STRATEGIC PLAN
and
INTERNAL PERFORMANCE INDICATORS

INTERIM REPORT
2015 FALL SEMESTER

PEARL RIVER COMMUNITY COLLEGE

POPLARVILLE – HATTIESBURG – WAVELAND
MISSISSIPPI

STRATEGIC PLAN
and
INTERNAL PERFORMANCE INDICATORS

INTERIM REPORT
2015 FALL SEMESTER

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PRESIDENT'S LETTER

Letter from Dr. William A. Lewis, President

My how time flies. In August of this year (just a couple of months away), it will have been a decade since Hurricane Katrina devastated south Mississippi including Pearl River Community College. At the beginning of this school year, the college moved into our last "Katrina-rebuild project, White Coliseum.

The silver lining in the storm's devastation is found in the beautiful new facilities that have been built on the Poplarville campus and the transformation that these new facilities have made in the development of this campus.

We are proud of the difference that these new facilities are making in the learning environment for this campus. In an effort to recognize the decade-long progress that has been made in rebuilding the college from the massive destruction that Katrina brought with her landfall, a special commemorative ceremony will be held in Malone Chapel in August.

The college's fledgling Honors Institute is attracting a growing number of outstanding students with high academic performance records. These students are offered opportunities for rigorous classroom experiences that foster their intellectual growth. Special learning experiences provide opportunities to understand the abundance of employment opportunities that await these special students as they progress in their academic programs.

One such example is the Honors Institute Lecture Series that has been sponsored by the Lower Pearl River Valley Foundation. This past year's special guests were ABC television special reporter, John Quinones, who enlightened these students with his wealth of knowledge of world events that he has experienced during his career, and Ron Jewell who brought his one-man show, Mark Twain at Large, to PRCC.

In an effort to fulfill a commitment to provide our students with exposure to supplemental learning outside of the formal classroom experiences, the college continued to provide special learning experiences for all of its students. Bobby Bowden, former Florida State University football coach, was on campus to provide an inspirational message to PRCC students and area high school students who participate in the Fellowship of Christian Athletes (FCA). Also, the Mississippi Court of Appeals held arguments in a case that was before the Court and opened the arguments to our students and the public in a special session held in the Brownstone Center.

Pearl River Community College continues its goal of providing quality learning experiences for all who come to the college seeking to improve their opportunities for a successful and productive life. Pearl River is committed to providing superior learning opportunities through a high quality of classroom instruction, enhanced learning facilities, personalized services for every student and a safe and secure learning environment.

One sign of the college's commitment to improvement was the development this past year of an alliance with Ellucian Technology Solutions as the institution's technology services provider. This alliance will lead to the college being on the cutting edge of high quality and progressive technology opportunities for students and employees.

Pearl River Community College practices a continuous improvement model in its efforts to provide quality programs and services for students, employees and visitors. In pursuit of our long-standing moniker of moving from being a "good to a great institution," Pearl River Community College is committed to providing every student with an opportunity to thrive. We believe that there is an abundance of evidence that our students are doing well in this pursuit.

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 Career Education Building that opened in 2013. 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 2014-2015 and 2015-2016

	2014-2015	% To Total	2015-2016	% To Total	Increase (Decrease)
Revenues					
Student Fees	14,119,097	39.11%	13,422,768	35.83%	(696,329)
County Support	3,104,587	8.60%	3,104,587	8.29%	0
State Support	17,724,590	49.10%	18,190,275	48.55%	465,685
Federal Support	382,863	1.06%	364,208	0.97%	(18,655)
Private Gifts, Grants, and Contracts	420,998	1.17%	490,745	1.31%	69,747
Investment Income	42,087	0.12%	30,184	0.08%	(11,903)
Sales and Svc of Educ Activities	148,268	0.41%	187,822	0.50%	39,554
Other Sources	157,268	0.44%	1,674,832	4.47%	1,517,564
Total Revenues	**36,099,758**	**100.00%**	**37,465,421**	**100.00%**	**1,365,663**
Expenditures					
Instructional - Academic	9,426,909	26.11%	9,476,222	25.29%	49,313
Instructional - Career Technical	5,830,304	16.15%	5,722,695	15.27%	(107,609)
Instructional - Parttime/Adjuncts	2,277,401	6.31%	2,277,401	6.08%	0
Instructional Support - Library	1,128,092	3.12%	1,147,936	3.06%	19,844
Student Services	4,363,421	12.09%	4,515,611	12.05%	152,190
Institutional Support	8,313,620	23.03%	9,536,989	25.46%	1,223,369
Operation of Plant	4,760,011	13.19%	4,788,567	12.78%	28,556
Total Expenditures	**36,099,758**	**100.00%**	**37,465,421**	**100.00%**	**1,365,663**

Pearl River Community College
Current Unrestricted Funds
Schedule of Revenue

	2014-2015	2015-2016	Increase (Decrease)
Educational Revenues			
Student Fees			
Academic			
Full Time Tuition - A.D.N.	971,875	873,750	(98,125)
Part Time Tuition - A.D.N.	205,920	283,192	77,272
Full Time Tuition - IS	5,981,655	5,600,581	(381,074)
Part Time Tuition - IS	1,272,397	1,286,729	14,332
Full Time Tuition - OS	216,100	214,399	(1,701)
Part Time Tuition - OS	55,433	44,706	(10,727)
Full Time Fees - OS	208,326	193,123	(15,203)
Part Time Fees - OS	48,650	38,620	(10,030)
Lab Fees	476,743	513,080	36,337
Technology Fee	167,075	164,350	(2,725)
Registration Fee	167,075	164,250	(2,825)
Total Academic	9,771,249	9,376,780	(394,469)
Vocational			
Full Time Tuition - IS	742,209	619,886	(122,323)
Part Time Tuition - IS	56,000	35,031	(20,969)
Full time Tuition - OS	10,775	7,850	(2,925)
Part Time Tuition - OS	0	690	690
Full Time Fees - OS	11,177	7,194	(3,983)
Part Time Fees - OS	0	600	600
Program and Course Fees	161,298	162,375	1,077
Technology Fee	15,550	13,225	(2,325)
Registration Fee	15,550	13,225	(2,325)
Other Fees - Nursing Assistant Program	71,500	65,820	(5,680)
Total Vocational	1,084,059	925,896	(158,163)
Technical			
Full Time Tuition - IS	1,881,781	1,815,240	(66,541)
Part Time Tuition - IS	265,598	241,909	(23,689)
Full time Tuition - OS	61,125	68,800	7,675
Part Time Tuition - OS	8,855	7,733	(1,122)
Full Time Fee - OS	77,961	71,940	(6,021)
Part Time Fees - OS	13,400	18,625	5,225
Program and Course Fees	433,252	419,504	(13,748)
Technology Fee	57,800	56,025	(1,775)
Registration Fee	57,800	56,025	(1,775)
Total Technical	2,857,572	2,755,801	(101,771)

Pearl River Community College
Current Unrestricted Funds
Schedule of Revenue

	2014-2015	2015-2016	Increase (Decrease)
Other Student Fees			
Transcripts	40,309	39,757	(552)
ACT/GED Testing	65,450	18,357	(47,093)
ID Card Fees	13,103	13,382	279
VCC Fees	249,655	271,295	21,640
Deferment Fees	37,700	21,500	(16,200)
Total Other Student Fees	406,217	364,291	(41,926)
Total Student Fees	**14,119,097**	**13,422,768**	**(696,329)**
General Revenues			
County Support			
Forrest	557,687	557,687	0
Hancock	980,000	980,000	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	**3,104,587**	**3,104,587**	**0**
State Support			
General			
General Appropriations	10,305,078	10,728,275	423,197
Health Insurance	1,643,966	1,609,364	(34,602)
Technology Appropriation	179,652	212,580	32,928
Dropout Recovery Pilot	200,000	200,000	0
A.D.N. Funding	166,364	166,012	(352)
One Stop Career Center	300,000	300,000	0
Advanced Tech Center	150,000	150,000	0
EEF	2,689,561	2,712,543	22,982
Other State Revenue			
Vocational Salary Reimbursement	2,089,969	2,111,501	21,532
Total State Support	**17,724,590**	**18,190,275**	**465,685**
Federal Support			
Vocational Program Reimb/Equipment	206,867	183,852	(23,015)
Vocational Program Reimb/Other Cost	50,500	50,500	0
Vocational Program Salary Reimb Other	101,592	105,952	4,360
Recovery of Admin Costs	23,904	23,904	0

Pearl River Community College
Current Unrestricted Funds
Schedule of Revenue

	2014-2015	2015-2016	Increase (Decrease)
Total Federal Support	**382,863**	**364,208**	(18,655)
Private Gifts, Grants and Contracts			
Outside Scholarships	**420,998**	**490,745**	**69,747**
Investment Income			
Interest Income	**42,087**	**30,184**	(11,903)
Sales & Services of Educational Activities			
Child Care Revenue	20,670	52,525	31,855
Wellness Center Usage Fees	14,520	3,930	(10,590)
Gate Receipts	34,941	27,421	(7,520)
Season Ticket Sales	8,917	5,429	(3,488)
Ad Sales	5,410	5,865	455
Program Sales	915	480	(435)
Barbering Revenue	1,515	2,293	778
Cosmetology Revenue	14,291	13,834	(457)
CD Annuals	20,460	19,458	(1,002)
Vending	9,624	9,140	(484)
Brownstone Ticket Sales	0	34,847	34,847
Vo-Tech Service Income	17,005	12,600	(4,405)
Total Sales & Svc of Ed Activities	**148,268**	**187,822**	**39,554**
Other Sources			
Traffic Violations	47,008	69,762	22,754
Parking Permits	51,466	52,890	1,424
Other Income	11,200	15,462	4,262
Due from Foundation	38,494	22,800	(15,694)
Truckdriving Testing	8,000	7,270	(730)
Brownstone Rental	0	12,980	12,980
Transfer from Auxilary (Ellucian Contract)	0	1,492,568	1,492,568
Cash Short/Over	1,100	1,100	0
Total Other Sources	**157,268**	**1,674,832**	**1,517,564**
Total Educational and General Revenues	**36,099,758**	**37,465,421**	**1,365,663**

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

	2014-2015	2015-2016	Increase (Decrease)
Salaries	18,675,157	18,446,594	(228,563)
Fringe Benefits	5,973,975	5,929,552	(44,423)
Work Study/Peer Tutors	183,072	198,297	15,225
Postage	40,400	40,400	0
Printing and Reproduction Service	34,537	34,537	0
Repairs and Maintenance	261,377	261,377	0
Service Contracts on Equipment	355,500	355,500	0
Utilities			
Cable Cost	1,200	1,200	0
Telephone	185,308	185,308	0
Electricity	1,276,317	1,276,317	0
Gas	214,259	214,259	0
Water	179,119	179,119	0
Waste Disposal	86,597	86,597	0
Student Testing Fees	46,150	46,150	0
Equipment and Other Rentals	383,567	388,367	4,800
Insurance	1,167,175	1,167,175	0
Professional Fees	540,864	2,468,304	1,927,440
Medical Services	17,954	17,954	0
Other Contractual Services	38,070	38,070	0
Advertising	92,960	92,960	0
Dues, Subscriptions, and Licenses	418,469	418,469	0
Educational Supplies	297,866	297,866	0
Office Supplies	117,065	117,065	0
Building and Construction Supplies	189,926	189,926	0

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

	2014-2015	2015-2016	Increase (Decrease)
Janitorial Supplies	79,144	79,144	0
Automotive Supplies	21,650	21,650	0
Landscaping Supplies	15,253	15,253	0
Gas, Oil, and Diesel	98,126	98,126	0
Computer Software	11,420	11,420	0
Other Supplies	146,471	152,070	5,599
Printing and Binding Supplies	2,865	2,865	0
Interest and Late Charges	142	142	0
Scholarships	2,661,532	2,661,532	0
Vehicle Tags, Taxes, Etc.	3,755	3,755	0
Bad Debts (Student Accts Receivable)	862,301	562,301	(300,000)
Miscellaneous Expense	50,401	50,401	0
Meal Expense	136,655	137,255	600
Uniforms	104,227	104,227	0
Medical Supplies	8,649	8,649	0
Minor Equipment	87,680	87,680	0
In State Travel	225,425	233,425	8,000
Out of State Travel	150,733	150,733	0
Equipment	255,127	255,127	0
State Reimb Equip/Travel/Other Cost	257,367	234,352	(23,015)
Library Books	23,951	23,951	0

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

	2014-2015	2015-2016	Increase (Decrease)
Transfers Out	120,000	120,000	0
Total Expenditures by Object	**36,099,758**	**37,465,421**	**1,365,663**

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

	2014-2015	2015-2016	Increase (Decrease)
Academic Instruction			
Poplarville			
Honors Institute	41,321	42,004	683
Theatre	8,042	8,042	0
Communications	205,864	209,467	3,603
String of Pearls	69,158	69,158	0
Art	78,761	80,036	1,275
Band	455,636	491,602	35,966
Chorus	256,548	257,899	1,351
Music	446,495	376,985	(69,510)
Wellness/Health & Phys Ed	576,773	609,272	32,499
Associate Degree Nursing	2,089,169	2,100,602	11,433
Business	164,971	167,766	2,795
Mathematical Sciences	957,969	974,369	16,400
Sciences	717,286	668,855	(48,431)
English	544,521	553,511	8,990
Reading	62,472	63,611	1,139
Criminal Justice	53,527	54,489	962
Foreign Language	68,692	69,910	1,218
Social Sciences	502,043	511,420	9,377
Journalism	3,563	3,563	0
Total Academic Instruction - Poplarville	7,302,811	7,312,561	9,750
Forrest County			
Communications	113,536	115,657	2,121
Music	27,054	27,546	492
Wellness/Health & Phys Ed	70,368	71,518	1,150
Mathematical Sciences	511,165	527,804	16,639
Sciences	267,132	277,988	10,856
English	299,848	288,939	(10,909)
Criminal Justice	79,955	81,376	1,421
Foreign Language	65,443	66,646	1,203
Social Sciences	336,080	345,593	9,513
Total Academic Instruction - Forrest County	1,770,581	1,803,067	32,486
Hancock Center			
Communications	50,306	56,576	6,270
Mathematical Sciences	123,151	125,360	2,209
Sciences	2,200	2,200	0
English	54,882	50,486	(4,396)
Social Sciences	122,978	125,972	2,994

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

	2014-2015	2015-2016	Increase (Decrease)
Total Academic Instruction - Hancock Center	353,517	360,594	7,077
Total Academic Instruction	**9,426,909**	**9,476,222**	**49,313**
Career Technical Instruction			
Poplarville			
Director's Office	280,435	281,168	733
Automotive Mechanics Technology	123,972	125,925	1,953
Electrical Technology	152,953	155,735	2,782
Construction Management Technology	58,234	59,161	927
Block, Brick, & Stone Masonry	64,682	65,750	1,068
HVAC & Refrigeration Maintenance	58,124	59,011	887
Cosmetology	60,860	61,827	967
Barbering	66,527	58,087	(8,440)
Precision Machining Technology	65,829	66,869	1,040
Welding & Cutting	125,895	127,805	1,910
Practical Nursing	177,433	147,093	(30,340)
Commercial Truck Driving	95,713	97,155	1,442
Business Office Systems Technology	162,115	169,210	7,095
Computer Technology	82,487	64,358	(18,129)
Marketing & Management Technology	105,026	107,661	2,635
Computer Networking Technology	52,403	53,304	901
Utility Lineman Technology	141,758	143,192	1,434
Construction/Heavy Equipment Technology	85,521	86,825	1,304
Early Childhood Education Technology	121,978	124,145	2,167
Early Childhood Tech Lab	82,460	87,684	5,224
Instrumentation Technology	99,435	101,113	1,678
Electronics Technology	122,697	124,791	2,094
Drafting & Design Technology	128,465	101,409	(27,056)
100% Equip/Travel/Aids Reimb by State	157,620	143,811	(13,809)
Total Career Technical Instruction Poplarville	2,672,622	2,613,089	(59,533)
Forrest County			
Director's Office	580,183	548,124	(32,059)
HVAC & Refrigeration Maintenance	73,074	74,246	1,172
Welding & Cutting	67,161	60,951	(6,210)
Business Office Systems Technology	129,4S8	131,680	2,222
Computer Servicing Technology	36,058	36,606	548
Electronics Technology	55,917	56,851	934
Commercial Truck Driving	89,874	91,201	1,327
Allied Health Programs			

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

	2014-2015	2015-2016	Increase (Decrease)
Practical Nursing	247,837	210,877	(36,960)
Dental Assisting	108,836	110,675	1,839
Surgical Technology	138,492	140,829	2,337
Nursing Assistant	75,546	76,885	1,339
Physical Therapist Assistant	282,181	287,200	5,019
Medical Lab Tech	163,145	165,974	2,829
Respiratory Therapy Tech	221,335	225,205	3,870
Dental Hygiene	304,041	308,831	4,790
Occupational Therapy	220,576	224,337	3,761
Medical Radiologic Technology	203,410	206,963	3,553
100% Equip/Travel/Aids Reimb by State	99,747	90,541	(9,206)
Total Career Technical Instruction Hattiesburg	3,096,871	3,047,976	(48,895)
Hancock			
Welding & Cutting	60,811	61,630	819
Total Career Technical Instruction	**5,830,304**	**5,722,695**	**(107,609)**
Adjuncts/Parttime/Overloads/Scholarships	**2,277,401**	**2,277,401**	**0**
Total Instruction	**17,534,614**	**17,476,318**	**(58,296)**
Instructional Support Library and Learning Lab			
Poplarville	753,645	763,205	9,560
Forrest County	332,850	342,606	9,756
Hancock County	41,597	42,125	528
Total Instructional Support Library	**1,128,092**	**1,147,936**	**19,844**
Student Services			
Vice President of Student Affairs	188,761	164,626	(24,135)
Admissions	262,731	266,874	4,143
Financial Aid	398,458	402,931	4,473
Counseling Center - Poplarville	423,398	411,703	(11,695)
Counseling Center - Hattiesburg	347,653	317,812	(29,841)
ACT/GED Testing Service - Poplarville	38,301	38,301	0
ACT/GED Testing Service - Hattiesburg	5,000	5,000	0
QEP - First Year Experience	0	183,525	183,525
Student Success Center	378,219	351,419	(26,800)
Student Publications/Year Disk	15,007	15,007	0
Athletic Director	234,891	198,254	(36,637)
Athletic Medical Supplies	10,271	10,271	0

	2014-2015	2015-2016	Increase (Decrease)
Football	567,447	581,830	14,383
Men's Basketball	204,123	204,835	712
Women's Basketball	143,230	148,207	4,977
Men's Baseball	165,128	166,371	1,243
Women's Softball	157,623	158,813	1,190
Men's Soccer	82,855	83,104	249
Women's Soccer	110,443	111,097	654
Athletics/Student Services	168,274	145,758	(22,516)
Recruitment	193,767	187,386	(6,381)
Parade of Beauties	950	950	0
Cheerleaders	51,977	51,971	(6)
Graduation	35,529	35,529	0
Homecoming	8,647	8,647	0
School Nurse	56,534	57,487	953
Student Life - Poplarville	91,048	184,747	93,699
Student Life - Hattiesburg	1,250	1,250	0
Student Life - Hancock	525	525	0
Student Government Association	8,215	8,215	0
Phi Theta Kappa - Poplarville	6,583	6,583	0
Phi Theta Kappa - Hattiesburg	6,583	6,583	0
Total Student Services	**4,363,421**	**4,515,611**	**152,190**

Institutional Support

Board of Trustees	21,891	21,891	0
Office of the President	451,785	498,233	46,448
Vice President for Instruction	219,871	223,055	3,184
AEOP	3,800	3,800	0
Performing Arts Center	38,000	102,637	64,637
Information Technology	1,060,610	2,470,209	1,409,599
Economic and Community Development	386,817	393,745	6,928
Planning and Research	184,522	187,433	2,911
eLearning Office	260,951	264,836	3,885
Grant Expense	97,919	7,919	(90,000)
Disability Services	11,250	11,250	0
Public Relations and Printing	413,553	428,738	15,185
Business Office	600,859	610,637	9,778
Business Office - Forrest County	28,628	29,099	471
Transfers to Grants and Restricted Funds	120,000	120,000	0
Student Accounts Bad Debts	862,301	562,301	(300,000)
General Administration	2,017,979	2,017,979	0
Foundation and Alumni	210,354	208,101	(2,253)
Institutional Research	119,803	154,300	34,497

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

	2014-2015	2015-2016	Increase (Decrease)
Institutional Effectiveness	53,606	54,360	754
Campus Police (Poplarville)	420,241	426,117	5,876
Campus Police (Hattiesburg)	173,757	176,039	2,282
Campus Police (Hancock)	36,859	41,108	4,249
ADA Coordinator	12,057	12,057	0
Drop Out Recovery Program	200,000	200,000	0
Director - Hancock County Campus	140,703	142,930	2,227
Woodall Center	160,504	163,215	2,711
Woodall Center - Security	5,000	5,000	0
Total Institutional Support	**8,313,620**	**9,536,989**	**1,223,369**
Operation of Plant			
Poplarville			
Janitorial	672,632	685,754	13,122
Building Maintenance	983,451	998,013	14,562
Grounds	307,263	303,615	(3,648)
Utilities	1,448,179	1,448,179	0
Vehicle Maintenance	204,533	206,148	1,615
Total Operation of Plant - Poplarville	3,616,058	3,641,709	25,651
Forrest County			
Janitorial	170,049	173,759	3,710
Building Maintenance	152,353	149,532	(2,821)
Grounds	68,995	70,105	1,110
Utilities	347,955	347,955	0
Total Operation of Plant - Forrest County	739,352	741,351	1,999
Hancock Center			
Janitorial	19,360	19,360	0
Building Maintenance	146,500	146,500	0
Utilities	38,631	38,631	0
Total Operation of Plant - Hancock Center	204,491	204,491	0
Woodall Center			
Janitorial	59,854	60,760	906
Building Maintenance	12,840	12,840	0
Utilities	127,416	127,416	0
Total Operation of Plant - Woodall Center	200,110	201,016	906

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

	2014-2015	2015-2016	Increase (Decrease)
Total Operation of Plant	4,760,011	4,788,567	28,556
Total Unrestricted Current Fund Expenditures	36,099,758	37,465,421	1,365,663

<div align="center">

Pearl River Community College
Auxilary Funds
Schedule of Revenues and Expenditures

</div>

	2014-2015	2015-2016	Increase (Decrease)
Revenues			
Food Service			
Meal Tickets	1,408,000	1,506,000	98,000
Other Income	35,000	44,000	9,000
Total Food Service	1,443,000	1,550,000	107,000
Residential Facilities			
Room Rentals	1,650,000	1,700,000	50,000
Other Income	8,545	14,000	5,455
Total Residential Facilities	1,658,545	1,714,000	55,455
Bookstore (Pearl River and Forrest County)			
Book Sales	2,013,356	1,775,751	(237,605)
Merchandise Sales	740,436	576,736	(163,700)
Rental Book Fees	290,000	320,000	30,000
Non-Taxable Sales	6,347	21,000	14,653
Other Income	168,608	103,780	(64,828)
Total Bookstore	3,218,747	2,797,267	(421,480)
Total Auxilary Revenues	6,320,292	6,061,267	(259,025)
Expenditures			
Food Service			
Contract Cost	1,276,118	1,196,942	(79,176)
Equipment Rental	612	800	188
Repairs	14,000	10,000	(4,000)
Other Supplies	4,000	18,000	14,000
Total Food Service	1,294,730	1,225,742	(68,988)
Residential Facilities			
Salaries	112,936	93,976	(18,960)
Staff Benefits	60,932	54,233	(6,699)
Maintenance Supplies	22,000	18,000	(4,000)
Scholarships	70,000	60,000	(10,000)
Utilities (Cable)	96,204	96,204	0
Repairs	150,000	50,000	(100,000)
Meal Expense	6,200	3,500	(2,700)

Pearl River Community College
Auxilary Funds
Schedule of Revenues and Expenditures

	2014-2015	2015-2016	Increase (Decrease)
Other Maintenance	100,000	100,000	0
Bond Obligation	461,292	461,292	0
Total Residential Facilities	1,079,564	937,205	(142,359)
Bookstore (Pearl River and Forrest County)			
Salaries	240,594	251,558	10,964
Fringe Benefits	93,651	100,327	6,676
Book Purchases	1,880,512	1,250,000	(630,512)
Merchandise Purchases	593,267	470,000	(123,267)
Postage and Freight	40,247	30,000	(10,247)
Repairs	0	0	0
Service Contracts	18,325	17,000	(1,325)
Utilities	0	0	0
Other Contractual Services (Janitorial)	0	0	0
Office Supplies	4,000	15,000	11,000
Miscellaneous	400	0	(400)
Minor Equipment	500	0	(500)
Rentals Bldg & Equip	4,500	2,900	(1,600)
Travel	3,200	3,200	0
Meal Expense	1,500	2,000	500
Sales Tax	50,000	38,000	(12,000)
Total Bookstore	2,930,696	2,179,985	(750,711)
Transfer to UCF (Ellucian Contract)	0	1,492,568	1,492,568
Total Auxilary Expenditures	5,304,990	5,835,500	530,510
Excess Revenues Over/(Under) Expenditures	1,015,302	225,767	(789,535)

Pearl River Community College
Current Restricted Fund
Grants

	Proposed FY 2015	Proposed FY 2016	Increase (Decrease)
Revenues			
Federal			
Student Support Services - Federal	323,340	313,316	(10,024)
Adult Basic Education	424,147	403,182	(20,965)
WIA/Dislocated Worker Grant	60,540	61,531	991
WIA/WIN Job Center	44,348	45,031	683
DOL/TAA CCCT	452,118	150,000	(302,118)
SNAP	84,000	84,000	0
SMPDD Manufacturing	0	100,000	100,000
State			
MCCB Projects	895,785	1,086,191	190,406
MDA Rolls Royce	50,000	15,000	(35,000)
MCCB SLDS	16,400	0	(16,400)
NASA Space Grant	5,000	5,000	0
Total Revenues	**2,355,678**	**2,263,251**	**(92,427)**
Expenditures			
Salaries	934,817	934,817	0
Fringe Benefits	197,350	197,350	0
Contractual	410,223	317,796	(92,427)
Materials & Supplies	625,977	625,977	0
Scholarships	8,413	8,413	0
Equipment	78,898	78,898	0
Travel	100,000	100,000	0
Total Expenditures	**2,355,678**	**2,263,251**	**(92,427)**
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

	2014-2015	2015-2016	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	92,210	61,871	(30,339)
Total Revenues	**1,678,636**	**1,648,297**	**(30,339)**
Expenditures			
Transfer Out - Career Tech Bond Project	294,000	294,000	0
Transfer Out - Lamar County Debt	212,000	212,000	0
Furniture & Special Projects	180,000	180,000	0
Water Tower Maintenance	14,535	14,535	0
Instructional Technology	100,000	100,000	0
Vehicles	60,000	75,000	15,000
Courtyard MDOT Match	115,000	115,000	0
Campus Signage	90,000	52,000	(38,000)
Softball / Soccer Facility	250,000	0	(250,000)
Brownstone - Grand Piano	120,000	0	(120,000)
Woodall Center - Repair / Renovations	75,000	0	(75,000)
FCC Computer Lab	35,000	0	(35,000)
Painting Projects	100,000	75,000	(25,000)
White Coliseum - Irrigation / Landscaping	33,101	0	(33,101)
Band Uniforms	0	60,000	60,000
Soccer Seating	0	150,000	150,000
Library Carpet	0	75,000	75,000
Wi-Fi Broadcast Equipment	0	40,000	40,000
Campus Video System	0	100,000	100,000
Ground Storage Water Tank (Year 1)	0	45,762	45,762
Maintenance Equipment	0	30,000	30,000
Coliseum Hospitality Room	0	30,000	30,000
Total Expenditures	**1,678,636**	**1,648,297**	**(30,339)**
Excess Revenues Over Expenditures	**0**	**0**	**0**

FACILITIES PLAN

PEARL RIVER COMMUNITY COLLEGE
BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES
JUNE 9, 2015

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 11:30 a.m. on Tuesday June 9, 2015, in the Great Hall Conference Room in Crosby Hall. The following committee members were in attendance:

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

The following committee members were not in attendance:

> Mr. Sonny Knight
> Mr. Craig Robbins

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

COURTYARD
- Bid date set for June 25, 2015
- 60 days till start date
- 90 days for construction

SOFTBALL
- Shell should be complete by the end of July

CROSBY HALL
- Replaced chiller with state money
- Switched to wireless controlled thermostat

SEAL HALL

- Changed all lighting to LED in order to save on energy cost

HUFF & PEARL RIVER HALL

- Dr. Lewis asked members to think about discontinuing using these buildings as dorms
- Might need to consider using bond money to build new dorms
- Could consider using Huff Hall as a one person occupancy dorm but would need to be renovated
- Tony Waites made a motion to inquiry about bond money
- Sonny Knight seconded that motion with all members in agreement

Meeting adjourned at 12:20 pm

William Lewis

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 Director of Institutional Effectiveness, the Director of Institutional Research, and committees in order to assist with the documentation of progress and the development of new objectives and plans of action that should lead to even greater improvements. This provides more specific delineations for development of objectives and assessment methods at the divisional level where operational planning is performed. The composition of the working groups which develop divisional objectives is left to the discretion of the particular division or departmental administrator or chair. Operational plans are reviewed by members of the Planning and Effectiveness Committee who determine if the objectives are appropriate in relation to the College's Mission Statement and Strategic Goals and then transmitted to the College President and other appropriate administrators for final review and approval.

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

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

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

PEARL RIVER COMMUNITY COLLEGE
NEEDS ASSESSMENT

INSTRUCTIONS: This form should be completed when requesting changes in existing budget and/or in existing personnel needs and returned to your supervisor with your budget sheet. Refer to your Institutional Effectiveness Assessment Chart (Use of Results Column) and to the projections indicated in the Strategic Plan and Internal Performance Indicators to assist in your justification. Each identified need should then be prioritized.

Description field should be very specific of the item being prioritized.

Please use one of the following abbreviations for the Funding Source field for each need:

I	Institutional	**CT**	Career/Technical (Ex. Reimbursements in Departments such as Allied Health, Business Technology)
F	Federal	**GC**	Grants/Contracts (Ex. Workforce Education, Student Support Services, Foundations, etc.)

Please use one of the following abbreviations for the Category field:

EQ	Equipment	**TR**	Travel
FA	Facility	**IT**	Information Technology Equipment and Software Items
MS	Materials and Supplies	**ED**	Educational Materials, Supplies, and Literature
PE	Personnel Needs		

Justification field should explain the reason of need for the item as related to the PRCC Mission Statement and Strategic Goals. (See Policy and Procedure Manual for Goal numbers.)
(ex. Description: Video Data Projectors and Notebook Computers; Justification: Instructional technology in classrooms is presently inadequate. This equipment is needed for classroom presentations; Goal Number(s): 1, 5)

Division/Department: _____ Prepared by: _____ Date: _____

PRIORITY RANK	DESCRIPTION	COST	FUNDING SOURCE	CATEGORY	JUSTIFICATION and GOAL NUMBER(S)

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 2014 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 2014-2015 school year, the Mission Statement and Strategic Goals were reviewed by numerous committees. Internal Performance Indicators, standards to assist in determining if a Strategic Goal has been met, were also reviewed, and new Internal Performance Indicators were approved for evaluation purposes in 2015-2016. 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						
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

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

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS ANALYSIS

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

MISSION STATEMENT
and
STRATEGIC GOALS

Mission Statement

Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.

Strategic Goals

1. To prepare students to complete a degree or certificate program and to be competent 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 and dual enrollment/credit courses.

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, and augment community services.

6. To provide adequate communication among campus personnel and community members regarding the College goals, outcomes, and activities.

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

8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

STRATEGIC GOALS
and
INTERNAL PERFORMANCE INDICATORS

Mission Statement
and
Strategic Goals

2015-2016

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 competent 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 and dual enrollment/credit courses.

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, and augment community services.

6. To provide adequate communication among campus personnel and community members regarding the College goals, outcomes, and activities.

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

8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

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

Commitment Statement:

Pearl River Community College is committed to providing accredited programs that enable students to earn Associate in Applied Science Degrees, Associate in Arts Degrees, Career Certificates, Technical Certificates, 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.

- **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.

- **Assessment Results 2014-2015:** As outlined in the PRCC policy regarding evaluation, all instructors were evaluated by their immediate supervisors during FY15.

  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 Instructor evaluations are used as a tool to help instructors and supervisors analyze each instructor's strengths and identify challenges.

- **Fall 2015 Progress Report:** All required instructors will be evaluated during the Spring 2016 semester according to the PRCC Evaluation Policy.

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 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.

- **Assessment Results 2014-2015:**

<u>**Fall 2014:**</u> There were 800 classes with three (3) or more credit hours (no virtual) offered in Fall 2014 as follows: 526 academic classes; 212 technical classes; 62 career classes. For the academic classes, 438 (83.3%) were taught by full-time instructors; 212 (100%) of technical classes were taught by full-time instructors, and 59 (95.2%) of career courses were taught by full-time instructors. Eighty-nine percent (89%) of classes in Fall 2014 with three (3) or more credit hours were taught by full-time instructors.

Poplarville (Main Campus) offered 488 classes with three (3) or more credit hours in Fall 2014 as follows: 309 academic classes; 136 technical classes, and 43 career classes. For academic classes, 269 (87.1%) were taught by full-time instructors. For technical classes, 136 (100%) were taught by full-time instructors. One hundred percent (100%) of the forty-three (43) career classes were taught by full-time instructors. Overall, 92 percent (92%) of classes in Fall 2014 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

The Forrest County Center offered 263 classes with three (3) or more credit hours as follows: 177 academic classes; 72 technical classes; 18 career classes. For academic classes, 139 (78.5%) were taught by full-time instructors. One hundred percent (100%) of technical classes were taught by full-time instructors. For career classes, fifteen (15) (83.3%) were taught by full-time instructors. Overall, 84.4% of classes offered at the Forrest County Center in Fall 2014 with three (3) or more credit hours were taught by full-time instructors.

The Hancock Center offered 49 classes with three (3) or more credit hours as follows: 42 academic classes; six (6) technical: one (1) Career. For academic classes, 32 (76.2%) were taught by full-time instructors. One hundred percent (100%) of the nine technical classes were taught by full-time instructors. The one (1) career class was taught by a full-time instructor. Overall 79.6 percent (79.6%) of classes offered at the Hancock Center in Fall 2014 with three (3) or more credit hours was taught by full-time instructors.

<u>**Spring 2015:**</u> There were 721 classes with three (3) or more credit hours (no virtual) offered in Spring 2015 as follows: 455 academic classes; 222 technical classes; 44 career classes. For the academic classes, 390 (85.7%) were taught by full-time instructors; 221 (99.5%) of technical classes were taught by full-time instructors, and 42 (95.5%) of career courses were taught by full-time instructors. Ninety percent (90%) of classes in Spring 2015 with three (3) or more credit hours were taught by full-time instructors.

Poplarville (Main Campus) offered 442 classes with three (3) or more credit hours in Spring 2015 as follows: 254 academic classes; 150 technical classes, and 38 career classes. For academic classes, 223 (87.8%) were taught by full-time instructors. For technical classes, 149 (99.3%) were taught by full-time instructors. One hundred percent (100%) of the forty-three (38) career classes were taught by full-time instructors. Overall, 96 percent (96%) of classes in Spring 2015 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

The Forrest County Center offered 244 classes with three (3) or more credit hours as follows: 169 academic classes; 69 technical classes; 6 career classes. For academic classes, 139 (82.2%) were taught by full-time instructors. One hundred percent (100%) of technical classes were taught by full-time instructors. For career classes, four (4) (66.7%) were taught by full-time instructors. Overall, 83% of classes offered at the Forrest County Center in Spring 2015 with three (3) or more credit hours were taught by full-time instructors.

The Hancock Center offered 35 classes with three (3) or more credit hours as follows: 32 academic classes and three (3) technical. For academic classes, 28 (87.5%) were taught by full-time instructors. One hundred percent (100%) of the three technical classes were taught by full-time instructors. Overall 93.8 percent (93.8%) of classes offered at the Hancock Center in Spring 2015 with three (3) or more credit hours was taught by full-time instructors.

Source of Documentation: Office of Information Technology

> **Use of Assessment Results:** The hiring of additional full-time instructors is evaluated as are enrollment trends. College Administration continues to work to improve the number of full-time instructors.

- **Fall 2015 Progress Report:** This information will be included in the End of Year Report.

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 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).

- **Assessment Results 2014-2015:** 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 considers the accreditation of individual programs critical to student success and will continue to support programs that undergo reviews.

- **Fall 2015 Progress Report:** Currently, all programs participating in accreditation are fully accredited.

Internal Performance Indicator 4

Twelve months after graduation, at least 80.10% of students who completed career and technical programs will be placed according to the State measurement definition.

- **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.

- **Assessment Results 2014-2015:** Placement in jobs or military for Poplarville and Hancock County career and technical completer/graduates was 83%. Placement in jobs or military for 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, deceased, or incarcerated. Placement in all locations exceeds the State requirement of 82%.

    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:** All placement will continue to be measured to ensure that state requirements are being met. nSPARC has provided a means of tracking employment that is helpful, but the actual data is questionable at this time because students who find employment out of state are not tracked.

- **Fall 2015 Progress Report:** This information will be available in the End of Year Report.

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 74% or better.

- **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.

- **Assessment Results 2014-2015: 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 Barbering. Looking at the success rates in the past three years, the overall success rate would be over 70 percent. This program will continue to be monitored to ensure improvement in success rates. 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.

- **Fall 2015 Progress Report:** This information will be available in the End of Year Report.

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 comparable to the cumulative grade point average of students at public universities in Mississippi who have transferred from all Mississippi public community colleges.

- **Assessment Results 2013-2014:**

	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 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.

- **Assessment Results 2014-2015:**

	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: While the results of this information are certainly worth consideration, it must also be noted that all students who transfer from PRCC are included in the transfer percentage. This includes Dual Enrollment students. The number of Dual Enrollment students has increased over the last several years because the K-12 schools and the community colleges both are being encouraged by the state to offer more and more opportunities for qualified high school students. Oftentimes, Dual Enrollment students only take one to four courses with PRCC before graduating high school and immediately enrolling at a university. During that time, Pearl River had very little time or opportunity to influence those students; yet, the students are being factored as transfer students in the data provided by the state.

- **Fall 2015 Progress Report:**

	FY 2013	FY 2014	FY* 2015
PRCC transfer Term GPA	3.04	3.06	
CJC transfer Term GPA	3.11	3.12	
IHL Term GPA	3.08	3.09	

*FY 2015 is not yet available from MCCB (http://www.mccb.edu/ResearchPlan/rpDefault.aspx)

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.

- **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.

- **Assessment Results 2014-2015:** Based upon information provided in the 2013 State Report Card, the number of total graduates in 100 percent of time to graduation was 206, the number of total graduates in 150 percent of time to graduation was 327; and the number of total graduates in 200 percent of time to graduation was 383. These numbers are based upon the first-time, full-time fall 2010 cohort.

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

  Use of Assessment Results: During the summer ROAR sessions, students will be encouraged to graduate on time. The college will be promoting a 15 to Finish initiative. All students living in the dormitories will be required to register for 15 hours each semester. Also, students receiving a development foundation grant will be required to register for 15 hours each semester.

- **Fall 2015 Progress Report:** This information will be available in the End of Year Report.

Internal Performance Indicator 8

The achievement of Student Learning Outcomes will be assessed each year within specified courses in the general education and career and technical programs.

- **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.

- **Assessment Results 2014-2015:** General Education, Career, and Technical Student Learning Outcomes are assessed using the subject specific charts that are provided by the various departments. Student learning outcomes have been developed from each area and can be found in the 2014-2015 Institutional Planning and Effectiveness Fall Document and 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 2015 (for example, BIO 2413, Field Zoology). 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.

Fall 2016 Progress Report: General Education, Career, and Technical Student Learning Outcomes are assessed using the subject specific charts that are provided by the various departments. Student learning outcomes have been developed from each area and can be found in the 2015-2016 Institutional Planning and Effectiveness Fall Document.

Internal Performance Indicator 9

At least 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. At least 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.

- **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 a Social Science or Humanities course 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.

- **Assessment Results 2014-2015:**
  Intermediate Algebra – 512 students earned a grade of C or better within the 2013-14 AY. Of the 512, 299 (58%) earned a passing grade (A,B,C,D) in College Algebra through the 2014-15 AY.

  Intermediate English – 463 students earned a grade of C or better within the 2013-14 AY. Of the 463, 176 (38%) earned a passing grade (A,B,C,D) in English Comp I through the 2013-14 AY.

  Intermediate Reading – 241 students earned a grade of C or better within the 2013-14 AY. Of the 241, 78 (32%) earned a passing grade (A,B,C,D) in a Social Science or Humanities course through the 2014-15 AY.

  Source of Documentation: Office of Information Technology

  Use of Assessment Results: Intermediate Reading will not be taught in the 2015-2016 school year. Plans are being made to revamp English Composition I to include a lab component for developmental students, instead of Intermediate English.

- **Fall 2015 Progress Report:** Grade distributions will be provided at the end of the fiscal year.

Internal Performance Indicator 10

The number of students who transfer to a university will increase by 5% each year.

- **Assessment Results 2014-2015:** Since this is the first year using the Mississippi Public Universities Interactive Data Portal, data is not comparable to previous assessment results. The Mississippi Public Universities Interactive Data Portal reports the following: 227 Pearl River Community College students transferred for the first time to a Mississippi Public University in Fall 2014.

  Source of Documentation: Office of Institutional Research and the Mississippi Public Universities Interactive Data Portal

  Use of Assessment Results: The College will host a College Fair to provide students an opportunity to interact with representatives from the various public institutions. In addition, the college will organize "Transfer Week" to help students get prepared to transfer to a public university.

- **Fall 2016 Progress Report:** This information will be available at the end of the fiscal year.

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.

- **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.

- **Assessment Results 2014-2015:** The Annual Campus Climate Survey was administered during the 2014 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 (88.6 percent overall; 90.2 percent at the Forrest County Center; 88.5 percent at the Hancock Center; and 87.8 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: A Focus Group Committee met to discuss any item from the Campus Climate survey that received a less than 70 percent satisfaction level. The issue of student complaints was addressed and recommendations for improvement were discussed by the committee. The committee discussed the need to emphasize positive customer service in student service areas at all campuses.

- **Fall 2015 Progress Report:** This information will be provided in the End of Year Report.

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.

- **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

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 Center

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

- **Assessment Results 2014-2015:**

The library, 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. When needed, 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 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 fewer requests from instructors. Faculty and students also have access to the statewide MAGNOLIA project that provides online access to thousands of periodical titles in addition to the six databases to which the college subscribes.

GHJ Items	Adds	Total	FCC ITEMS	Adds	Total	HAN ITEMS	Adds	Total
Books	107	56,069	Books	197	7,116	Books	17	4,361
B. Periodicals	0	4,061	B. Periodicals	0	107	B. Periodicals	0	0
Microform	0	7,043	CD-ROM's	16	157	CD-ROM's	2	39
Cassettes	0	21	Computer Disks	0	0	DVD's	1	274
CD-ROMS's	0	403	DVD's	5	339	Kits	0	2
Computer Disks	0	126	Kits	0	4	Manuals	0	3
DVD's	21	1,200	Manuals	8	41	Maps	0	4
Kits	0	4	Slide Sets	0	0	Slide Sets	0	0
Manuals	0	406	Sound Disk	0	16	Sound Disk	0	1
Slide Sets	0	6	Videocassettes	0	398	Videocassettes	0	26
Sound Disks	0	73	**TOTAL**	**226**	**8,178**	**TOTAL**	**20**	**4,710**
Transparencies	0	9						
Videocassettes	1	2,060						
TOTAL	**128**	**71,481**						

All Three Campuses

PRCC ITEMS	Adds	Total
Books	321	67,546
B. Periodicals	0	4,168
Microform	0	7,043
Cassettes	0	21
CD-ROM's	18	599
Computer Disks	0	126
DVD's	27	1,813
Kits	0	10
Manuals	8	450
Maps	0	4
Slide Sets	0	6
Sound Disks	0	90
Transparencies	0	9
Videocassettes	0	2,484
TOTAL	**374**	**84,369**
EBSCO, eBooks	■	176,888
Recorded Books, eAudio	■	846
Ebrary, eBooks	■	125,038
G. TOTAL	**374**	**387,141**

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 when needed. 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 CEC, labs and libraries. The above chart provides the statistics of items added to the library collection during the 2014-2015 year. The following chart provides orientations conducted and numbers of students and classes served.

The Libraries/Learning Labs provided the following services in 2014-2015 to faculty and students.

Totals for Individual Campuses 2014-2015	Johnston Library 2014-2015	Forrest County 2014-2015	Hancock Center 2014-2015	Totals for All 2014-2015
Total # of Library/ CEC/Learning Lab Orientations	105	118	1	224
Total # of Classes in Library	143	59	117	319
Total # of Classes in CEC/Lab	623	792	0	1,415
Total # Computer Usage in Library	20,414	15,093	1,112	36,619
Total # CEC/Learning Lab Computer Usages	18,213	13,146	0	31,359
Total # Door counts	73,128	50,620	1,112	124,860
Total # Online Tests	5,741	4,663	0	10,404

Fall 2015 Progress Report:

POPLARVILLE CAMPUS		
GHJ ITEMS	**Adds**	**Total**
Books	68	56,598
B. Periodicals	0	7,419
Microform	0	7,043
Cassettes	0	21
CD-ROM's	2	406
Computer Disks	0	126
DVD's	6	1,189
Kits	0	4
Manuals	0	407
Slide Sets	0	6
Sound Disks	0	73
Transparencies	0	2
Videocassettes	0	2,060
TOTAL	**76**	**75,354**

FORREST COUNTY CENTER		
FCC ITEMS	**Adds**	**Total**
Books	107	7,188
B. Periodicals	0	107
CD-ROM's	2	159
Computer Disks	0	0
DVD's	17	354
Kits	0	4
Manuals	8	41
Slide Sets	0	0
Sound Disk	0	16
Videocassettes	0	398
TOTAL	**126**	**8,267**

HANCOCK CENTER		
HAN ITEMS	**Adds**	**Total**
Books	19	4,376
B. Periodicals	0	0
CD-ROM's	1	40
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	**20**	**4,725**

- **ALL CAMPUSES**

PRCC ITEMS	Adds	Total
Books	194	68,162
B. Periodicals	0	7,526
Microform	0	7,043
Cassettes	0	21
CD-ROM's	5	605
Computer Disks	0	126
DVD's	23	1,816
Kits	0	10
Manuals	0	451
Maps	0	4
Slide Sets	0	6
Sound Disks	0	90
Transparencies	0	2
Videocassettes	0	2,484
TOTAL	**222**	**88,346**
EBSCO		167,661

eBooks		
Recorded Books eAudio		822
ebrary eBooks		35,876
G. TOTAL		**292,705**

Totals for Individual Campuses Fall 2015	Johnston Library Fall 2015	Forrest County Fall 2015	Hancock Center Fall 2015	Totals for All Fall 2015
Total # of Library/ Lab Orientations	59	45	2	106
Total # of Classes in Library	37	24	45	106
Total # of Classes in Lab	422	270	0	692
Total # Learning Lab Computer Usages	9493	6,649	1963	16,335
Total # Door counts	41,702	26,862	193	68,757
Total # Online Tests	3,569	3,195	0	6,764

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.

Admissions Office

- **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.

- **Assessment Results 2014-2015:** The annual Campus Climate Survey was administered in the 2014 Fall Semester. Satisfaction levels for the personal attention given by the Office of Admissions were as follows: 84.6 percent overall, 79.3 percent at the Forrest County Center, 75.9 percent at the Hancock Center, and 88.5 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: For the 2015-2016 year, the Admissions Office is focusing on the "student first" platform: phones have dedicated person to answer calls, phone requests answered immediately, letters are mailed to potential students timely notifying of admissions status, students are notified of the next step of the registration process.

- **Fall 2015 Progress Report:** This information will be provided in the End of Year Report.

Bookstore

- **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.

- **Assessment Results 2014-2015:** The annual Campus Climate Survey was administered in the 2014 Fall Semester. Satisfaction levels for the personal attention given in the Bookstore were as follows: 84.9 percent overall, 86.2 percent at the Forrest County Center, 61.2 percent at the Hancock Center, and 85.9 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: The overall satisfaction level for the Bookstore was lower than in previous years. Several positive changes were planned for the 2015-2016 school year. The Bookstore surveyed students and instructors regarding what merchandise and materials should be available in the Bookstore. The Bookstore made plans to focus more on student needs. The Bookstore planned to offer more variety of merchandise, including mobile devices as well as school supplies. Additional supplies and merchandise will be made available online as well to

better serve the students at the Hancock Center. The Forrest County Center Bookstore will carry more specific supplies needed in the various departments, based on instructor requests. The Poplarville Bookstore will add two additional registers in an effort to reduce students' wait time in the Bookstore.

- **Fall 2015 Progress Report:** This information will be provided in the End of Year Report.

Counseling Center

- **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.

- **Assessment Results 2014-2015:** The annual Campus Climate Survey was administered in the 2014 Fall Semester. Satisfaction levels for the personal attention given in the Counseling Center were as follows: 81.8 percent overall, 78.2 percent at the Forrest County Center, 72.8 percent at the Hancock Center, and 85.1 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: With the satisfaction rating decreasing slightly, the Counseling Center intends to focus more on students' needs. Several training sessions will be held on behavioral issues, advisement, mental health and school safety.

- **Fall 2015 Progress Report:** This information will be provided in the End of Year Report.

Financial Aid Office

- **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.

- **Assessment Results 2014-2015:** The annual Campus Climate Survey was administered in the 2014 Fall Semester. Satisfaction levels for the personal attention given in the Financial Aid Office were as follows: 73.5 percent overall, 66.7 percent at the Forrest County Center, 67.3 percent at the Hancock Center, and 78.2 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 has continued to implement the 15 to Finish program. This initiative will be emphasized during the upcoming ROAR sessions, and flyers will be posted in key areas around campus. To better service students, additional personnel will be sent to the Forrest County Center and to the Hancock Center to help address student issues. Additionally, online information will be updated to better service students and answer student questions.

- **Fall 2015 Progress Report:** This information will be provided in the End of Year Report.

Learning Resource Center (now Library)

- **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.

- **Assessment Results 2014-2015:** The annual Campus Climate Survey was administered in the 2014 Fall Semester. Satisfaction levels for the personal attention given in the Library were as follows: 87.0 percent overall, 86.8 percent at the Forrest County Center, 78.9 percent at the Hancock Center, and 88.2 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, Director of College Libraries, and Office of Institutional Research.

  Use of Assessment Results: The student satisfaction levels decreased slightly at all locations. The Director of College Libraries has planned to offer several additional resources for all students. The Flipster database will be purchased and made available to all Pearl River Community College students and faculty. Flipster will provide users access to various professional journals and popular reading magazines at no cost. In the Garvin H. Johnston Library, a quiet room will be established for students for quiet study as well as a learning commons area for group study. New computers will be purchased for online testing and new projectors and white boards will be purchased for the Curriculum Enhancement Center. JAWS software will be updated at all locations.

- **Fall 2015 Progress Report:** This information will be provided in the End of Year Report.

Security

- **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.

- **Assessment Results 2014-2015:** The annual Campus Climate Survey was administered in the 2014 Fall Semester. Satisfaction levels for the personal attention given by Security/Campus Police were as follows: 73.8 percent overall, 73.1 percent at the Forrest County Center, 78.8 percent at the Hancock Center, and 73.8 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: Several measures are planned to increase safety and security at Pearl River Community College. In the dormitories, a new access control will be put in place in

the upcoming semester. A new camera/surveillance system will be installed on campus as well as a campus lighting plan. The college will also deploy a new mass notification system, LYNX, as a means for communicating with students and faculty during an emergency.

- **Fall 2015 Progress Report:** This information will be provided in the End of Year Report.

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).

- **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 6.0% 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.

- **Assessment Results 2014-2015:** The FY 2015 budget demonstrates that the Instructional Support budget, which includes library and learning lab services, was $1,473,992 or 3.9% of the College's unrestricted general support budget for the FY 2015. This amount compares to the FY 2014 figures of 3.19%, or $1,124,449.00. These two fiscal years did not include Enlargement & Improvement (E&I) funds for Instructional Support expenditures.

  Source of Documentation: Vice President for Business and Administrative Services

  Use of Assessment Results: The established trend will demonstrate that the College's goal of 6.0% of the E&G budget for the Instructional Support function of the institution is not realistic.

- **Fall 2015 Progress Report**: Actual expenditures for FY 2015 Instructional Support show $1,473,992.00, or 3.9% of the E&G budget. Historical trends have demonstrated that the institution's goal of 6.00% is unrealistic, and the institution should re-evaluate this performance standard.

Internal Performance Indicator 5 (NEW for 2015-2016)

The College will provide qualified support staff for library and non-library support labs.

- **Fall 2015 Progress Report:** There are currently 4 support staff positions filled in the library and the non-library supports labs at the Forrest County Center and 4 similar positions at the Poplarville campus.

Internal Performance Indicator 6 (Previously IPI #5)
Each student will be informed of the procedures to follow to seek accommodations for disability.

- **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.

    Assessment Results 2014-2015: 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 of Hancock Center, Director of Admissions and Records 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 Career and Technical Education, Vice President for Forrest County Operations, the Assistant Vice President of Hancock Center, and the directors/chairs of instructional departments.

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

- **Fall 2016 Progress Report:** 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 of Hancock Center, Director of Admissions and Records 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.

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

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
Retention in online classes will increase by 2% each semester.

- **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.

- **Assessment Results 2014-2015:** As shown above, there is a 4.94% decrease in the retention for 2014-2015 in comparison to the previous year.

Fall 2013-Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2014-Summer 2015	Percent Change
85%	79%	79%	86%	81%	-4.94%

Source of Documentation: The retention results for each semester is documented on the Overall Success Rate report located in the MSVCC Enrollment Tool system. A spreadsheet of the retention results for each course and semester is stored in the Office of eLearning.

> **Use of Assessment Results:** The Office of eLearning will continue to make improvements that will incorporate how to increase the retention in online classes. Prior to the Fall 2013 semester personnel began providing a personal touch to our services by calling each online student. These calls made a big difference in retention for that semester and retention increased throughout the 2013-2014 year. However, the office is unable to continue this practice due to a lack of personnel. Now the office has made a point to target online students that are taking developmental classes. Prior to the Fall 2015 semester, the office contacted the majority of the students taking an online developmental class. It is planned to also begin calling students that are taking 2nd 8 week online

classes as well. Because these calls have had a major impact on retention in online classes, this practice will be continued even if on a smaller scale.

- **Fall 2015 Progress Report:** Office of eLearning will provide this information in the End of Year Report.

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.

- **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.

- **Assessment Results 2014-2015:** In Summer 2015, a professional development session was conducted by the Vice President for General Education and Technology Services for instructors who participate in the Dual Enrollment Option 1. Instructors received training on the new ebook initiative, as well as on SLO data collection processes of the college.

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

  Use of Assessment Results: PRCC Department chairs were able to interact with and train the dual enrollment instructors during this time. This has helped to open the lines of communication between PRCC and the school districts. This meeting has become a yearly event and continues to serve as an effective line of communication.

- **Fall 2016 Progress Report**: In Summer 2015, a professional development session was conducted by the Vice President for General Education and Technology Services for instructors who participate in the Dual Enrollment Option 1. Instructors received training on the new ebook initiative, as well as on SLO data collection processes of the college. A similar training session is planned for Summer 2016.

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.

- **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.

- **Assessment Results 2014-2015:**
  Summer 2014 – 6 weekend classes met
  Fall 2014 – 9 offered and 7 made
  Winter 2014 – 6 mini-term classes met
  Spring 2015 - 8 offered and 8 made

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

  Use of Assessment Results: A continued effort is being made to offer weekend and Winter term classes, but the demand has not increased. While several short term classes were offered both online and on campuses, the success of these classes hinges on proper advisement. The short term format is ideal for the certain students but only works well when the students understand the amount of work that will be required in specific amount of time. Training of advisors is being discussed.

- **Fall 2015 Progress Report:**
  Summer 2015 – 5 weekend classes met
  Fall 2015 – 5 weekend classes met
  Winter 2015 – 7 mini-term classes met

Internal Performance Indicator 4
Each student will be informed of the procedures to follow to seek accommodations for disability.

- **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.

- **Assessment Results 2014-2015:** 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.

- **Fall 2015 Progress Report:**
  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 of Hancock Center, Director of Admissions and Records 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.

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 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.

- **Assessment Results 2014-2015:** The MCCB FY 2014 Comparison of Revenue by Source and Expenditures by Program and by Object Report demonstrates that PRCC has maintained its position as the top average faculty salary in the state with an average faculty salary of $57,797.00, the same average as shown in the MCCB report for FY 2013.

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

    Use of Assessment Results: The College has determined that a 2.00% increase will be provided for faculty during FY2015, which will assure continued ranking in the top one-third of community colleges in Mississippi.

Fall 2015 Progress Report: This information for FY 2015 is currently unavailable. A request for said information has been submitted to the MCCB.

Internal Performance Indicator 2
A 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 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.

<u>Spring 2014:</u> 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.

- **Assessment Results 2014-2015:**

Fall 2014: There were 800 classes with three (3) or more credit hours (no virtual) offered in Fall 2014 as follows: 526 academic classes; 212 technical classes; 62 career classes. For the academic classes, 438 (83.3%) were taught by full-time instructors; 212 (100%) of technical classes were taught by full-time instructors, and 59 (95.2%) of career courses were taught by full-time instructors. Eighty-nine percent (89%) of classes in Fall 2014 with three (3) or more credit hours were taught by full-time instructors.

Poplarville (Main Campus) offered 488 classes with three (3) or more credit hours in Fall 2014 as follows: 309 academic classes; 136 technical classes, and 43 career classes. For academic classes, 269 (87.1%) were taught by full-time instructors. For technical classes, 136 (100%) were taught by full-time instructors. One hundred percent (100%) of the forty-three (43) career classes were taught by full-time instructors. Overall, 92 percent (92%) of classes in Fall 2014 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

The Forrest County Center offered 263 classes with three (3) or more credit hours as follows: 177 academic classes; 72 technical classes; 18 career classes. For academic classes, 139 (78.5%) were taught by full-time instructors. One hundred percent (100%) of technical classes were taught by full-time instructors. For career classes, fifteen (15) (83.3%) were taught by full-time instructors. Overall, 84.4% of classes offered at the Forrest County Center in Fall 2014 with three (3) or more credit hours were taught by full-time instructors.

The Hancock Center offered 49 classes with three (3) or more credit hours as follows: 42 academic classes; six (6) technical: one (1) Career. For academic classes, 32 (76.2%) were taught by full-time instructors. One hundred percent (100%) of the nine technical classes were taught by full-time instructors. The one (1) career class was taught by a full-time instructor. Overall 79.6 percent (79.6%) of classes offered at the Hancock Center in Fall 2014 with three (3) or more credit hours was taught by full-time instructors.

Spring 2015: There were 721 classes with three (3) or more credit hours (no virtual) offered in Spring 2015 as follows: 455 academic classes; 222 technical classes; 44 career classes. For the academic classes, 390 (85.7%) were taught by full-time instructors; 221 (99.5%) of technical classes were taught by full-time instructors, and 42 (95.5%) of career courses were taught by full-time instructors. Ninety percent (90%) of classes in Spring 2015 with three (3) or more credit hours were taught by full-time instructors.

Poplarville (Main Campus) offered 442 classes with three (3) or more credit hours in Spring 2015 as follows: 254 academic classes; 150 technical classes, and 38 career classes. For academic classes, 223 (87.8%) were taught by full-time instructors. For technical classes, 149 (99.3%) were taught by full-time instructors. One hundred percent (100%) of the forty-three (38) career classes were taught by full-time instructors. Overall, 96 percent (96%) of classes in Spring 2015 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

The Forrest County Center offered 244 classes with three (3) or more credit hours as follows: 169 academic classes; 69 technical classes; 6 career classes. For academic classes, 139 (82.2%) were taught by full-time instructors. One hundred percent (100%) of technical classes were taught by full-time instructors. For career classes, four (4) (66.7%) were taught by full-time instructors. Overall, 83% of classes offered at the Forrest County Center in Spring 2015 with three (3) or more credit hours were taught by full-time instructors.

The Hancock Center offered 35 classes with three (3) or more credit hours as follows: 32 academic classes and three (3) technical. For academic classes, 28 (87.5%) were taught by full-time instructors. One hundred percent (100%) of the three technical classes were taught by full-time instructors. Overall 93.8 percent (93.8%) of classes offered at the Hancock Center in Spring 2015 with three (3) or more credit hours was taught by full-time instructors.

Source of Documentation: Office of Information Technology

Use of Assessment Results: The number of full time instructors teaching traditional classes has been consistent and above the target criteria for the last three years. The College Administration will continue to strive to improve the number of full time instructors.

- **Fall 2015 Progress Report:** This information has been requested from IT and will be include in the End of Year Report.

Internal Performance Indicator 3

One hundred percent (100%) of the faculty of the College will be qualified to teach the courses they are assigned.

- **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.

- **Assessment Results 2014-2015:** Based upon SACSCOC guidelines for instructors, as well as the Qualifications Manual for Postsecondary Career and Technical personnel, all faculty members meet the 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 compliance, hiring practices will continue to follow SACSCOC guidelines and The Qualifications Manual for Postsecondary Career and Technical Personnel. General Education applicants will continue to be required to demonstrate a lesson plan as part of the interview process.

- **Fall 2015 Progress Report:** In accordance with the SACSCOC guidelines and the Qualifications Manual for Postsecondary Career and Technical personnel, all Fall 2015 faculty members meet the appropriate qualification standards.

Internal Performance Indicator 4

At least 90% of faculty and professional staff will participate in the annual faculty/staff orientation/professional development program.

- **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.

- **Assessment Results 2014-2015:**   Attendance records indicate that at least ninety-one percent (91%) of PRCC faculty and professional staff attended the August 11, 2014, professional development sessions.

  Source of Documentation: Office of Planning and Institutional Research

    Use of Assessment Results: Evaluations of the sessions indicated a satisfaction level of 90% with the format and programming.

Fall 2015 Progress Report: : Attendance records indicate that at least ninety-three percent (93%) of PRCC faculty and professional staff attended the Professional Development Sessions on Monday, August 10, 2015.

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.

- **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.

- **Assessment Results 2014-2015:** Records indicate that 100 percent of faculty and 100 percent of professional staff participated in professional development activities in addition to the annual PRCC orientation/professional development sessions provided in August.

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

Use of Assessment Results: There are a variety of internal opportunities for professional development across campuses. Administrators and supervisors continue to encourage participation in professional development sessions offered internally and participation in off-campus opportunities such as conferences and workshops. Additionally, e-learning opportunities are available for all faculty and the number and variety of faculty/staff sharing sessions, brown-bag sessions, and "faculteas" will be increased.

Fall 2015 Progress Report: In addition to the required Professional Development Sessions held in August, one hundred percent of faculty and one hundred percent of professional staff participated in professional development activities throughout the year.

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

- **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.

- **Assessment Results 2014-2015:** According to records, 92.59% of support staff who were expected to attend the 2014 Fall Semester staff development activities were in attendance. As previously indicated, the Police Department and Physical Plant also participate in additional training specifically tailored to their job responsibilities.

  Source of Documentation: Office of Planning and Institutional Research

  Use of Assessment Results: In an effort to increase communication across campus, it has been decided to have support staff sessions mirror as much as possible the information provided at the August orientation for faculty and professional staff. Additionally, faculty/staff sharing sessions are open to support staff and the Association of Education Office Personnel (AEOP) provide select training opportunities throughout the year.

- **Fall 2015 Progress Report:** Attendance records indicate that 84% of support staff who were expected to attend the 2015 fall semester staff development activities were in attendance. Employees in the Police Department and Physical Plant participate in additional training specific to their area.

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

- **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.

- **Assessment Results 2014-2015:** The institution was able to provide a 2.00% across the board salary increase for all employees in the FY 2015 budget. Due to the limited funding available, the institution was not able to realize the established target of 3.00% in salary increases.

  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.

- **Fall 2015 Progress Report:** A 2.00% across the board salary increase was provided to all faculty and staff for FY 2015. A declining student enrollment has contributed to the institution's inability to exceed a 2.00% salary increase for its employees.

Internal Performance Indicator 8

One hundred percent (100%) of the online faculty will participate in annual professional development training.

- **Assessment Results 2014-2015:** Eighty-seven percent of online instructors participated in the annual professional development training during the spring semester.

  Source of Documentation: The Office of eLearning provided a face-to-face session and one online session in order to accommodate the varied schedules. A roster is used to document those who participated.

  Use of Assessment Results: Although we did not have 100% participation, we were able to send the online session recording to those that were unable to participate during the scheduled sessions. We will continue to encourage the online instructors to participate during the scheduled professional development training session.

- **Fall 2015 Progress Report:** The online faculty professional development training is conducted each spring. Statistics will be updated following this meeting.

Goal 5: To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, and augment community services.

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 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.

- **Assessment Results 2014-2015:** The Campus Climate Survey was administered in Fall 2014 Semester with an 81 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
78%	73%	83%	81%

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

  Use of Assessment Results: For the 2015-2016 year, the Admissions Office will focus on the "student first" platform: phones have dedicated person to answer calls, phone requests answered immediately, letters are mailed to potential students timely notifying of admissions status, students are notified of the next step of the registration process. The "student first" platform will be shared with other student service areas to help make improvements as well.

- **Fall 2015 Progress Report:** This information will be provided in the End of Year Report.

Internal Performance Indicator 2

The Building and Grounds Committee of the Board of Trustees will annually prioritize the facility needs of the College.

- **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.

- **Assessment Results 2014-2015:** These projects have been completed during the 2014-2015 school year:

  A. New Master Plan for the Poplarville Campus was completed.
  B. New HVAC systems for the Library and the Wellness Center are under construction.
  C. Pre-planning for the New Science Building on the Poplarville Campus has been completed and submitted to the State Bureau of Building Real Property.
  D. Forrest County Center Counseling Center has been re-located into newly renovated space.
  E. A grant ($314,000) from the Mississippi Department of Transportation has been received to develop a pedestrian courtyard for the Forrest County Center.
  F. Marvin White Coliseum was completed.
  G. Renovation of President's Office Conference Room
  H. Lighting project for parking area behind River Village

  Source of Documentation: Buildings and Grounds Committee Minutes & Board Minutes

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

Fall 2015 Progress Report:
The following projects are complete as of the spring 2015 semester:
  Poplarville Campus
  A. Seal Hall lighting converted to LED.
  B. Crosby chiller replaced.
  C. Softball Fieldhouse completed.
  D. Equipment additions to the Wellness Center have been completed.
  E. Master Plan for the Poplarville Campus has been completed by architect Lewis Griffin.

<u>Forrest County Center</u>
    A.   Renovation of Allied Health Center facilities to create a Counseling Center has been completed.

Internal Performance Indicator 3

According to the comprehensive technology strategic plan, improvements will be made in telecommunications, Internet services, website services, and key service areas.

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.

- **Assessment Results 2014-2015:** The Pearl River Community College Information Technology Department began a period of transition in Fall 2014. This transition has involved a careful analysis of the current IT infrastructure, purchasing processes, personnel, and the Student Information System, Banner. A detailed report of this analysis was prepared by the new IT team and included current status as well as prioritized recommendations that were shared with upper level administration who evaluated the report making decisions about the phases of implementation. This process will involve continuous monitoring and evaluation of all IT related processes. In addition, a new Technology Strategic Plan will be created in collaboration with the IT Governance Committee and the IT personnel.

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

  Use of Assessment Results: Funding is being sought in order to begin implementation of the recommendations that were part of the final report of the overall IT situation. This funding along with the new Technology Strategic Plan will guide Pearl River through future technology upgrades to include Banner (SIS), wireless, networking, and Instructional Technology needs.

Fall 2015 Progress Report: This information will be provided in the End of Year Report.

Internal Performance Indicator 4
The Development Foundation will maintain or increase its annual fund and total contributions each year.

- **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.

- **Assessment Results 2014-2015:**

Total Foundation Cash and Investments: 06/30/2015   06/30/2014   (+ or -)
                                                  $5,852,936.79 $5,720,993.25 +131,943.54

Total Annual Fund (Unrestricted) cash and pledges for foundation operating purposes raised in fiscal year 2014-2015 is $64,315.00. This is an $8,866.00 increase over the previous fiscal year.

Foundation Scholarships funded during 2014-2015 fiscal year:

Fiscal Year 2014-2015	Fiscal Year 2013-2014	(+ or -)
345 Scholarships totaling	307 Scholarships totaling	+38 Scholarships
$281,275.42	$242,744.59	+$38,530.83

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

Use of Assessment Results: Scholarship increases over this past fiscal year of the foundation are due to several major contributors to the scholarship program. Those include funds from such sources as the South Mississippi Planning and Development District as well as the Asbury Foundation and the EPA Gulf of Mexico Project. The results have fostered the development of a separate Foundation Board Committee whose charge is to identify and solicit support for new foundation scholarships.

Fall 2015 Progress Report:
Total Foundation Cash and Investments: 12/31/15   12/31/14   (+ or -)
                                              $5,857,604.23 $5,868,541.36   -$10,937.13

Total Annual Fund (Unrestricted) cash and pledges for foundation operating purposes raised in first six months of fiscal year total $57,292.00.

Foundation Scholarships funded during the Fall Semester of 2015:

Fall of 2015   Fall of 2014   (+ or -)
216 Scholarships @$167,899.99 / 182 Scholarships @ $138,400.38/ +34 Scholarships and +$29,499.61.

Internal Performance Indicator 5
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 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.

- **Assessment Results 2014-2015:** 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. Classes: Zumba, Pilates, Cardio Training, Strength Training, Circuit Training, Yoga, Relaxation, Kung Fu, Fitness Walking and Running, Spinning,
  5. Food Drives
  6. Toy Drive
  7. Pre/Post Fitness Assessments for Wellness Center Members
  8. Incentive Programs
  9. American Heart Association Heart Walk
  10. Stress Management at your desk
  11. Food Donations for Brother's Keeper
  12. Turkey Trot
  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 Instructor Trainer Course
  16. 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 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 there is a need for shade trees around the new outdoor walking track for the safety of our participants
  It was determined that additional fit stations, benches, and trash cans were needed around the outdoor walking track
  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
  It was determined that we will implement a healthy "Wildcat Wellness Initiative" to improve the culture of health and wellness on campus that will extend into the community. A grant will be submitted to the Blue Cross and Blue Shield of Mississippi Foundation to help us implement this initiative that will include a summer camp for kids ages 6-8 and 9-11, outdoor exercise equipment, a bike program, low ropes course, healthy vending machine policy, healthy cooking demonstrations, and fun run/walks on campus and in the community.
  Completed: Results

Complete: We are now staying open two hours later Monday-Friday and are opening the center for 3 hours on Sunday afternoon
Complete: Shade trees have been planted
Complete: Additional fit stations, benches, and trash cans have also been installed around the outdoor walking track
Not Complete: We are still working on additional security cameras
Not Complete: "Wildcat Wellness Initiative" Blue Cross and Blue Shield of Mississippi Foundation Grant

Fall 2015 Progress Report: Complete information will be provided in the End of Year Report.

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.

- **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.

- **Assessment Results 2014-2015:** The Drawl newspaper, published three times each during the 2014 fall semester and 2015 spring semester, included an upcoming calendar of events for all campuses. The Drawl is posted on the PRCC website, as well as the school's Facebook page. The Office of Public Relations distributes the River Rewards calendar report weekly to all faculty, staff, and students through email and PRCC social mediate sites. 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 daily.

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, 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 it is planned to do that is to continue posting the River Reminders report on Facebook and email, as well as expanding to other social media sites (Instagram, Twitter, etc.). The college 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. 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.

- **Fall 2015 Progress Report:**
  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, as well as expanding to other social media sites (Instagram, Twitter, etc.). We will continue putting news releases (printed, photographs, etc.) relative to students and faculty on Facebook. Thanks to the work of our social media coordinator, we have a larger presence on Instagram as well. Our video streaming of all sports home games has also given us a chance to promote upcoming activities on all campuses.

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 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.

- **Assessment Results 2014-2015:** 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. Cards with the Mission Statement and Strategic Goals were made available to College personnel and others.

  Source of Documentation: Office of Planning and Institutional Research

> **Use of Assessment Results**: Individual cards were given out to all faculty and staff during the Fall Professional Development Session. Plans were made to share location of documents with faculty and staff during professional development.

- **Fall 2015 Progress Report:** 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. Cards with the Mission Statement and Strategic Goals were made available to College personnel and others.

Internal Performance Indicator 3

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

- **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.

- **Assessment Results 2014-2015:** Faculty from all locations met on the Poplarville campus on August 11, 2014. Topics discussed included national trends regarding technology in education, along with a panel discussion on safety and legal issues in the classroom. 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 ebooks, assessment cycles, and various tools for the classroom.

  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.

- **Fall 2016 Progress Report:**
  All faculty met for professional development on August 10, 2015, at the Poplarville campus. State and local updates were provided. The main topic concerned SACSCOC and the Quality Enhancement Plan. Departmental meetings were conducted on August 11, and August 12 for the Hancock Center, the Poplarville Campus, and the Forrest County Center. Departmental meetings were also conducted throughout the fall semester to discuss policy and procedures, student achievement.

Internal Performance Indicator 4
Departmental faculty meetings will be held at least twice during each semester.

- **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 Assistant Technology – FCC	August 8, 2013	November 4, 2013	January 7, 2014	May 1, 2014
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.

- **Assessment Results 2014-2015:**

Department of Business and Commerce Technology – POP	August 12, 2014 September 19, 2014	December 2, 2014	January 7, 2015	May 4, 2015
Department of Construction and Transportation – POP	August 11, 2014	August 12, 2014	January 7, 2015 March 23, 2015	May 3, 2015
Department of Dental Hygiene/Dental	August 11, 2014 August 12, 2014	October 28, 2014 November 18, 2014	January 29, 2015	March 26, 2015

Assisting Technology – FCC	August 26, 2014 September 30, 2014	December 9, 2014		
Department of Family and Consumer Sciences – POP	August 18, 2014 September 29, 2014	December 3, 2014	January 28, 2015	March, 5, 2015
Department of Fine Arts and Communication	August 13, 2014	December 8, 2014	January 6, 2015	May 5, 2015
Department of Health, Physical Education, and Recreation	September 9, 2014 September 23, 2014	October 7, 2014 November 4, 2014	January 26, 2015	April 21, 2015 May 1, 2015
Department of Humanities and Social Sciences – POP	August 13, 2014	December 3, 2014	January 6, 2015 March 20, 2015	May 4, 2015
Department of Humanities – FCC	August 13, 2014	December 3, 2014	March 3, 2015	March 17, 2015
Department of Social Sciences – FCC	August 14, 2014	October 30, 2014	March 3, 2015	March 17, 2015
Department of Industrial Technology – POP	August 13, 2014	December 2, 2014	January 6, 2015	May 5, 2015
Department of Medical Lab Technology – FCC	August 12, 2014 August 13, 2014 September 8, 2014 September 25, 2014	October 13, 2014 November 10, 2014 November 11, 2014 December 3, 2014 December 8, 2014	January 15, 2015 February 3, 2015 February 24, 2015	March 16, 2015 April 6, 2015 May 4, 2015
Department of Medical Radiologic Technology – FCC	August 13, 2014	August 14, 2014	January 6, 2015	April 3, 2015
Department of Nursing Education – POP	August 13, 2014 September 22, 2014	October 27, 2014 December 1, 2014	January 26, 2015 February 23, 2015	March 23, 2015 April 29, 2015 May 13, 2015
Department of Occupational Therapy Assistant Technology – FCC	July 30, 2014	August 14, 2014	January 30, 2015	March 2, 2015
Department of Occupational Training Technology – FCC	August 12, 2014	December 1, 2014	January 7, 2015	May 4, 2015
Department of Occupational Training Technology – POP	August 12, 2014	December 1, 2014	January 7, 2015	May 4, 2015
Department of Physical Therapist Assistant Technology – FCC	August 22, 2014	November 17, 2014	January 7, 2015	May 4, 2015
Department of Practical Nursing – FCC	August 12, 2014	October 24, 2014	April 16, 2014	*Chair retired midsemester
Department of Practical Nursing – POP	August 12, 2014	October 24, 2014	April 16, 2014	Chair retired midsemester
Department of Respiratory Care Technology – FCC	August 14, 2014	December 4, 2014	January 7, 2015	May 4, 2015

Department of Science, Mathematics, and Business – POP	August 13, 2014 September 22 – 24, 2014	November 3, 2014 November 18, 2014	January 15, 2015	March 17, 2015
Department of Mathematics and Business– FCC	August 13, 2014 October 6, 2014	November 17, 2014	January 7, 2015	April 9, 2015
Department of Science and Health – FCC	August 13, 2014	December 9, 2014	January 6, 2015	May 4, 2015
Department of Surgical Technology – FCC	August 13, 2014 August 14, 2014 September 16, 2014 September 30, 2014	October 7, 2014 October 10, 2014 November 14, 2014	January 23, 2015 January 28, 2015 February 5, 2015 February 9, 2015 February 20, 2015	April 9, 2015 April 10, 2015 April 13, 2015 April 14, 2015 May 1, 2015

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

Use of Assessment Results: Topics discussed included: policy changes, faculty responsibilities, lab equipment, professional development opportunities, student learning outcomes, schedules, Brownstone Center schedule of events, enrollment, implementation of the 30/45/60 curriculum, program accreditation, faculty hours, student critical thinking, fieldwork, advisory meeting, equipment maintenance, administrative duties, inventory, recruitment, 5-year fiscal plan, catalog revisions, student resources, 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, budget, Prep U, financial aid, building and equipment security, program mission, program philosophy, program goals, program admission, and CEUs.

- **Fall 2015 Progress Report:**

Department of Business and Commerce Technology – POP	8/11/2015	12/8/2015
Department of Construction and Transportation – POP	8/6/15	12/1/15
Department of Dental Hygiene/Dental Assisting Technology – FCC	9/25/2015	12/1/2015
Department of Family and Consumer Sciences – POP	8/11/15 9/29/15	12/3/15
Department of Fine Arts and Communication	8/12/15	12/8/15
Department of Health, Physical Education, and Recreation	9/28/15	12/7/15
Department of Humanities and Social Sciences – POP	8/12/2015	12/7/2015
Department of Humanities – FCC	8/13/2015	12/3/2015
Department of Social Sciences – FCC	8/13/15	12/3/15
Department of Industrial Technology – POP	9/15/15 10/21/15	11/13/15
Department of Medical Lab Technology – FCC	8/4/2015 8/13/2015 9/2/2015 10/5/2015	11/10/2015 11/30/2015 12/3/2015

Department of Medical Radiologic Technology – FCC	8/11/15	1/5/16
Department of Nursing Education – POP	8/12/15 9/18/15	10/5/15 10/26/15 11/30/15
Department of Occupational Therapy Assistant Technology – FCC	11/16/15	11/19/15
Department of Occupational Training Technology – FCC	8/31/15	11/30/15
Department of Occupational Training Technology – POP	8/18/15 9/24/15	10/6/15 12/1/15
Department of Physical Therapist Assistant Technology – FCC	8/11/2015	8/13/2015
Department of Practical Nursing – FCC	10/21/15 10/23/15	12/4/15
Department of Practical Nursing – POP	8/12/15 9/18/15	10/5/15 10/26/15 11/30/15
Department of Respiratory Care Technology – FCC	8/13/15	12/4/2015
Department of Science, Mathematics, and Business – POP	8/13/15	10/22/15 10/29/15
Department of Mathematics and Business– FCC	8/13/2015	11/30/2015
Department of Science and Health – FCC	8/12/2015	12/3/2015
Department of Surgical Technology – FCC	8/10/2015	8/14/2015

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

- **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.

- **Assessment Results 2014-2015:** Meetings for support staff on the Poplarville and Hancock Campus were conducted on Friday, September 19, 2014, and the meeting for Forrest County Campus Support Staff was conducted on Friday, September 26, 2014. The keynote speaker for these sessions presented "Team Approach for Customer Service". Various campus updates were also provided at these meetings.

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

Use of Assessment Results: Information concerning the upcoming SACSCOC and Quality Enhancement Plan (QEP) will be the focus for 2015-2016 support staff meeting. Additional opportunities for professional development (faculty/sharing sessions) of interest to all will be planned to offer throughout fall and spring semester.

- **Fall 2015 Progress Report:**
  Support staff meetings were scheduled for September 11, 2015, for the Poplarville and Hancock Campus, with a support staff meeting at the Forrest County Center on September 18, 2015. Information concerning SACSCOC and the Quality Enhancement Plan (QEP) was shared, and Legislative and campus updates were provided. An officer with the Association for Educational Office Professionals shared highlights and accomplishments of the organization.

Internal Performance Indicator 6

The Alumni Association county chapters will provide information regarding level of funding, scholarship endowment funding, and alumni activities.

- **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.

- **Assessment Results 2014-2015:**

6/30/2015	Hancock County	Marion/Jeff Davis Counties	Forrest/Lamar Counties	Pearl River County
	$13,056.92	$33,212.06	$39,202.69	-0-
	(+1,012.56)	(+4,531.25)	(+4,951.69)	-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. Other documentation is included in monthly alumni emails sent out by the college foundation staff.

Use of Assessment Results: The County Alumni Chapters continue to grow in support of scholarship funds for incoming students from their respective counties. The foundation board encourages events and fundraising activities in support of these scholarship dollars.

Fall 2015 Progress Report:
County Alumni Chapter Scholarship Endowments held within the college foundation are:

12/31/15:	Hancock County	Marion/Jeff Davis Counties	Forrest/Lamar Counties	Pearl River County
	$12,044.36	$29,856.83	$39,151.00	-0-
12/31/14	$12,044.36	$29,038.23	$39,151.00	-0-
	Even	+818.60	Even	Even

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.

- **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.

- **Assessment Results 2014-2015:** Numerous activities and special events were offered by the College to those living in this community college district during the 2014-2015. The following list includes some of these:

    Zumbathon for Alzheimer's Awareness
    "The Annie Moses Band, Rhapsody in Bluegrass: The Art of American Music"
    MS Court of Appeals, Judge Gene Fair
    PRCC Honors Institute Guest Lecturer, John Quinones
    "Alexander and the Terrible, Horrible, No good, Very Bad Day"
    PRCC Band and Chorus Patriotic Concert
    FCA Guest Speaker, Bobby Bowden
    Fall Choral Concert
    USM Trombone Choir Concert
    "Holiday Pops at the River"
    "The Nutcracker"
    Veteran's Day Program
    American Heart Association Heart Walk
    Silver Sneakers Program for Senior Citizens
    Exercise Classes
    Wellness Center Pre/Post Fitness Assessments
    Stress Management at your Desk
    Turkey Trot
    First Aid and CPR Instructor Trainer Course
    Blood Drives
    Career Fair
    College Fair
    Mississippi Show Choir Contest
    Mississippi Regional Science Olympiad
    Women's Health Symposium

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

    Use of Assessment Results: These activities have been well received by the students, faculty, and staff at Pearl River Community College, as well as to the citizens of the surrounding communities. The college will continue to offer events that will appeal to a variety of audiences.

- **Fall 2015 Progress Report:**
    Blood Drive
    Wildcat Color Dash

Presentation by Stephanie Pipe, Coordinator for the Mississippi Gulf Coast Women's Center for Non-Violence Sexual Assault Program

Lunch and Learn

September 1, 2015 – Rachel Carter, Specialist in Community and Economic Development, MSU Extension

November 3, 2015 – Dr. Shannon Campbell, USM Director of Trent Lott National Center for Economic Development & Entrepreneurship

Breakfast and Business at the Hancock Center

September 17, 2015 – Online Presence Strategies by Andy Collins, Web Developer at MSU

October 22, 2015 – mCommerce by Andy Collins, Web Developer at MSU

November 5 & 6 – Technology Boot Camp by Andy Collins, Web Developer at MSU

Philip Fortenberry: The Man at the Piano

PRCC Singers Fall Concert

PRCC Band participated in the Hattiesburg Veteran's Day Parade

Christmas at the Movies

Nutcracker

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 and retention programs.

Internal Performance Indicator 1

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

- **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.

- **Assessment Results 2014-2015:** 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.

- **Fall 2015 Progress Report:** This information will be available in the End of Year Report.

Internal Performance Indicator 2
At least 80% of students who begin the semester will remain enrolled through the six-week period.

- **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 2014 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.

- **Assessment Results 2014-2015:** Fall 2014 enrollment data indicates that 5021 students were enrolled at the end of late registration with 4570 remaining enrolled at the end of the 6th week (91 percent of students who enrolled remained enrolled through the six week period). Spring 2015 showed 4132 students enrolled at the end of late registration, with over 90% enrolled at the end of six weeks. Retention continues to be a major push; however, new research indicates an estimated one in four students who start at a community college ultimately graduates and another 8% who have not finished have not dropped out and are still enrolled.

  Source of Documentation: Enrollment reports (MCCB Audited Enrollment), IPEDS, The Hechinger Report on Higher Education

    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.

- **Fall 2015 Progress Report:** This information will be available in the End of Year Report.

Internal Performance Indicator 3
At least 80% of students enrolled through the six-week period will complete the semester.

- **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.

- **Assessment Results 2014-2015:** Fall 2014 enrollment was 5021 at the end of six weeks of classes, with 4570 students still enrolled at the end of the term (91%). Spring 2015 enrollment was 4536 with 4152 at the end of the term (92%).

  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. New student ROAR orientation sessions educate students on attendance and enrollment policies.

- **Fall 2015 Progress Report:** This information will be available in the End of Year Report.

Internal Performance Indicator 4

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

- **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.

- **Assessment Results 2014-2015:** During the 2014-2015 school year, the recruitment staff made push to contact more potential students making contact with more than 6,000 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: 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 2015-2016 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.

- **Fall 2015 Progress Report:** This information will be available in the End of Year Report.

Internal Performance Indicator 5
Career and technical education programs will demonstrate a retention rate of at least 86% according to the State measurement definition.

- **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.

- **Assessment Results 2014-2015:** Approximately 88% 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 91% 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.

- **Fall 2015 Progress Report:** This information will be available in the End of Year Report.

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.

- **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.

- **Assessment Results 2014-2015:** Data indicates that 1,808 full-time first semester general education students were enrolled after six weeks in Fall 2013 and 57% returned to Fall 2014. 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 IPEDS, Enrollment Reports, 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.

- **Fall 2015 Progress Report:** This information will be available in the End of Year Report.

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 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 2014-2015:** The Fall 2011 cohort of full time college students was 1872. Of this cohort the completion rate (within three years) was 601. The overall graduation rate for full time, first time students is 32%. 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.

- **Fall 2015 Progress Report:** This information will be available in the End of Year Report.

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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.

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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 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 a 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.

- **Assessment Results 2014-2015:** PRCC developed and managed 60 projects funded by various funding sources made available through the Mississippi Community College Board; with a total number of 14,115 duplicated trainees. The total amount of funds management equated to $1,639,602.51 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 282 individuals with numerous course completions. A total of 837 adult and dislocated workers

were served under the Workforce Coordinator Program. In fiscal year 2015, PRCC, over 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 a 6% increase over FY 2014. This increase seems to continue to trend with local labor economics; as the unemployment rate trends down, non-credit training demand seems to trend up.

- **Fall 2015 Progress Report:** This information will be available in the End of Year Report.

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 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:** All sites are fully operational.

- **Assessment Results 2014-2015:** All Adult Basic Education Centers are operating, even though funding has been reduced.

  Source of Documentation: Adult Basic Education Director

  > **Use of Assessment Results:** PRCC is investigating the opportunity to partner with existing ABE sites currently operated by individual K-12 School Districts. This would allow students in those programs to enter into the Career Pathways Programs provided by PRCC.

- **Fall 2015 Progress Report:** This information will be available in the End of Year Report.

Internal Performance Indicator 3

The PRCC Department of Workforce Education will continue to apply for at least one grant per semester from private, state, federal and/or other sources of funding to obtain resources needed to operate training 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.

- **Assessment Results 2014-2015:**   A total of 21 ABE students were co-enrolled in the HIT Career Pathway (TAACCCCT Initiative) during the 2014-2015 school year completing 3-6 hours of college course credit, while working to earn GED credential. The HIT Program has a total enrollment of 16 students in year 2, with 3 planning to graduate in in the Spring of 2016.

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

> **Use of Assessment Results:** With funding from the Kellogg Foundation ($600K), PRCC will continue the effort of assisting ABE students with earning credentials. The goal is to grow this effort by 5% per year during the 3 year grant period.

- **Fall 2015 Progress Report:** This information will be available in the End of Year Report.

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.

- **Assessment Results 2014-2015:** In FY 15, a total of 678 students were served in Adult Education. Of the 678 served, 382 completed or improved their (EFL) Educational Functioning Level. Of the 382, who completed an EFL gain, 108 of these adult learners exceeded EFL levels set by the Federal ABE standards. A total of 421 students with a GED® credential were enrolled in PRCC during the 2014-2015 school year.   A total of GED® recipients enrolled in PRCC received Pell Grant funding in the amount of $1,301,883.00 for the 2014-2015 school year.

> **Source of Documentation:** Adult Basic Education Director

Use of Assessment Results: PRCC is embarking on an ABE Program redesign to meet the new parameters of WIOA, Perkins and the state of Mississippi. This redesign will assist non high school completers with earning work based credentials while studying for the GED test. Also, the new battery of tests for the GED requires classroom and curriculum changes. Faculty are receiving more professional development for this new curriculum as well as training in the MI-BEST model funded through the Kellog grant that begins October 1, 2015.

- **Fall 2015 Progress Report:** This information will be available in the End of Year Report.

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.

- **Assessment Results 2014-2015:** Of the 6,483 receiving Workforce Training services at PRCC, 5,195 were employed one quarter after exit; equating to 80.13%. Of those 4,711, or 90.68% were retained three quarters after training.

  Source of Documentation: Mississippi State NSPARC

  Use of Assessment Results: The ultimate goal of the Workforce Enhancement Training Fund and other sources of workforce funds are to assist citizens with positive employment outcomes. This data represents that this is being achieved.

- **Fall 2015 Progress Report:** This information will be available in the End of Year Report.

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.

- **Assessment Results 2014-2015:** The annualized median wage change for a student after training was $2,914.00 with a median salary of $32,077. The median increase represents a 6% improvement over FY 14.

Source of Documentation: Mississippi State NSPARC

Use of Assessment Results: The College will continue to promote these training opportunities for students.

- **Fall 2015 Progress Report:** This information will be available in the End of Year Report.

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.

- **Assessment Results 2014-2015:** There were 104 students at PRCC utilizing WIA ITA tuition assistance to attend PRCC. While an increase in funding was expected, it did not occur, this represents another decrease from the prior year due to funding reductions.

  Source of Documentation: PRCC Dislocated Worker Coordinator

  Use of Assessment Results: While this funding source for tuition assistance will continue to be utilized, the WIA Dislocated Coordinator has also been assigned responsibility for the SNAP Tuition Assistance Program to supplement this source.

- **Fall 2015 Progress Report:** This information will be available in the End of Year Report.

INTERNAL PERFORMANCE INDICATOR RESPONSIBILITY CHART

Internal Performance Indicator Responsibility Chart (2015-2016)

Goal	Indicator	Persons Responsible for Indicators		
1 Dr. Scott Alsobrooks Vice President for Workforce & Economic 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 Workforce & Economic Development	
	2	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	
	3	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	
	4	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	Dr. Jana Causey Vice President for Forrest County Operations Dr. Ed Pinero Director of Career & Technical Education Programs	Dr. Ann Moore Director of Counseling, Advisement, and Placement Ms. Michelle Wilson-Stokes CTE Student Services Coordinator
	5	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	Dr. Jana Causey Vice President for Forrest County Operations Dr. Ed Pinero Director of Career & Technical Education Programs	Dr. Ann Moore Director of Counseling, Advisement, and Placement Ms. Michelle Wilson-Stokes Special Populations Coordinator
	6	Dr. Martha Lou Smith Vice President for General Education & Technology Services		

Internal Performance Indicator Responsibility Chart (2015-2016)

	7	Dr. Martha Lou Smith Vice President for General Education & Technology Services Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	Dr. Jana Causey Vice President for Forrest County Operations Dr. Ed Pinero Director of Career & Technical Education Programs	Ms. Brenda Wells Director of Institutional Research
	8	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Ms. Karen Bond Director of Institutional Effectiveness	
	9	Dr. Martha Lou Smith Vice President for General Education & Technology Services		
	10	Dr. Martha Lou Smith Vice President for General Education & Technology Services		

Internal Performance Indicator Responsibility Chart (2015-2016)

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. Jana Causey Vice President for Forrest County Operations	Mr. Raymunda Barnes Assistant Vice President for Hancock Center
	2	Ms. Tracy Smith Director of College Libraries		
	3	Ms. Brenda Wells Director of Institutional Research	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Jana Causey Vice President for Forrest County Operations	Mr. Raymunda Barnes Assistant Vice President for 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 Workforce & Economic Development	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Jana Causey Vice President for Forrest County Operations	Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator Mr. Raymunda Barnes Assistant Vice President for Hancock Center

Internal Performance Indicator Responsibility Chart (2015-2016)

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	Dr. Ed Pinero Director of Career & Technical Education Programs	
	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 Workforce & Economic Development	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Jana Causey Vice President for Forrest County Operations	Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator Mr. Raymunda Barnes Assistant Vice President for Hancock Center

Internal Performance Indicator Responsibility Chart (2015-2016)

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 Workforce & Economic Development
	3	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Jana Causey Vice President for Forrest County Operations	Dr. Martha Lou Smith Vice President for General Education & Technology Services Dr. Scott Alsobrooks Vice President for Workforce & Economic Development
	4	Dr. Jennifer Seal Vice President for Planning & Institutional Research	Ms. Brenda Wells Director of Institutional Research
	5	Dr. Jennifer Seal Vice President for Planning & Institutional Research	Ms. Brenda Wells Director of Institutional Research
	6	Dr. Jennifer Seal 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 (2015-2016)

	8	Dr. Jennifer Seal Vice President for Planning & Institutional Research	Ms. Brenda Wells Director of Institutional Research	

Internal Performance Indicator Responsibility Chart (2015-2016)

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. Jana Causey Vice President for Forrest County Operations	Mr. Raymunda Barnes Assistant Vice President for Hancock Center
	2	Dr. William Lewis President		
	3	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Mr. Bob Stack Chief Information Officer	
	3	Mr. Ernie Lovell Executive Director of Development Foundation/Alumni Association		
	5	Ms. Tara Rouse Department Chair of Health, Physical Education, and Recreation and Director of the Wellness Center	Dr. Ed Pinero Director of Career &Technical Education Program	

Internal Performance Indicator Responsibility Chart (2015-2016)

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

Internal Performance Indicator Responsibility Chart (2015-2016)

	7	Dr. Jennifer Seal Vice President for Planning & Institutional Research Ms. Brenda Wells Director of Institutional Research	Department Chairs	Dr. Ed Pinero Director of Career & Technical Education Programs

Internal Performance Indicator Responsibility Chart (2015-2016)

Goal	Indicator	Persons Responsible for Indicators		
7 Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator	1	Ms. Delana Harris Director of Recruitment and Marketing		
	2	Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator		
	3	Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator		
	4	Ms. Delana Harris Director of Recruitment and Marketing		
	5	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	Dr. Jana Causey Vice President for Forrest County Operations Dr. Ed Pinero Director of Career & Technical Programs	Dr. Ann Moore Director of Counseling, Advisement, and Placement Ms. Michelle Wilson-Stokes CTE Student Services Coordinator Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator
	6	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator	
	7	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator	

Internal Performance Indicator Responsibility Chart (2015-2016)

Goal	Indicator	Persons Responsible for Indicators	
8 Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	1	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	
	2	Ms. Terri Clark Director of Adult Education Services	
	3	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	
	4	Ms. Terri Clark Director of Adult Education Services	
	5	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	
	6	Dr. Scott Alsobrooks Vice President for Workforce & Economic Development	

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