were developed to provide better service to incoming students. PRCC will also begin offering a semester-long orientation class in order to improve student services. Based on student feedback, the Hancock Center bookstore was closed and the space was utilized as study space for students. A Student Services webpage was developed with all student policies and grievance procedures clearly defined and added link related to safety and security issues. The grievance policies and procedures were also included in the handbook emailed to all students. Mental Health seminars have been created to assist faculty with student interaction. Mental health discussions have also occurred in campus Brown Bag sessions. FERPA training is also being planned for the Fall 2014 semester.

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 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
						Slide Sets	0	0

Kits	0	4
Manuals	0	365
Slide Sets	0	6
Sound Disks	5	73
Transparencies	0	0
Videocassettes	9	3,010
TOTAL	**1,253**	**91,295**

Slide Sets	0	3
Sound Disk	1	16
Videocassettes	0	423
TOTAL	**522**	**7,916**

Sound Disk	1	1
Videocassettes	8	26
TOTAL	**391**	**4,622**

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

GHJ Items	Adds	Total
Books	115	56,747
B. Periodicals	0	7,529
Microform	0	7,042
Cassettes	0	21
CD-ROMS's	6	406
Computer Disks	0	126
DVD's	113	1,153
Kits	0	4
Manuals	0	365
Slide Sets	0	6
Sound Disks	0	73
Transparencies	0	9
Videocassettes	0	2,080
TOTAL	**234**	**75,561**

Forrest County Center

FCC ITEMS	Adds	Total
Books	226	6,935
B. Periodicals	0	107
CD-ROM's	5	139
Computer Disks	0	0
DVD's	26	336
Kits	0	4
Manuals	8	33
Slide Sets	0	3
Sound Disk	0	16
Videocassettes	1	419
TOTAL	**266**	**7,992**

Hancock Center

HAN ITEMS	Adds	Total
Books	57	4,332
B. Periodicals	0	0
CD-ROM's	4	37
DVD's	4	274
Kits	0	2
Manuals	0	3
Maps	0	4
Slide Sets	0	0
Sound Disk	0	1
Videocassettes	0	26
TOTAL	**65**	**4,679**

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

- **Assessment Results 2013-2014:** 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. Each year Choice magazine publishes The List of Outstanding Academic Titles. The list is used to purchase books for the library. In addition, the library, CEC, and lab staffs send out regular emails to the faculty asking if they have requests for materials that the instructors would like to have purchased. Because of the expense of Audio Visual (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 Center

GHJ Items	Adds	Total
Books	104	56,882
B. Periodicals	0	7,419
Microform	0	7,043
Cassettes	0	21
CD-ROMS's	1	407
Computer Disks	0	126
DVD's	26	1,179
Kits	0	4
Manuals	0	407
Slide Sets	0	6
Sound Disks	0	73
Transparencies	0	2
Videocassettes	1	2,077
TOTAL	**132**	**75,646**

Forrest County Center

FCC ITEMS	Adds	Total
Books	97	7,037
B. Periodicals	0	107
CD-ROM's	3	142
Computer Disks	0	0
DVD's	0	335
Kits	0	4
Manuals	0	33
Slide Sets	0	0
Sound Disk	0	16
Videocassettes	0	398
TOTAL	**100**	**8,072**

Hancock

HAN ITEMS	Adds	Total
Books	14	4,344
B. Periodicals	0	0
CD-ROM's	0	37
DVD's	0	273
Kits	0	2
Manuals	0	3
Maps	0	4
Slide Sets	0	0
Sound Disk	0	1
Videocassettes	0	26
TOTAL	**14**	**4,690**

All Three Campuses

PRCC ITEMS	Adds	Total
Books	215	68,263
B. Periodicals	0	7,526
Microform	0	7,043
Cassettes	0	21
CD-ROM's	4	586
Computer Disks	0	126
DVD's	26	1,787
Kits	0	10
Manuals	0	443
Maps	0	4
Slide Sets	0	6
Sound Disks	0	90
Transparencies	0	2
Videocassettes	1	2,501
TOTAL	**246**	**88,408**
EBSCO, eBooks		167,647
Recorded Books, eAudio		822
Ebrary, eBooks	5,364	35,876
G. TOTAL	**5,610**	**292,753**

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: Instructor response from individual emails for requested materials was found to be very effective. Individual emails will continue to 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. Interlibrary loans that have been processed during the year will also be ordered, thus providing another source of materials selection. The library will evaluate these results and the methods by which we reach the instructors to determine if there is a more effective way to encourage teacher participation in the selection of the materials for the labs and libraries. The previous chart provides the statistics of items added to the library collection during the 2013-2014 year. The following chart provides orientations conducted and numbers of students and classes served.

The Libraries/Learning Labs provided the following services in 2013-2014 to faculty and students.

Totals for Individual Campuses 2013-2014	Johnston Library 2013-2014	Forrest County 2013-2014	Hancock Center 2013-2014	Totals for All 2013-2014
Total # of Library/ Lab Orientations	130	108	22	260
Total # of Classes in Library	170	39	160	369
Total # of Classes in Lab	682	444	160	1,286
Total # CEC/Learning Lab Computer Usages	22,606	13,388	4,415	34,292
Total # Door counts	76,960	48,879	4,415	130,254
Total # Online Tests	5,557	4,150	0	9,707

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 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.

- **Assessment Results 2013-2014:** The results of the annual Campus Climate Survey which was administered during the 2013 Fall Semester indicate that the majority of students are satisfied with the personal attention given by the Admissions Office. Satisfaction levels were 94 percent overall, 91 percent at the Forrest County Center, 97.9 percent at the Hancock Center, and 95.7 percent at the Poplarville Campus.

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

> **Use of Assessment Results:** The Admissions Office has instituted a "student first" atmosphere for the 2014-2015 academic year. The following strategies have been planned to be the focus of the "student first" platform: new phone system including proper queue, immediate response to phone requests, mailing letters to potential students upon application, and contacting students sooner to inform them of their next steps.

Bookstore

- **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.

- **Assessment Results 2013-2014:** The results of the annual Campus Climate Survey which was administered during the 2013 Fall Semester indicate that the majority of students are satisfied with the personal attention given by the Bookstore. Satisfaction levels were 94.5 percent overall, 95.9 percent at the Forrest County Center, 71.4 percent at the Hancock Center, and 95 percent at the Poplarville Campus.

   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, Vice President for Business and Administrative Services, and Office of Institutional Research

   Use of Assessment Results: While the overall satisfaction levels for the Bookstore continue to score in the high 90 percent range, the Bookstore took immediate action to address the low percentage rating of the Hancock Center Bookstore. The Hancock Center Bookstore maintained limited business hours of only one day per week due to the low student population of the Hancock Center. Actual sales and services were consistently low requiring the College to eventually close that store location. The Hancock Center students are well served by the online Bookstore Textbook Service, where all students are able to order their textbooks online, and have the textbooks shipped directly to their home address. The service is averaging over 300 sales per semester, reducing or even eliminating student lines once experienced by the Bookstore.

Counseling Center
- **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.

- **Assessment Results 2013-2014:** The results of the annual Campus Climate Survey which was administered during the 2013 Fall Semester indicate that the majority of students are satisfied with the personal attention given by the Counseling, Advisement and Placement. Satisfaction levels were 94 percent overall, 94.6 percent at the Forrest County Center, 100 percent at the Hancock Center, and 94 percent at the Poplarville Campus.

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:** The 15 to Finish program has been developed to focus on completion and graduation rates. All PRCC students residing in college housing or receiving any institutional or foundation scholarships must be enrolled in 15 credit hours per semester. Regarding mental health, district-wide meetings with counselors have been held to explain categorizing students for better advisement. In order to improve completion and placement rates among career-technical students, the college has adopted the statewide Career and Technical Education Program 30/45/60 curriculum which includes two embedded certificates which can ultimately stack in the AAS degree. For those students in Adult Basic Education, PRCC's GED counselors will focus on college readiness and conduct College Day at our campuses in order to help students choose a program of study following GED graduation.

Financial Aid Office
- **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.

- **Assessment Results 2013-2014:** The results of the annual Campus Climate Survey which was administered during the 2013 Fall Semester indicate that the majority of students are satisfied with the personal attention given by the Office of Financial Aid. Satisfaction levels were 85 percent overall, 80.7 percent at the Forrest County Center, 90 percent at the Hancock Center, and 87.6 percent at the Poplarville Campus.

  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:** Pearl River Community College created the Default Prevention and Retention Committee for the purpose of conducting data analysis to determine the reasons for default, formulate a set of intervention strategies, and use current resources to create effective, customized default prevention programs. In July 2014, the Default Prevention and

Retention Committee collaborated with USA Funds and other College administrators and employees to develop appropriate programs aimed at reducing student loan defaults while increasing postsecondary education success. As a result, Pearl River Community College developed and has planned to implement three action plans focusing on K-12 Collaboration, Financial Aid, and Advising beginning during the Fall 2014 semester. All PRCC students residing in college housing or receiving any institutional or foundation scholarships must be enrolled in 15 credit hours per semester. This will be known as the 15 to Finish program. Regarding mental health, district-wide meetings with counselors have been held to explain categorizing students for better advisement.

Library (including Curriculum Enhancement Center/Learning Lab)
- **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.

- **Assessment Results 2013-2014:** The annual Campus Climate Survey was administered during the 2013 fall semester and students indicated an overall satisfaction level of 97.6 percent. Satisfaction levels by campus are as follows:
  Forrest County Center 86.6 percent; Hancock Center 100 percent; Poplarville 97 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, Director of College Libraries, and Office of Institutional Research.

  Use of Assessment Results: Student satisfaction levels have remained constant for the Poplarville campus and the Hancock Center campus. The Director of College Libraries will be consulting with the Forrest County Center staff to discuss ways to promote the services and resources available to all students. New ways to access the library resources are being created to reach every student. The Online Catalog can now be searched by liking ✎ The Libraries at Pearl River Community College Facebook page, downloading the BookMyne app to a mobile device, or logging in to RiverGuide and using the Library tab.

Security

- **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.

- **Assessment Results 2013-2014:** The annual Campus Climate Survey was administered during the 2013 fall semester. Students indicated an overall satisfaction level of 95.7 percent with the Campus Police Department. Student satisfaction at the Forrest County Center was 97 percent; Hancock Center was 100 percent; and Poplarville campus was 94.8 percent. Students responded concerning campus safety with an 87.9 percent satisfaction level overall; Forrest County Center 92.5 percent; Hancock Center 94.8 percent; and Poplarville campus 85 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:** All officers are now required to wear personal cameras to record officer and student interaction.

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 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 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 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.

- **Assessment Results 2013-2014:** The combined Library / Learning Lab budget (Instructional Support budget) for FY 2014 was 3.19%, or $1,124,449.00 of the College's unrestricted general support budget. This figure compares to the FY 2013 budgeted amount of $1,170,542.00, or 3.46% of the unrestricted general support budget. A closer examination of the FY 2014 fiscal year end unaudited Education & General Expenditures (E&G) actuals demonstrates an expenditure level of $1,516,377.00, or 4.0% of the institution's E&G expenditures in the Instructional Support area for the institution, an increase of 0.81% or $391,928.00, over the budgeted amount for FY 2014. During the FY 2014, the Department of Finance Bureau of Buildings provided an additional $259,983.00 to fund a re-roofing project of the library building located on the Poplarville campus. A review of the College's Enlargement and Improvement (E&I) budget confirms no E&I funds designated for the Instructional Support function during FY 2014.

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

    Use of Assessment Results: The College will continue to strive for the 6.00% goal of the E&G budget for the Instructional Support function of the institution. The trend of decreased enrollments has created a challenge in that effort, as well as the increase in fixed costs to the institution.

Internal Performance Indicator 5
Each student will be informed of the procedures to follow to seek accommodations for disability.

- **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.

- **Assessment Results 2013-2014:** 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 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.

- **Assessment Results 2013-2014:**

Fall 2012 – Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2013 – Summer 2014	Percent Change
348	155	153	68	376	.08

Source of Documentation: MSVCC Enrollment Assessment Report

> **Use of Assessment Results:** There was an increase in sections during the Fall and Spring semesters. Additional short term courses were added to meet the demand of enrollments. This performance indicator will be revised to reflect the focus of our goals which is on retention.

Internal Performance Indicator 2

All high schools in the Pearl River Community College district will be informed annually of policies regarding dual enrollment opportunities in order to increase dual enrollment annually. *(This indicator replaces one that previously stated: All high schools in the Pearl River Community College district will be informed of policies regarding dual enrollment opportunities.)*

- **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.

- **Assessment Results 2013-2014:** During Summer 2013, a professional development session was conducted for instructors who participate in Dual Enrollment Option 1 (college courses offered at the high school campus for high school students during the day). Instructors were provided with a detailed explanation of the PRCC Dual Enrollment process.

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

  > **Use of Assessment Results:** The high school Dual Enrollment instructors are now much more knowledgeable of procedures and policies regarding Dual Enrollment; however, there is a silo-effect experienced within the individual school districts. Information is not disseminated throughout the school to all the individuals who need it. While Pearl River cannot fix the problems experienced in each individual district, an organized effort will be made to send Dual Enrollment information to each specific area of the high schools: superintendents, principals, assistant principals, curriculum coordinators, and counselors.

Internal Performance Indicator 3

During the course of a fiscal year, a total of 15 or more classes will be offered in an alternative schedule design. *(This indicator replaces one that previously stated: 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.)*

- **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.

- **Assessment Results 2013-2014:**
  Summer 2013 – 5 weekend classes met
  Fall 2013 – 8 weekend classes met.
  Winter 2013 – 6 mini-term classes met.
  Spring 2014 – 9 weekend classes met.

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

  > **Use of Assessment Results:** Weekend classes are still popular, but it is difficult to ask instructors to teach these classes in conjunction with their current load. Instructors often find this format exhausting when coupled with MWF and TR teaching loads. Alternative types of scheduling for instructors needs to be explored.
  > Mini terms were mildly successful. The availability of instructors to teach during the Christmas holidays continues to be a challenge. Teachers will continue to be encouraged to explore this opportunity.
  > The short-term classes have proven successful and there is work being done toward adding additional online classes following even more varied schedules. This will require cooperative planning between offices and is being explored behind the scenes during FY15 in order to have a smooth implementation in FY16.

Internal Performance Indicator 4

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

- **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.

- **Assessment Results 2013-2014:** 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, Assistant Vice President for 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 2011-2012:** The report produced by the Mississippi Community College Board (MCCB) 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.

- **Assessment Results 2013-2014:** According to the MCCB FY 2013 Comparison of Revenue by Source and Expenditures by Program and by Object Report, Pearl River Community College has the top average faculty salary in the state at $57,797.

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

  Use of Assessment Results: Although the College was unable to realize the targeted 3.00% increase due to the lack of sufficient funding, the FY 2015 budget does include a 2.00% salary increase for all faculty and staff.

Internal Performance Indicator 2

A 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 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 207academic 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.

- **Assessment Results 2013-2014:**
Fall 2013: There were 775 classes with three (3) or more credit hours (no virtual) offered in Fall 2013 as follows: 506 academic classes; 226 technical classes; 43 career classes. For the academic classes, 411 (81.2%) were taught by full-time instructors; 225 (99.5%) of technical classes were taught by full-time instructors, and 41 (95.3%) of career courses were taught by full-time instructors. Eighty-seven percent (87%) of classes in Fall 2013 with three (3) or more credit hours were taught by full-time instructors.

Poplarville (Main Campus) offered 458 classes with three (3) or more credit hours in Fall 2013 as follows: 281 academic classes; 144 technical classes, and 33 career classes. For academic classes, 256 (91.1%) were taught by full-time instructors. For technical classes, 143 (99.3%) were taught by full-time instructors. One hundred percent (100%) of the ten (10) career classes were taught by full-time instructors. Overall, 94 percent (94%) of classes in Fall 2013 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

The Forrest County Center offered 267 classes with three (3) or more credit hours as follows: 184 academic classes; 73 technical classes; Ten (10) career classes. For academic classes, 128 (69.5%) were taught by full-time instructors. One hundred percent (100%) of technical classes were taught by full-time instructors. For career classes, eight (8) (80%) were taught by full-time instructors. Overall, 78.2% of classes offered at the Forrest County Center in Fall 2013 with three (3) or more credit hours were taught by full-time instructors.

The Hancock Center offered 50 classes with three (3) or more credit hours as follows: 41 academic classes; nine (9) technical. For academic classes, 27 (82%) were taught by full-time instructors. One hundred percent (100%) of the nine technical classes were taught by full-time instructors. Overall 72 percent of classes offered at the Hancock Center in Fall 2013 with three (3) or more credit hours was taught by full-time instructors.

Spring 2014: There were 717 classes with three (3) or more credit hours (no virtual) offered in Spring 2014 as follows: 464 academic classes; 211 technical classes; 42 career classes. For the academic classes, 375 (80.8%) were taught by full-time instructors, 210 (99.5%) of technical classes were taught by full-time instructors, and 40 (95.2%) of career courses were taught by full-time instructors. Eighty-seven percent (87%) of classes in Spring 2014 with three (3) or more credit hours were taught by full-time instructors.

Poplarville (Main Campus) offered 434 classes with three (3) or more credit hours in Spring 2014 as follows: 260 academic classes, 138 technical classes, and 36 career classes. For academic classes, 226 (86.9%) were taught by full-time instructors. For technical classes, 137 (99.3%) were taught by full-time instructors. One hundred percent (100%) of the 36 career classes were taught by full-time instructors. Overall, 91.9 percent (91.9%) of classes in Spring 2014 with three (3)or more credit hours were taught by full-time instructors on the Poplarville campus.

The Forrest County Center offered 239 classes with three (3) or more credit hours as follows: 165 academic classes; 68 technical classes; Six (6) career classes. For academic classes, 122 (73.9%) were taught by full-time instructors. One hundred percent (100%) of technical classes were taught by full-time instructors. For career classes, four (4) (66.6%) were taught by full-time instructors. Overall, 81.2% of classes offered at the Forrest County Center in Spring 2014 with three (3) or more credit hours were taught by full-time instructors.

The Hancock Center offered 44 classes with three (3) or more credit hours as follows: 39 academic classes; five (5) technical. For academic classes, 27 (69%) were taught by full-time instructors. One hundred percent (100%) of the five technical classes were taught by full-time instructors. Overall 72.7 percent of classes offered at the Hancock Center in Spring 2014 with three (3) or more credit hours was taught by full-time instructors.

Source of Documentation: Office of Information Technology

> **Use of Assessment Results:** College Administration is kept aware of the number of full-time instructors in a continual effort to improve number of full-time instructors.

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 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.

- **Assessment Results 2013-2014:** All faculty members meet appropriate qualification standards.

  Source of Documentation: Offices of Vice President for Poplarville Campus and Hancock Center, Vice President for Community And Economic Development, Vice President for General Education and Technology Services, Vice President for Forrest County Operations, and Director of Career Technical Education Programs

  > **Use of Assessment Results:** In order to insure that all faculty members meet appropriate qualifications, PRCC will continue to follow SACSCOC guidelines and The Qualifications Manual for Postsecondary Career and Technical Personnel. General Education will also continue to require that applicants being interviewed for a faculty position demonstrate a lesson plan.

Internal Performance Indicator 4

At least 90% of faculty and professional staff will participate in the annual faculty/staff orientation/professional development program. *(This indicator previously stated: At least 80% of faculty and professional staff will participate in annual faculty/staff professional development 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.

- **Assessment Results 2013-2014:** The annual faculty/staff orientation/professional development program was held on August 7, 2013, with at least ninety-three percent (93%) of the faculty and professional staff attending.

  Source of Documentation: Office of Planning and Institutional Research

  Use of Assessment Results: Faculty/staff evaluations indicated that the format of the program was well received by those who attended. After reviewing suggestions regarding topics and speakers for the August 2014 sessions, it was decided to place additional emphasis on instructional technology. Several leaders in this area have already been invited to participate on the program, and others will be invited in the near future.

Internal Performance Indicator 5

At least 95% of faculty and professional staff will participate in professional development activities annually in addition to annual faculty/staff orientation/professional development program. *(This indicator previously stated: At least 80% of faculty and professional staff will participate in professional development activities annually in addition to faculty orientation sessions.)*

- **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.

- **Assessment Results 2013-2014:** As in 2012, records indicate that 100 percent of faculty and 99 percent of professional staff participated in professional development activities in addition to the annual PRCC orientation/professional development sessions provided in August. (It should be noted that the one professional staff member who did not participate in additional training during 2012-2013 was not the same person as in 2011-2012.)

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

     Use of Assessment Results: As in the past, the administrators and supervisors of the College will continue to support and strongly encourage participation in professional development opportunities offered internally, as well as attendance at external conferences and workshops. Various departments are now offering an increased variety of opportunities for professional training on-campus.

Internal Performance Indicator 6
   At least 80% of support staff will participate in at least one annual staff development activity.

- **Assessment Results 2011-2012:** Seventy-one percent (71%) of the PRCC support staff attended one of the Professional Development Sessions on April19 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.

- **Assessment Results 2013-2014:** According to records, seventy-six percent (76%) of the PRCC support staff participated in one of the staff development activities during the 2013 Fall Semester. It should be noted that employees in the Physical Plant and in the Police Department participated in separate professional development activities designed to provide additional training which will assist them in their specific responsibilities.

  Source of Documentation: Office of Planning and Institutional Research

Use of Assessment Results: Discussions are currently being held to determine the feasibility of holding multiple small group professional development sessions that will address the specific needs of groups of office personnel. Specific departmental training will be provided as needed, and supervisors will continue to encourage attendance at the annual support staff sessions.

Internal Performance Indicator 7
Faculty and staff salaries will increase a minimum of 3% annually.

- **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.

- **Assessment Results 2013-2014:** Due to the lack of funding, the institution was unable to provide salary increases for its employees for the FY 2014.

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

    Use of Assessment Results: Although the College was unable to realize the targeted 3.00% increase due to the lack of sufficient funding, the FY 2015 budget does include a 2.00% salary increase for all faculty and staff.

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 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.

- **Assessment Results 2013-2014:** The Campus Climate Survey was administered in Fall 2013 with a 94 percent overall satisfaction level regarding the personal attention given students in various offices. The satisfaction levels for each campus as outlined below:

Forrest County Center	Hancock Center	Poplarville Campus	PRCC Overall
92%	94%	95%	94%

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

   Use of Assessment Results: Although there has been improvement across campuses, results of the Campus Climate Survey will continue to be shared and the need for excellent customer service will continue to be 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 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.

- **Assessment Results 2013-2014:** The following construction/renovation projects have been completed or initiated during the 2013-2014 school year:

Poplarville Campus
A. The Brownstone Center for the Arts
B. Cafeteria & Science Building Parking Renovations
C. New Men's Dormitory
D. Purchased and renovated house and two acres adjacent to the north side of the campus
E. Renovation of the second floor of White Hall as the new home of the Honors Institute was completed
F. Master Plan for the Poplarville Campus was initiated

Forrest County Center
A. Purchased 10 acres of property adjacent to the south side of the campus
B. Completed lighting project around the Allied Health Building
C. Fencing project on the east side of the campus was completed
D. Master Plan for the Forrest County Center was completed

Source of Documentation: Buildings and Grounds Report

Use of Assessment Results: To continually update the learning environment and to improve the 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 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.

Assessment Results 2013-2014: Information Technology at PRCC is regularly confronted with demands for new and innovative technologies. A summary of the enhancements implemented to meet these demands include the following:

A redundant Internet circuit is being added to the campus network. This connection will provide a backup path to the Internet should the primary circuit become unavailable and will also allow for additional bandwidth capacity and load balancing of data traffic. With the implementation of this circuit, available bandwidth will increase from 250Mbs to 500Mbs. 2GB of on-demand bandwidth will also be available during times of peak network utilization.

State-of-the-art wireless APs where installed in newly constructed classrooms and residence halls on the Poplarville Campus and at the Forrest County Center.

Plans are underway for Pearl River Community College to join the Internet2 computer networking consortium. The Internet2 network connects over 60,000 educational, research, government and "community anchor" institutions. It develops and deploys network technologies for the future of the Internet.

Contracts have been signed and we are awaiting installation of the redundant network circuit. Once complete this will provide a secondary path to the Internet.

Source of Documentation: Office of Information Technology

Use of Assessment Results: After completing one of our primary goals of migrating the website to a content management system, we wanted to increase website uptime by relocating the website to an offsite location. One of the determining factors was a lack of onsite long term backup power. In the past, without a designated generator for the Information Technology building, the website would be down for long periods of time during potentially hazardous tropical systems when communication with students and the public at large was key. By relocating the website to an offsite location, we concluded there would not be considerable downtime for the website and a valuable communication conduit could stay open.

For the past year we attempted to host with a shared hosting webserver. Due to peaks in our site traffic shared hosting has proved to be inadequate. These peaks in traffic have resulted in our site being throttled momentarily at inopportune times such as fall class registration, and final exam week.

Plans are now in the process for switching to a Virtual Private Server hosting plan that will allow us much more CPU usage and other resources such as RAM and disk space. These additional resources should ensure that the website maintains exceptional uptime even during peak usage times.

Furthermore, improvements to the ongoing development of the website are additional custom themes for the Brownstone Center, athletic departments, and the Woodall Center.

The extension of the campus fiber optic cabling system is providing network connectivity to areas of new construction and enhanced service to other existing facilities on the Poplarville campus. The Brownstone Center, Marion Hall and the White Coliseum are now connected to the campus network. The football press box and public relations building are also connected to the fiber optic backbone. These enhancements are providing the bandwidth to stream athletic and other events held in these facilities. Internet service to each of these facilities was enhanced with these improvements.

WAN data network circuits provided by Earthlink are still in the process of being converted to circuits provided by Telepack. All voice circuits have been converted. Once complete these data circuits will provide more bandwidth at a reduced cost. Due to unexpected complications, the original plan to convert voice circuits to SIP has been placed on hold. This will be revaluated to see if it is feasible for future deployment.

The Meraki/Cisco wireless network access points are providing premiere wireless services. These devices are providing 802.11ac and 802.11n MIMO with up to three spatial streams built for voice, data and video. Self-healing diagnostics along with email and text alerts allow IT to respond to situations such as power loss and downtime.

Internal Performance Indicator 4

The Development Foundation will maintain or increase its annual fund and total contributions each year. *(This indicator previously stated: The Development Foundation will maintain or increase its annual fund contributions each year.)*

- **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.

- **Assessment Results 2013-2014:**

  Total Foundation Cash and Investments:

	06/30/2014	06/30/2013	(+ or -)
	$5,720,993.25	$5,106,111.41	+$614,881.84

  Total Annual Fund (Unrestricted) cash and pledges for foundation operating purposes raised in fiscal year 2013-2014 is $55,449.00

  Foundation scholarships funded during fiscal year (July 1, 2013 through June 30, 2014) 307 Scholarships @ $242,744.59

  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 increase in the number of foundation scholarships is due to foundation staff and board of director's promotion of scholarship opportunities and the encouragement of alumni and community support in establishing these new scholarships. Foundation Staff will continue with the promotion of scholarship establishment throughout our financial campaign activities over the course of the coming year. Plans for the 2014-2015 Annual Campaign to begin about three weeks earlier this year as compared to the beginning date set in 2013-2014 campaign. This will allow for some additional year-end financial support of the campaign by our donors. The Director and Staff of the foundation will make a more diligent effort to involve the faculty and staff in the general fundraising campaign efforts throughout the 2014-2015 year of fundraising activities. It has been found that many of the faculty and staff designate any giving they do to specific needs of their department or area of work and do not focus as much on foundation budget items that are directed for general college support. This is an area that needs to be studied further to encourage the most participation by our faculty and staff in financial giving.

Internal Performance Indicator 5
The comprehensive technology strategic plan will continue to be implemented and funded by Fall 2014. *(This indicator previously stated: A comprehensive technology strategic plan will be operational (written, approved, implemented, and funded) by Fall 2011.)*

- **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.

- **Assessment Results 2013-2014:** Since no E&I funds were approved to fund IT initiatives, essentially the same list of initiatives were rolled over to the next year. It is hoped that these will be funded. These initiatives have once again been integrated into the strategic technology plan. Funding will continue to be requested on the annual budget needs assessment forms.

  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 6

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 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.

- **Assessment Results 2013-2014:** 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.

  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. Toy Drive
  7. Pre/Post Fitness Assessments for Wellness Center Members
  8. Incentive Programs
  9. Personal Trainer Workshop
  10. Food Delivery for Brother's Keeper
  11. Hosted Hattiesburg Health Fair for all State Employees with WebMD (Roads to Wellness)
  12. Hosted The American Heart Association Heart Walk
  13. 5k Blueberry Jubilee Run/Partnership with the Rotary Club of Poplarville for scholarships for PRCC students
  14. Think Pink Day to raise money for cancer research/Partnership with ADN Department
  15. First Aid and CPR Training
  16. Lighted Outdoor Walking Track available to everyone
  17. Hosted American Heart Association Heart Walk
  18. American Heart Association Luncheon
  19. Community Appreciation Day at the Wellness Center
  20. Hosted Motivating Mississippi Keys to Living Healthy
  21. American Cancer Society 5K walk

  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.
  -It was determined that there is a need to extend the hours and days that the Wellness Center is open each week. Plans have been made to extend the hours and days starting Fall 2014

-It was determined that additional security cameras were needed inside and outside the Wellness Center. We have received quotes to install additional security cameras. We plan to have additional security cameras in place by next year.

Completed: Results

-Complete: 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.

-Complete: 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.

-Complete: It was determined that the Wellness Center needed to be opened earlier. We have already begun opening the Wellness Center earlier (at 6:30 a.m.) to accommodate this need.

-Complete: 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 print and digital formats. *(This indicator previously stated: The campus community will be informed of activities through a weekly report and a computerized calendar.)*

- **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.

- **Assessment Results 2013-2014:** The Drawl newspaper published in the months of September, October, February, March and May during the 2013-2014 year and included a current calendar of upcoming events on all campuses. The PRCC website includes archived Drawl publications and updated calendar on the home page. A River Reminders email is sent weekly to all students and employees reminding them of upcoming events through the office of the Vice President for the Poplarville campus and Hancock Center. New releases relative to students and faculty are posted on Facebook, Twitter, and the website. The Riverside publication, which includes a calendar of events, is mailed to students and alumni during the fall semester. The River Rewards program has been established to encourage faculty to attend and support student events. River Rewards events are located on the website. Grades, attendance, and events are also communicated to students through GradesFirst.

  Source of Documentation: Copies of the River Reminders 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 River Reminders report on Facebook and email. 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. A brochure has been planned to promote the upcoming Brownstone Center 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 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 Indictors 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.

- **Assessment Results 2013-2014:** As in the past, documents prepared by the Office of Planning and Institutional Research can be found online on the Office's website and in printed editions located in specific offices. The website for the Office of Planning and Institutional Research is updated frequently and provides information regarding all areas of the College. Plans are being made to prepare individual cards with the Mission Statement and Strategic Goals which can be distributed to College personnel and others during the 2014 Fall Semester.

  Source of Documentation: Office of Planning and Institutional Research

  Use of Assessment Results: It has been decided that faculty and staff need to become more aware of these documents and their impact on the College; therefore, plans are being made to share more of this information during the 2014 – 2015 professional development sessions.

Internal Performance Indicator 3
A general faculty meeting will be held at least once during each year.

- **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.

- **Assessment Results 2013-2014:** Faculty from all locations met on the Poplarville campus on August 7, 2013. Topics discussed included national trends and directions for accreditation; legislative, legal, and local issues; and engaging and inspiring today's generation of students. 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 retention, assessment cycles, and curriculum changes.

  > **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 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 26, 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 Technology – FCC	August 9, 2012 August 22, 2012	September 21, 2012 November 28, 2012	January 30, 2013	April 25, 2013
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.

- **Assessment Results 2013-2014:**

Department of Business and Commerce Technology – POP	August 5, 2013 October 1, 2013	December 4, 2013	February 11, 2014	April 24, 2014
Department of Construction and Transportation – POP	August 12, 2013	October 22, 2013	January 21, 2014	April 30, 2014
Department of Dental Hygiene/Dental Assisting Technology – FCC	October 25, 2013	November 13, 2013	February 11, 2014	March 27, 2014
Department of Family and Consumer Sciences – POP	August 5, 2013 September 17, 2013	November 20, 2013	January 17, 2014 February 21, 2014	April 23, 2014
Department of Fine Arts and Communication	August 5, 2013	December 9, 2013	January 7, 2014	May 8, 2014
Department of Health, Physical Education, and Recreation	August 6, 2013	December 10, 2013	January 8, 2014	April 10, 2014 April 28, 2014 May 2, 2014
Department of Humanities and Social Sciences – POP	August 6, 2013	December 4, 2013	January 6, 2014	March 25, 2014
Department of Humanities – FCC	August 6, 2013	August 7, 2013	April 2, 2014	May 5, 2014
Department of Social Sciences – FCC	August 6, 2013	October 18, 2013	January 7, 2014	*chair resigned so faculty members were reassigned
Department of Industrial Technology – POP	August 28, 2013	November 3, 2013	March 5, 2014	April 16, 2014
Department of Medical Lab Technology – FCC	August 29, 2013 September 19, 2013	October 17, 2013 November 14, 2013	January 9, 2014 January 16, 2014 January 30, 2014 February 13, 2014 February 27, 20014	March 6, 2014 March 13, 2014 March 27, 2014 April 17, 2014 May 1, 2014
Department of Medical Radiologic Technology – FCC	November 14, 2013	December 3, 2013	April 3, 2014	April 4, 2014
Department of Nursing Education – POP	August 6, 2013 August 26, 2013 September 25, 2013	October 28, 2013 December 2, 2013	January 13, 2014 February 17, 2014 March 31, 2014	April 28, 2014 May 9, 2014
Department of Occupational Therapy Assistant Technology – FCC	August 23, 2013	November 7, 2013	January 7, 2014	January 10, 2014 January 17, 2014
Department of Occupational Training Technology – FCC	August 12, 2013	December 2, 2013	January 6, 2014	May 1, 2014
Department of Occupational Training Technology – POP	August 19, 2013	November 5, 2013 November 15, 2013	January 22, 2014	April 16, 2014
Department of Physical Therapist	August 8, 2013	November 4, 2013	January 7, 2014	May 1, 2014

Assistant Technology – FCC				
Department of Practical Nursing – FCC	November 15, 2013	December 5, 2013	May 9, 2014	June 3, 2014 June 5, 2014 June 24, 2014
Department of Practical Nursing – POP	November 15, 2013	December 5, 2013	May 9, 2014	June 3, 2014 June 5, 2014 June 24, 2014
Department of Respiratory Care Technology – FCC	August 6, 2013	September 2, 2013	January 8, 2014	March 19, 2014 May 14, 2014
Department of Science, Mathematics, and Business – POP	August 5, 2013 August 6, 2013 September 16, 2013	October 3, 2013 October 29, 2013	February 11, 2014 February 18, 2014 February 19, 2014 February 25, 2015	April 8, 2014 April 24, 2014 May 12, 2014 May 14, 2014
Department of Mathematics and Business– FCC	August 6, 2013 September 17, 2013	December 9, 2013	January 6, 2014	March 31, 2014
Department of Science and Health – FCC	August 5, 2013	December 5, 2013	January 7, 2014	April 1, 2014
Department of Surgical Technology – FCC	September 25, 2013 September 26, 2013 September 27, 2013 October 7, 2013	October 18, 2013 October 29, 2013 November 6, 2013 December 5, 2013	January 3, 2014 January 6, 2014 January 7, 2014 February 3, 2014	February 14, 2014 February 21, 2014 February 28, 2014 March 7, 2014

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

Use of Assessment Results: Topics discussed included: Grades First, professional development, student learning outcomes, schedules, implementation of the 30/45/60 curriculum, program accreditation, faculty handbook, faculty hours, counseling students, credentialing results from class of 2012, summer forum, student critical thinking, fieldwork, advisory meeting, equipment maintenance, administrative duties, inventory, recruitment, 5-year fiscal plan, catalog revisions, student resources, Title III, advisory committee meeting, graduation, recruitment high school visits, career technical conference, Dropbox, graduate exit interviews, Honor Society, pinning ceremonies, certification results, state and national accreditation, committee assignments, Brown Bag sessions, lab equipment, Carl Perkins, budget, Prep U, financial aid, building and equipment security, program mission, program philosophy, program goals, program admission, and CEUs. Department meetings developed for 2014-2015 will be based on feedback from the 2013-2014 department meetings.

Internal Performance Indicator 5
At least one support staff meeting will be held each year.

- **Assessment Results 2011-2012:** Meetings from support staff were held for Poplarville and Hancock County on April 19th and a meeting was held for t he 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.

- **Assessment Results 2013-2014:** Meetings for the support staff were held during the 2013 Fall Semester on the Poplarville Campus and at the Forrest County Center. The meetings in Poplarville were on October 24 and included support staff working in both Poplarville and Waveland (Hancock Center). The Forrest County Center meeting was on October 25. Numerous topics were discussed during each meeting with special time being given to safety and security issues, wellness, and College policies.

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

  > **Use of Assessment Results:** Plans are being made to have multiple professional development sessions that relate directly to various office responsibilities. These will be held throughout the next school year.

Internal Performance Indicator 6

The Alumni Association county chapters will increase level of funding and scholarship endowment funding. *(This indicator previously stated: The Alumni Association will hold annual meetings in each county in the Pearl River Community College district.)*

- **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 stead dinner fundraiser in Foxworth each November to support scholarships for students from Marion/Jeff Davis counties.

The Pearl River County Alumni Chapter now holds to 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.

- **Assessment Results 2013-2014:**

6/30/2014 Hancock County	Marion/Jeff Davis Counties	Forrest/Lamar Counties	Pearl River County
$12,044.36	$28,680.81	$34,251.00	-0-
+$1,026.76 (Over 12/31/2013)	+$1,671.34 (Over 12/31/2013)	-0-	-0-

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 County Alumni Chapters have established greater support for their fundraising events and these will continue to grow and generate more revenue in support of the foundation scholarship program due to well established fundraising efforts and sponsor support. The Director of Alumni Services is concentrating on promotion through the college website and through Facebook and Twitter. An Alumni Spotlight is being established to encourage Alumni to participate and be featured in college publications online. The Foundation Staff and Board of Directors will continue to encourage Alumni to Support Foundation Unrestricted Giving by inviting alumni to campaign dinners that support these efforts. As alumni become more involved in association activities they are encouraged to take an active role in support of the foundation campaign.

Internal Performance Indicator 7

The College will sponsor or assist with a minimum of 12 special events annually, which will provide quality educational activities, information, and/or resources to those living in our district. *(This indicator previously stated: 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.

- **Assessment Results 2013-2014:** Numerous activities and special events were offered by the College to those living in this community college district during the 2013-2014 school year. The following list includes some of these:
  Mississippi Symphony Orchestra Concert

Dr. Michio Kaku Presentation
Mathemagic! for Elementary Students
Christmas at the River---PRCC Bands and Choirs Holiday Concert
Art Exhibits
Guest Recitals
Student Recitals
Veteran's Day Patriotic Concert
Silver Sneakers Program for Senior Citizens
Exercise Classes
Wellness Center Pre/Post Fitness Assessments
Hattiesburg Health Fair for all State employees with WebMD
Women's Health Symposium
Personal Trainer Workshop
American Heart Association Heart Walk
First Aid and CPR Training
American Cancer Society 5K Walk
Mississippi Show Choir Contest
Band Clinic
"The Spirit of Harriet Tubman"
"Simply Sinatra" featuring Steve Lippia
USM Chorale with Pearl River Singers
Symphonic Band Spring Concert
"Guys and Dolls" Spring Musical
PRCC Film Premiere "The Road Less Traveled"
Career Fair
Poplarville Chamber of Commerce Lunch and Learn Sessions
College Fair
Job Placement Workshops

Source of Documentation: Chair of the Fine Arts and Communication Department, Chair of the Health, Physical Education, and Recreation Department, Director of Counseling, Advisement, and Placement Center, and Director of Institutional Research

> **Use of Assessment Results:** Since it has been found that these events are well received by members of the College and community, plans are being finalized for similar events next year. For example, John Quinones is scheduled to speak in the Brownstone Center on October 9, 2014, and health related activities are currently being scheduled through the Wellness Center for members of both the community and the College.

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 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.

- **Assessment Results 2013-2014:** Residence information indicates enrollment of students from all public high schools and most private schools within PRCC's district. This includes 18 public high schools and five private schools.

  Source of Documentation: Office of Institutional Research, college data

  Use of Assessment Results: The Recruitment Office strives to visit all high schools, both public and private, within PRCC's district at least twice a semester. It is important to consider which counties are represented in the current PRCC student body in order to verify the College is

serving the needs of all counties within its district. The Recruitment Office strives to be strategic in its efforts. Through analysis of enrollment from district high schools, the recruitment staff is able to improve recruitment strategies and to confirm that all counties are equally represented within the PRCC student population. The Recruitment Office adapts its strategy to recruit more heavily in underrepresented schools, such as Petal High School and Prentiss High School, while continuing its outreach efforts at highly represented schools, such as Pearl River Central High School and East Marion High School.

Internal Performance Indicator 2

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

- **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.

- **Assessment Results 2013-2014:** Fall enrollment data indicates that 4494 students were enrolled at the end of late registration with 4272 remaining enrolled at the end of the 6th week (95% percent of students who enrolled remained enrolled through the six week period). Spring 2013 showed 4072 students enrolled at the end of late registration, with 3871 remaining enrolled at the end of the 6th week (95% percent of students who enrolled remained 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

  Use of Assessment Results: Emphasis on preparedness and developmental education has been increased through the Student Success Center in an attempt to assist students who are

considering withdrawing from Pearl River Community College. In order to increase retention of students, faculty and professional staff members will continue to conduct individual and small group advisement and registration sessions. Career and Technical faculty and professional staff members will meet or exceed the State requirement for retention. In an effort to increase retention, emails are sent to **all** PRCC students when they are absent and 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 3
At least 80% of students enrolled through the six-week period will complete the semester.

- **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.

- **Assessment Results 2013-2014:** Fall 2013 enrollment was 4494 at the end of six weeks of classes, with 4272 students still enrolled at the end of the term (95%). Spring 2014 enrollment was 4072 with 3871 at the end of the term (95%).

  Source of Documentation: College enrollment reports

    Use of Assessment Results: Continued planning for retention and completion efforts. Faculty has been instrumental in providing more emphasis in retention. Program assessment charts include retention data and improvement strategies. Plans were made for the ROAR initiative to educate students on attendance and enrollment policies.

Internal Performance Indicator 4
Recruitment strategies will demonstrate an effort to recruit students from a diverse population.

- **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 upmost 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.

- **Assessment Results 2013-2014:** During the 2013-2014 school year, the recruitment staff made contact with more than 4,000 prospective students by attending college fairs and high school events throughout PRCC's district, hosting on-campus events (Poplarville Campus Wildcat Fest, High School Junior/Senior Football Game Night, GED College Day, Forrest County Center Allied Health Tour Day, Career/Technical Student Conference, and Hancock Center Spring Fest), providing personalized Poplarville campus tours upon request, awarding students with ACT/CTE based scholarships at the district high schools' senior nights, and by mailing/emailing/calling prospective students on an individual basis. These prospective students are from all of the public high schools, seven of the private schools, and several non-traditional student organizations located in PRCC's district.

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

  Use of Assessment Results: A full-time recruiter was hired in February 2014. The success of on-campus events is evident based on personal feedback and survey collection. The Recruitment Office will continue to host these on-campus events (Poplarville Campus Wildcat Fest, High School Junior/Senior Football Game Night, GED College Day, Forrest County Center Allied Health Tour Day, Career/Technical Student Conference, Hancock Center Spring Fest, and private Poplarville campus tours upon request) during the 2014-2015 year. These events target audiences from academic and career/technical backgrounds as well as traditional high school students and non-traditional adult learners. The recruitment staff is working to expand its private campus tours by developing a way to provide private campus tours at the Forrest County Center in addition to the Poplarville campus. Through interaction with prospective students at various events and by analyzing survey data collected from campus tours, the Office of Recruitment has determined that students have a wide variety of interests, backgrounds, and goals. The best way to recruit such a variety of students is to attempt to understand each student individually and strive to customize messages sent to each student according to their individual needs and goals.

The Recruitment Office will continue to utilize postcards, mailed information packets, social media, and email newsletters as the primary forms of communication with prospective students. All of these forms of communication can be personalized and customized to fit each student's interests individually.

Internal Performance Indicator 5

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

- **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.

- **Assessment Results 2013-2014:** Approximately 85% 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 90% 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: In order to increase retention of students, faculty and professional staff members will continue to conduct individual and small group advisement and registration sessions. Career and Technical faculty and professional staff members will meet or exceed the State requirement for retention. In an effort to increase retention, emails are sent to **all** PRCC students when they are absent and 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 6

At least 60% of full-time first semester general education students enrolled after six weeks in any fall 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 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

- **Assessment Results 2013-2014:** Data indicates that 985 full-time first semester general education students were enrolled after six weeks in Fall 2012 and 535 returned in Fall 2013 (54%). Extended registration dates have provided additional opportunities to allow students to register. Students 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 7

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 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.

- **Assessment Results 2013-2014:** The Fall 2010 cohort of full time college students was 1689. Of this cohort the completion rate (within three years) was 330. Additional procedures are in progress through efforts by the Vice-President of General Education to identify students who have earned a degree or formal award but have not applied for the awarding of such.

    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 the graduation rate is low is that many students do not apply for a degree, opting instead to transfer to a 4-year college. Email and flyers have been produced to promote the 15 to Finish initiative. Emphasis has been stressed through ROAR.

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.

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.

- **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.

- **Assessment Results 2013-2014:** PRCC developed and managed 55 projects funded by various funding sources made available through the Mississippi Community College Board; with a total number of 13,277 duplicated trainees. The total amount of funds management equated to $1,612,977.88 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 177 individuals with 608 course completions. A total of 602 adult and dislocated workers were served under the Workforce Coordinator Program.
  For fiscal year 2014, PRCC served 116 WIA students enrolled in 30 different Career, Technical, Allied Health, and Workforce programs.
  For fiscal year 2015, PRCC currently has 100 WIA students enrolled in 30 different Career, Technical, Allied Health, and Workforce programs.

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

  > **Use of Assessment Results:** The total number of trainees in Workforce funded projects represents an 35% increase over FY 2013. This increase seems to trend with local labor economics; as the unemployment rate trends down, non-credit training demand seems to trend up.

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.

- **Assessment Results 2011-2012:** 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:** 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.

- **Assessment Results 2013-2014:** Each county in PRCC's district is currently provided with an Adult Education program.

    Source of Documentation: Adult Basic Education Director

    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 5 EFLs in ABE. The following are Performance goals set for each level for 2013-14. EFL 1 - 49%, EFL 2 - 47%, EFL 3 - 47%, EFL 4 - 39%, EFL 5 - 38%.

    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.

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 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.

- **Assessment Results 2013-2014:** The Health Information Technology Career Pathways grant is moving forward with personnel in place. This grant has assisted PRCC with pioneering new teaching methods such as the I-BEST model. Adult Basic Education students are now being allowed to dual-enroll in credit bearing classes while studying for the General Equivalency Diploma. The goal is to decrease the amount of time required to earn a degree.
PRCC, as part of the South Mississippi Alliance for Workforce Solutions (SMAWS) consortium, submitted a proposal for the 4th round of the Department of Labor TAACCCT funding to support growth and development of petroleum career pathways programs.

   In a consortium grant with all of the other 15 Mississippi Community Colleges, PRCC submitted a healthcare grant to the DoL TAACCCT to support growth of the Associate Degree Nursing Program to the Forrest County Center.

   Source of Documentation: Vice President of Economic and Community Development

   Use of Assessment Results: The College relies upon sponsors such as federal agencies and foundations to fund programs and update laboratories with modern equipment. The college will continue to reach out and seek funding for these efforts.

Internal Performance Indicator 4
The Adult Education Services program will show an increase in the following areas: number of students served, completion rate, retention rate, educational level improvements, and college enrollment.

- **Assessment Results 2013-2014:**

Adult Basic Education Data			
	December 2012	December 2013	June 2014
Total Served	478	548	831
Completed Educational Level	62	194	406
Students retained	329	389	533 full year
Educational level gains	24	34	74
GED graduates enrolled in PRCC	536	485	541

   Source of Documentation: Adult Basic Education Director

   Use of Assessment Results: PRCC continues to grow the enrollment of the ABE Program with a specific emphasis on recruitment into college after earning a GED.

Internal Performance Indicator 5
With the assistance of the Mississippi Workforce Enhancement Training (WET) Fund, both the employment rate and employment retention rate of Pearl River Community College non-credit students enrolled in workforce education programs will increase by 5%.

- **Assessment Results 2013-2014:** FY 2014 data not yet available through NSPARC

Source of Documentation: Vice President of Economic and Community Development

Use of Assessment Results: Data will determine the use of assessment results.

Internal Performance Indicator 6

With the assistance of the Mississippi Workforce Enhancement Training (WET) Fund, the earning power of Pearl River Community College non-credit students enrolled in workforce education programs will increase by 2%.

- **Assessment Results 2013-2014:** The Mississippi Education Achievement Council released the first round of Accountability measures, known as Report Cards, for each college. The wage and earnings data of students participating in workforce training at PRCC indicated a wage of $30,178 prior to training and a wage of $33,262 after training; a 10.2% increase.

  Source of Documentation:
  http://www.mccb.edu/pdfs/ReportCards/2012/PearlRiverReportCard2012.pdf

     Use of Assessment Results: This data indicates wage increases for those that attend workforce training and education programs offered by PRCC. Since this is the first year Indicator 6 has been measured, it has been decided to continue to monitor future data.

Internal Performance Indicator 7

The Dislocated Worker Program funded by a Workforce Investment Act (WIA) grant will increase both student enrollment and completion by 5%.

- **Assessment Results 2013-2014:** For the 2013-2014 program year, PRCC gained 78 new WIA students and achieved a 90% (43 out of 48) completion rate. The completion rate increased by 3% from the previous year. Due to Federal Budget Sequestration, we had 116 WIA students throughout the year, which is a 20% decrease from the previous year.

  Source of Documentation: PRCC Dislocated Worker Coordinator

     Use of Assessment Results: The original goals for this year were not met due to federal budget sequestration. The assessment results show us the direct correlation between funding and performance. Funding has been increased for the upcoming year which will allow us to easily meet or exceed these goals for the 2014-2015 program year.

INTERNAL PERFORMANCE INDICATOR RESPONSIBILITY CHART

Internal Performance Indicator Responsibility Chart (2013-2014)

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

Internal Performance Indicator Responsibility Chart (2013-2014)

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

Internal Performance Indicator Responsibility Chart (2013-2014)

Goal	Indicator	Persons Responsible for Indicators		
2 Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center	1	Ms. Brenda Wells Director of Institutional Research	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations	Mr. Raymunda Barnes Dean of Hancock Center
	2	Ms. Tracy Smith Director of Libraries		
	3	Ms. Brenda Wells Director of Institutional Research	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations	Mr. Raymunda Barnes Dean of Hancock Center
	4	Mr. Roger Knight Vice President for Business & Administrative 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. Tonia Moody Admissions Specialists and ADA/Civil Rights Coordinator Mr. Raymunda Barnes Dean of Hancock Center

Internal Performance Indicator Responsibility Chart (2013-2014)

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	Ms. Gwen Smith Director of Career and Technical Education Program	
	3	Dr. Martha Lou Smith Vice President for General Education & Technology Services		
	4	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. Tonia Moody Admissions Specialists and ADA/Civil Rights Coordinator Mr. Raymunda Barnes Dean of Hancock Center

Internal Performance Indicator Responsibility Chart (2013-2014)

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 (2013-2014)

Goal	Indicator	Persons Responsible for Indicators		
5 Dr. William Lewis President	1	Ms. Brenda Wells Director of Institutional Research	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations	Mr. Raymunda Barnes Dean of Hancock Center
	2	Dr. William Lewis President		
	3	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Mr. Steve Howard Chief Technology Officer	
	4	Mr. Ernie Lovell Director, Development Foundation/Alumni Affairs		
	5	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Mr. Steve Howard Chief Technology Officer	
	6	Ms. Tara Rouse Department Chair of Health, Physical Education, and Recreation and Director of the Wellness Center	Ms. Gwen Smith Director of Career and Technical Education Program	

Internal Performance Indicator Responsibility Chart (2013-2014)

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 (2013-2014)

	7	Dr. Becky Askew Vice President for Planning & Institutional Research Ms. Brenda Wells Director of Institutional Research	Department Chairs	Ms. Gwen Smith Director of Career and Technical Education Program

Internal Performance Indicator Responsibility Chart (2013-2014)

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

Internal Performance Indicator Responsibility Chart (2013-2014)

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

Internal Performance Indicator Responsibility Chart (2013-2014)

	7	Dr. Scott Alsobrooks Vice President for Economic & Community Development		