STRATEGIC PLAN
and
INTERNAL PERFORMANCE INDICATORS

FINAL REPORT
2014 -2015

PEARL RIVER COMMUNITY COLLEGE

POPLARVILLE – HATTIESBURG – WAVELAND
MISSISSIPPI

STRATEGIC PLAN
and
INTERNAL PERFORMANCE INDICATORS

FINAL REPORT

2014 - 2015

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PRESIDENT'S LETTER

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 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. This special publication will highlight those successes.

2014-15 Highlights

♦ PRCC's fall 2014 enrollment was up 3 percent over 2013 and spring 2015 enrollment increased by 1 percent over the previous year. The increases came despite a statewide trend of decreasing enrollment.

♦ Dr, Adam Breerwood, vice president for Poplarville and Hancock Center, was inducted into the William Carey University Alumni Hall of Fame. He played baseball for the Crusaders in 1996 and '97 and earned both the bachelor's and master's degrees from Carey.

♦ Pearl River Valley Electric Power Association awarded 84 $1,000 scholarships to PRCC students from its Round Up for Education program.

♦ Dr. Jennifer Seal was named vice president for planning and institutional reseach following Dr. Becky Askew's retirement. She had been director of institutional effectiveness.

♦ PRCC welcomed the military back to campus with establishment of Magnolia Gold, a Mississippi Army National Guard program similar to Army ROTC.

♦ Tonia Moody was named director of admissions and records following the retirement of Dow Ford. She had worked with disability services, recruitment and admissions.

♦ The PRCC Singers were part of the world premier of The Prodigal, by Mack Wilberg, conductor of the Mormon Tabernacle Choir. The oratorio was commissioned by the University of Southern Mississippi.

♦ Raymunda Barnes, assistant vice president for the Hancock Center, completed the Mississippi Education Policy Fellowship Program. The 10-month program trains leaders to work toward developing sound education policy and practices.

♦ The String of Pearls won a 16th national championship at the American Dance and Drill Team competition in the pom category. The team was runner-up in jazz and hip-hop.

HISTORY
of
PEARL RIVER
COMMUNITY COLLEGE

HISTORY OF PEARL RIVER COMMUNITY COLLEGE

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

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

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

FINANCIAL OVERVIEW

Pearl River Community College
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Pearl River Community College
Current Unrestricted Funds
Summary Statement of Revenues and Expenditures
For the Years Ended 2013-2014 and 2014-2015

	2013-2014	% To Total	2014-2015	% To Total	Increase (Decrease)
Revenues					
Student Fees	14,174,401	40.26%	14,119,097	39.11%	(55,304)
County Support	3,156,587	8.97%	3,104,587	8.60%	(52,000)
State Support	16,661,624	47.33%	17,724,590	49.10%	1,062,966
Federal Support	471,136	1.34%	382,863	1.06%	(88,273)
Private Gifts, Grants, and Contracts	343,669	0.98%	420,998	1.17%	77,329
Investment Income	72,356	0.21%	42,087	0.12%	(30,269)
Sales and Svc of Educ Activities	164,091	0.47%	148,268	0.41%	(15,823)
Other Sources	160,728	0.46%	157,268	0.44%	(3,460)
Total Revenues	**35,204,592**	**100.00%**	**36,099,758**	**100.00%**	**895,166**
Expenditures					
Instructional - Academic	9,269,290	26.33%	9,464,282	26.22%	194,992
Instructional - Career Technical	5,795,435	16.46%	5,767,379	15.98%	(28,056)
Instructional - Parttime/Adjuncts	2,207,332	6.27%	2,258,851	6.26%	51,519
Instructional Support - Library	1,124,449	3.19%	1,131,177	3.13%	6,728
Student Services	4,392,539	12.48%	4,480,073	12.41%	87,534
Institutional Support	7,745,255	22.00%	8,227,450	22.79%	482,195
Operation of Plant	4,670,292	13.27%	4,770,546	13.21%	100,254
Total Expenditures	**35,204,592**	**100.00%**	**36,099,758**	**100.00%**	**895,166**

Pearl River Community College
Current Unrestricted Funds
Schedule of Revenue

	2013-2014	2014-2015	Increase (Decrease)
Educational Revenues			
Student Fees			
Academic			
Full Time Tuition - A.D.N.	950,000	971,875	21,875
Part Time Tuition - A.D.N.	0	205,920	205,920
Full Time Tuition - IS	5,092,372	5,981,655	889,283
Part Time Tuition - IS	1,597,183	1,272,397	(324,786)
Full Time Tuition - OS	205,975	216,100	10,125
Part Time Tuition - OS	48,268	55,433	7,165
Full Time Fees - OS	223,313	208,326	(14,987)
Part Time Fees - OS	43,525	48,650	5,125
Lab Fees	753,463	476,743	(276,720)
Technology Fee	173,575	167,075	(6,500)
Registration Fee	173,575	167,075	(6,500)
Total Academic	9,261,249	9,771,249	510,000
Vocational			
Full Time Tuition - IS	607,715	742,209	134,494
Part Time Tuition - IS	27,079	56,000	28,921
Full time Tuition - OS	1,100	10,775	9,675
Part Time Tuition - OS	0	0	0
Full Time Fees - OS	1,199	11,177	9,978
Part Time Fees - OS	0	0	0
Program and Course Fees	161,298	161,298	0
Technology Fee	15,550	15,550	0
Registration Fee	15,550	15,550	0
Other Fees - Nursing Assistant Program	48,601	71,500	22,899
Total Vocational	878,092	1,084,059	205,967
Technical			
Full Time Tuition - IS	2,608,113	1,881,781	(726,332)
Part Time Tuition - IS	341,344	265,598	(75,746)
Full time Tuition - OS	58,525	61,125	2,600
Part Time Tuition - OS	1,815	8,855	7,040
Full Time Fee - OS	64,446	77,961	13,515
Part Time Fees - OS	1,500	13,400	11,900
Program and Course Fees	461,283	433,252	(28,031)
Technology Fee	64,725	57,800	(6,925)
Registration Fee	64,725	57,800	(6,925)
Total Technical	3,666,476	2,857,572	(808,904)

Pearl River Community College
Current Unrestricted Funds
Schedule of Revenue

	2013-2014	2014-2015	Increase (Decrease)
Other Student Fees			
Transcripts	44,388	40,309	(4,079)
ACT/GED Testing	54,146	65,450	11,304
ID Card Fees	15,050	13,103	(1,947)
VCC Fees	208,625	249,655	41,030
Deferment Fees	46,375	37,700	(8,675)
Total Other Student Fees	368,584	406,217	37,633
Total Student Fees	**14,174,401**	**14,119,097**	**(55,304)**
General Revenues			
County Support			
Forrest	557,687	557,687	0
Hancock	1,032,000	980,000	(52,000)
Jefferson Davis	109,900	109,900	0
Lamar	493,000	493,000	0
Marion	264,000	264,000	0
Pearl River	700,000	700,000	0
Total County Support	**3,156,587**	**3,104,587**	**(52,000)**
State Support			
General			
General Appropriations	9,708,870	10,305,078	596,208
Health Insurance	1,507,102	1,643,966	136,864
Technology Appropriation	179,113	179,652	539
Dropout Recovery Pilot	100,000	200,000	100,000
A.D.N. Funding	166,687	166,364	(323)
One Stop Career Center	300,000	300,000	0
Advanced Tech Center	150,000	150,000	0
EEF	2,537,877	2,689,561	151,684
Other State Revenue			
Vocational Salary Reimbursement	2,011,975	2,089,969	77,994
Total State Support	**16,661,624**	**17,724,590**	**1,062,966**
Federal Support			
Vocational Program Reimb/Equipment	303,781	206,867	(96,914)
Vocational Program Reimb/Other Cost	45,500	50,500	5,000
Vocational Program Salary Reimb Other	91,078	101,592	10,514
Recovery of Admin Costs	30,777	23,904	(6,873)

Pearl River Community College
Current Unrestricted Funds
Schedule of Revenue

	2013-2014	2014-2015	Increase (Decrease)
Total Federal Support	471,136	382,863	(88,273)
Private Gifts, Grants and Contracts			
Outside Scholarships	343,669	420,998	77,329
Investment Income			
Interest Income	72,356	42,087	(30,269)
Sales & Services of Educational Activities			
Child Care Revenue	40,245	20,670	(19,575)
Wellness Center Usage Fees	13,151	14,520	1,369
Gate Receipts	25,696	34,941	9,245
Season Ticket Sales	5,232	8,917	3,685
Ad Sales	4,755	5,410	655
Program Sales	719	915	196
Barbering Revenue	1,417	1,515	98
Cosmetology Revenue	12,806	14,291	1,485
CD Annuals	21,534	20,460	(1,074)
Vending	10,826	9,624	(1,202)
Vo-Tech Service Income	27,710	17,005	(10,705)
Total Sales & Svc of Ed Activities	164,091	148,268	(15,823)
Other Sources			
Traffic Violations	58,757	47,008	(11,749)
Parking Permits	52,536	51,466	(1,070)
Other Income	27,096	19,200	(7,896)
Due from Foundation	21,239	38,494	17,255
Cash Short/Over	1,100	1,100	0
Total Other Sources	160,728	157,268	(3,460)
Total Educational and General Revenues	35,204,592	36,099,758	895,166

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

	2013-2014	2014-2015	Increase (Decrease)
Salaries	18,591,656	18,763,843	172,187
Fringe Benefits	5,948,268	5,979,303	31,035
Work Study/Peer Tutors	183,072	183,072	0
Postage	36,916	37,124	208
Printing and Reproduction Service	32,882	32,882	0
Repairs and Maintenance	263,138	263,138	0
Service Contracts on Equipment	335,620	334,395	(1,225)
Utilities			
Cable Cost	1,200	1,200	0
Telephone	172,573	172,573	0
Electricity	1,230,352	1,300,352	70,000
Gas	212,259	212,259	0
Water	179,119	179,119	0
Waste Disposal	76,197	76,197	0
Student Testing Fees	49,150	49,150	0
Equipment and Other Rentals	380,379	378,579	(1,800)
Insurance	1,024,175	1,167,175	143,000
Professional Fees	497,244	544,744	47,500
Medical Services	19,222	19,222	0
Other Contractual Services	35,670	35,670	0
Advertising	84,326	91,741	7,415
Legal and Membership Dues	440,433	440,383	(50)
Educational Supplies	298,681	298,414	(267)
Office Supplies	121,405	119,858	(1,547)
Building and Construction Supplies	168,096	168,096	0

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

	2013-2014	2014-2015	Increase (Decrease)
Janitorial Supplies	82,529	82,529	0
Automotive Supplies	16,650	16,650	0
Landscaping Supplies	15,817	15,817	0
Gas, Oil, and Diesel	112,162	112,162	0
Computer Software	11,420	11,420	0
Other Supplies	155,243	164,786	9,543
Printing and Binding Supplies	2,865	2,865	0
Principal & Interest on Debt	142	142	0
Scholarships	2,351,887	2,666,432	314,545
Vehicle Tags, Taxes, Etc.	2,765	2,765	0
Bad Debts (Student Accts Receivable)	602,796	768,287	165,491
Miscellaneous Expense	50,401	50,401	0
Meal Expense	121,670	121,455	(215)
Uniforms	83,222	83,222	0
Medical Supplies	8,499	8,499	0
Minor Equipment	93,713	92,897	(816)
In State Travel	233,839	233,014	(825)
Out of State Travel	108,498	116,498	8,000
Equipment	266,064	290,965	24,901
State Reimb Equip/Travel/Other Cost	349,281	257,367	(91,914)
Library Books	33,096	33,096	0

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

	2013-2014	2014-2015	Increase (Decrease)
Transfers Out	120,000	120,000	0
Total Expenditures by Object	35,204,592	36,099,758	895,166

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

	2013-2014	2014-2015	Increase (Decrease)
Academic Instruction			
Poplarville			
Honors Institute	40,631	41,321	690
Theatre	6,776	6,876	100
Communications	202,226	205,864	3,638
String of Pearls	57,174	61,217	4,043
Art	87,110	89,627	2,517
Band	444,155	478,827	34,672
Chorus	217,066	233,095	16,029
Music	438,529	446,495	7,966
Wellness/Health & Phys Ed	566,691	576,773	10,082
Associate Degree Nursing	2,101,688	2,095,409	(6,279)
Business	162,853	164,971	2,118
Mathematical Sciences	974,110	984,512	10,402
Sciences	716,552	729,319	12,767
English	534,609	544,521	9,912
Reading	118,612	120,871	2,259
Criminal Justice	51,703	53,527	1,824
Foreign Language	68,389	68,692	303
Social Sciences	463,776	439,913	(23,863)
Journalism	1,762	1,987	225
Total Academic Instruction - Poplarville	7,254,412	7,343,817	89,405
Forrest County			
Communications	111,457	113,536	2,079
Music	26,557	27,054	497
Wellness/Health & Phys Ed	69,204	70,368	1,164
Mathematical Sciences	469,225	521,864	52,639
Sciences	263,072	267,132	4,060
English	218,773	298,372	79,599
Reading	51,999	0	(51,999)
Criminal Justice	78,517	79,955	1,438
Foreign Language	64,263	65,443	1,180
Social Sciences	338,850	337,564	(1,286)
Total Academic Instruction - Forrest County	1,691,917	1,781,288	89,371
Hancock Center			
Communications	49,403	50,306	903
Mathematical Sciences	117,792	119,966	2,174
Sciences	2,200	2,200	0
English	58,084	49,607	(8,477)

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

	2013-2014	2014-2015	Increase (Decrease)
Social Sciences	95,482	117,098	21,616
Total Academic Instruction - Hancock Center	322,961	339,177	16,216
Total Academic Instruction	**9,269,290**	**9,464,282**	**194,992**
Career Technical Instruction			
Poplarville			
Director's Office	251,566	263,005	11,439
Automotive Mechanics Technology	121,996	123,972	1,976
Electrical Technology	150,471	152,953	2,482
Construction Management Technology	57,323	58,234	911
Block, Brick, & Stone Masonry	63,604	64,682	1,078
HVAC & Refrigeration Maintenance	103,499	58,124	(45,375)
Cosmetology	59,882	60,860	978
Barbering	65,433	66,527	1,094
Precision Machining Technology	63,848	64,899	1,051
Welding & Cutting	125,125	127,140	2,015
Practical Nursing	165,495	168,450	2,955
Commercial Truck Driving	94,263	95,713	1,450
Web Development Technology	51,905	0	(51,905)
Business Office Systems Technology	159,263	162,115	2,852
Computer Technology	81,117	82,240	1,123
Marketing & Management Technology	99,114	105,026	5,912
Computer Networking Technology	55,581	52,221	(3,360)
Utility Lineman Technology	138,163	140,458	2,295
Construction/Heavy Equipment Technology	84,207	85,521	1,314
Early Childhood Education Technology	120,067	121,978	1,911
Early Childhood Tech Lab	63,276	82,460	19,184
Instrumentation Technology	97,737	99,435	1,698
Electronics Technology	118,719	120,773	2,054
Drafting & Design Technology	126,264	128,465	2,201
100% Equip/Travel/Aids Reimb by State	210,769	157,620	(53,149)
Total Career Technical Instruction Poplarville	2,728,687	2,642,871	(85,816)
Forrest County			
Director's Office	470,881	555,889	85,008
HVAC & Refrigeration Maintenance	71,888	73,074	1,186
Welding & Cutting	66,209	67,161	952
Business Office Systems Technology	127,214	129,458	2,244
Computer Servicing Technology	35,502	36,058	556
Electronics Technology	54,974	55,917	943

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

	2013-2014	2014-2015	Increase (Decrease)
Commercial Truck Driving	88,539	89,874	1,335
Allied Health Programs			
Practical Nursing	234,201	238,565	4,364
Dental Assisting	133,662	108,836	(24,826)
Surgical Technology	136,133	138,492	2,359
Nursing Assistant	74,199	75,546	1,347
Nursing Aide Competency Testing	3,553	0	(3,553)
Physical Therapist Assistant	277,598	282,573	4,975
Medical Lab Tech	160,334	163,145	2,811
Respiratory Therapy Tech	217,434	221,335	3,901
Dental Hygiene	299,275	304,041	4,766
Occupational Therapy	216,803	220,576	3,773
Medical Radiologic Technology	199,854	203,410	3,556
100% Equip/Travel/Aids Reimb by State	138,512	99,747	(38,765)
Total Career Technical Instruction Hattiesburg	3,006,765	3,063,697	56,932
Hancock			
Welding & Cutting	59,983	60,811	828
Total Career Technical Instruction	**5,795,435**	**5,767,379**	**(28,056)**
Adjuncts/Parttime/Overloads/Scholarships	**2,207,332**	**2,258,851**	**51,519**
Total Instruction	**17,272,057**	**17,490,512**	**218,455**
Instructional Support Library and Learning Lab			
Poplarville	790,121	795,349	5,228
Forrest County	299,675	300,641	966
Hancock County	34,653	35,187	534
Total Instructional Support Library	**1,124,449**	**1,131,177**	**6,728**
Student Services			
Vice President of Student Affairs	185,472	188,761	3,289
Admissions	289,519	262,731	(26,788)
Financial Aid	393,971	398,458	4,487
Counseling Center - Poplarville	487,392	444,815	(42,577)
Counseling Center - Hattiesburg	408,119	347,653	(60,466)
ACT/GED Testing Service - Poplarville	38,301	38,301	0
ACT/GED Testing Service - Hattiesburg	5,000	5,000	0
Title III	206,729	379,254	172,525
Student Publications/Year Disk	15,007	15,007	0

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

	2013-2014	2014-2015	Increase (Decrease)
Athletic Director	290,212	293,156	2,944
Athletic Medical Supplies	10,271	10,271	0
Football	557,809	588,904	31,095
Men's Basketball	200,850	209,206	8,356
Women's Basketball	137,069	143,230	6,161
Men's Baseball	163,248	170,656	7,408
Women's Softball	155,144	165,272	10,128
Men's Soccer	77,274	82,855	5,581
Women's Soccer	103,872	110,443	6,571
Athletics/Student Services	109,865	169,940	60,075
Recruitment	198,333	192,348	(5,985)
Parade of Beauties	950	950	0
Cheerleaders	44,876	47,948	3,072
Graduation	35,529	35,529	0
Homecoming	8,647	8,647	0
School Nurse	55,568	56,534	966
Adult Student Svcs/Athletic Advisement	101,822	0	(101,822)
Student Activities/Intramurals	91,239	92,823	1,584
Student Government Association	7,285	8,215	930
Phi Theta Kappa - Poplarville	6,583	6,583	0
Phi Theta Kappa - Hattiesburg	6,583	6,583	0
Total Student Services	**4,392,539**	**4,480,073**	**87,534**
Institutional Support			
Board of Trustees	21,891	21,891	0
Office of the President	368,834	375,100	6,266
Vice President for Instruction	217,178	220,378	3,200
AEOP	3,800	3,800	0
Performing Arts Center	38,000	38,000	0
Information Technology	1,123,879	1,137,295	13,416
Economic and Community Development	341,350	386,817	45,467
Planning and Research	194,575	184,522	(10,053)
eLearning Office	257,075	260,951	3,876
Grant Expense	97,919	97,919	0
Disability Services	11,250	11,250	0
Public Relations and Printing	405,416	413,553	8,137
Business Office	597,336	600,859	3,523
Business Office - Forrest County	28,151	28,628	477
Transfers to Grants and Restricted Funds	120,000	120,000	0
Student Accounts Bad Debts	602,796	768,287	165,491
General Administration	1,753,480	1,963,580	210,100
Foundation and Alumni	206,467	210,354	3,887

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

	2013-2014	2014-2015	Increase (Decrease)
Institutional Research	118,154	114,173	(3,981)
Institutional Effectiveness	114,173	119,803	5,630
Campus Police (Poplarville)	413,669	420,241	6,572
Campus Police (Hattiesburg)	171,449	173,757	2,308
Campus Police (Hancock)	36,136	36,859	723
ADA Coordinator	90,513	12,057	(78,456)
Drop Out Recovery Program	100,000	200,000	100,000
Director - Hancock County Campus	138,484	140,703	2,219
Woodall Center	168,280	161,673	(6,607)
Woodall Center - Security	5,000	5,000	0
Total Institutional Support	**7,745,255**	**8,227,450**	**482,195**

Operation of Plant

Poplarville

	2013-2014	2014-2015	Increase (Decrease)
Janitorial	676,156	687,732	11,576
Building Maintenance	952,535	961,344	8,809
Grounds	295,780	303,248	7,468
Utilities	1,395,352	1,448,179	52,827
Vehicle Maintenance	203,523	202,395	(1,128)
Total Operation of Plant - Poplarville	3,523,346	3,602,898	79,552

Forrest County

	2013-2014	2014-2015	Increase (Decrease)
Janitorial	168,561	168,076	(485)
Building Maintenance	154,939	156,916	1,977
Grounds	70,176	71,297	1,121
Utilities	336,346	347,955	11,609
Total Operation of Plant - Forrest County	730,022	744,244	14,222

Hancock Center

	2013-2014	2014-2015	Increase (Decrease)
Janitorial	19,360	19,360	0
Building Maintenance	146,500	146,500	0
Utilities	37,610	38,631	1,021
Total Operation of Plant - Hancock Center	203,470	204,491	1,021

Woodall Center

	2013-2014	2014-2015	Increase (Decrease)
Janitorial	58,938	59,854	916
Building Maintenance	31,643	31,643	0
Utilities	122,873	127,416	4,543

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

	2013-2014	2014-2015	Increase (Decrease)
Total Operation of Plant - Woodall Center	213,454	218,913	5,459
Total Operation of Plant	**4,670,292**	**4,770,546**	**100,254**
Total Unrestricted Current Fund Expenditures	**35,204,592**	**36,099,758**	**895,166**

Pearl River Community College
Auxilary Funds
Schedule of Revenues and Expenditures

	2013-2014	2014-2015	Increase (Decrease)
Revenues			
Food Service			
Meal Tickets	1,408,000	1,408,000	0
Other Income	21,885	35,000	13,115
Total Food Service	1,429,885	1,443,000	13,115
Residential Facilities			
Room Rentals	1,592,800	1,650,000	57,200
Other Income	24,235	8,545	(15,690)
Total Residential Facilities	1,617,035	1,658,545	41,510
Bookstore (Pearl River and Forrest County)			
Book Sales	2,488,706	2,013,356	(475,350)
Merchandise Sales	812,202	740,436	(71,766)
Rental Book Fees	0	290,000	290,000
Non-Taxable Sales	11,109	6,347	(4,762)
Other Income	83,716	168,608	84,892
Total Bookstore	3,395,733	3,218,747	(176,986)
Total Auxilary Revenues	6,442,653	6,320,292	(122,361)
Expenditures			
Food Service			
Contract Cost	1,244,994	1,276,118	31,124
Equipment Rental	612	612	0
Repairs	18,000	14,000	(4,000)
Other Supplies	8,000	4,000	(4,000)
Total Food Service	1,271,606	1,294,730	23,124
Residential Facilities			
Salaries	111,016	112,936	1,920
Staff Benefits	61,017	60,932	(85)
Maintenance Supplies	22,000	22,000	0
Scholarships	70,000	70,000	0
Utilities (Cable)	96,204	96,204	0
Repairs	150,000	150,000	0
Meal Expense	6,200	6,200	0

Pearl River Community College
Auxilary Funds
Schedule of Revenues and Expenditures

	2013-2014	2014-2015	Increase (Decrease)
Other Maintenance	100,000	100,000	0
Bond Obligation	461,292	461,292	0
Total Residential Facilities	1,077,729	1,079,564	1,835
Bookstore (Pearl River and Forrest County)			
Salaries	236,651	240,594	3,943
Fringe Benefits	92,717	93,651	934
Book Purchases	2,161,746	1,880,512	(281,234)
Merchandise Purchases	650,000	593,267	(56,733)
Postage and Freight	10,000	40,247	30,247
Repairs	2,000	0	(2,000)
Service Contracts	18,760	18,325	(435)
Utilities	1,500	0	(1,500)
Other Contractual Services (Janitorial)	2,000	0	(2,000)
Office Supplies	30,000	4,000	(26,000)
Miscellaneous	200	400	200
Minor Equipment	3,000	500	(2,500)
Rentals Bldg & Equip	4,000	4,500	500
Travel	2,000	3,200	1,200
Meal Expense	1,000	1,500	500
Sales Tax	50,000	50,000	0
Total Bookstore	3,265,574	2,930,696	(334,878)
Total Auxilary Expenditures	5,614,909	5,304,990	(309,919)
Excess Revenues Over/(Under) Expenditures	827,744	1,015,302	187,558

Pearl River Community College
Current Restricted Fund
Grants

	Proposed FY 2014	Proposed FY 2015	Increase (Decrease)
Revenues			
Federal			
Student Support Services - Federal	323,340	323,340	0
Adult Basic Education	458,041	424,147	(33,894)
WIA/Dislocated Worker Grant	60,783	60,540	(243)
WIA/WIN Job Center	93,858	44,348	(49,510)
Title III	399,810	0	(399,810)
DOL/TAA CCCT	293,255	452,118	158,863
DOL/PBMHR	194,253	0	(194,253)
SNAP	55,000	84,000	29,000
State			
MCCB Projects	713,377	895,785	182,408
MDA Rolls Royce	0	50,000	50,000
MCCB SLDS	0	16,400	16,400
NASA Space Grant	5,000	5,000	0
Total Revenues	2,596,717	2,355,678	(241,039)
Expenditures			
Salaries	1,038,686	934,817	(103,869)
Fringe Benefits	197,350	197,350	0
Contractual	455,803	410,223	(45,580)
Materials & Supplies	695,530	625,977	(69,553)
Scholarships	9,348	8,413	(935)
Equipment	0	78,898	78,898
Travel	200,000	100,000	(100,000)
Total Expenditures	2,596,717	2,355,678	(241,039)
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

	2013-2014	2014-2015	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	410,899	92,210	(318,689)
Total Revenues	**1,997,325**	**1,678,636**	**(318,689)**
Expenditures			
Transfer Out - Career Tech Bond Project	294,000	294,000	0
Transfer Out - Lamar County Debt	212,000	212,000	0
New Lamar Hall Courtyard Project	40,000	0	(40,000)
SCDL Payback	97,120	0	(97,120)
Furniture & Special Projects	180,000	180,000	0
Water Tower Maintenance	14,535	14,535	0
Paving Projects	328,196	0	(328,196)
White Hall 2nd Floor	80,000	0	(80,000)
Marion Hall Demo	50,000	0	(50,000)
FCC Lighting Project	40,000	0	(40,000)
Breland House Purchase	125,000	0	(125,000)
ABE/GED Computer Labs	61,474	0	(61,474)
Coliseum Weight Room	100,000	0	(100,000)
New Dorm Furniture	200,000	0	(200,000)
Performing Arts Center	175,000	0	(175,000)
Instructional Technology	0	100,000	100,000
Vehicles	0	60,000	60,000
Courtyard MDOT Match	0	115,000	115,000
Signage, Lighting, Irrigation, Landscaping	0	90,000	90,000
Softball / Soccer Facility	0	250,000	250,000
Brownstone - Grand Piano	0	120,000	120,000
Woodall Center - Repair / Renovations	0	75,000	75,000
FCC Computer Lab	0	35,000	35,000
White Hall / Admin Bldg - Painting	0	100,000	100,000
White Coliseum - Irrigation / Landscaping	0	33,101	33,101

Pearl River Community College
Plant Funds
Enlargement and Improvement Fund

	2013-2014	2014-2015	Increase (Decrease)
Total Expenditures	1,997,325	1,678,636	(318,689)
Excess Revenues Over Expenditures	0	0	0

FACILITIES PLAN

PEARL RIVER COMMUNITY COLLEGE
BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES
SEPTEMBER 09, 2014

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 10:30 a.m. on Tuesday September 09, 2014, in the Great Hall Conference Room in Crosby Hall. The following committee members were in attendance:

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

The following committee members were not in attendance:

Mr. H.R. Nobles
Mr. Craig Robbins

Lewis Griffin of Griffin Architect presented a detailed map that included the following on our new Master Plan for the Poplarville campus:

COLOR CODES ON MAP
- Yellow-vehicle circulation on campus that doesn't connect.
- Red- in violation of where we want this building to be.
- Purple- these buildings have problems.
- Pink- Strong pedestrian zone

This new Master Plan could create the following changes:

ADMINISTRATION COMPLEX
- Eliminate on street parking
- Kill circle drive – both loops
- Build parking lot where Marion Hall use to be
- Do away with frontage road as well – keeping all parking in the rear of the building

PHYSCIAL PLANT
- Take this building completely down
- Build conference center and additional parking in this location
- Build new facilities for Cosmetology, Barbering and Childcare

MOODY HALL
- This building could be expanded

SHIVERS GYM
- The front of this gym could be renovated and completely reverse the front of the building

PEARL RIVER HALL
- This dormitory could be changed to office space

LARRY J. STANFORD
- Tear this building down

HUFF HALL
- Change this from a dormitory to classrooms/offices and a home for the College Museum.

JEFF DAVIS
- Tear this building down

CAMPUS POLICE
- Move this location to where the boulevards intersect

CAFETERIA
- Renovate and enlarge the food preparation areas/offices/storage/cooling spaces. Also, renovate the food serving areas.

LIBRARY
- Explore building a new library and renovating existing space for other uses.

SPORTS ZONE
- Open new road across for easy traffic flow by baseball and softball fields

WELLNESS COMPLEX
- Chapel- take parking away from the front of the building
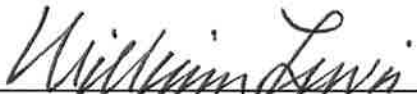
VOCATIONAL COMPLEX
- Relocate new building on the west side of the campus

PHYSICAL PLANT
- Construct new building on the north or west side of campus

Meeting adjourned 12:00 p.m.

William Lewis, President

PEARL RIVER COMMUNITY COLLEGE
BUILDINGS AND GROUNDS COMMITTEE MEETING MINUTES
DECEMBER 11, 2014

The Pearl River Community College Buildings and Grounds Committee held its regular monthly meeting at 11:00 a.m. on Thursday December 11, 2014, in the Great Hall Conference Room in Crosby Hall. The following committee members were in attendance:

Mr. Sonny Knight
Mr. Frank Ladner
Mr. Dale Purvis
Mr. Roger Knight, Dean of Business Services
Mr. Craig Tynes, Director of Building and grounds
Dr. William Lewis, President
Mr. Lewis Griffin, Architect

The following committee members were not in attendance:

Mr. Tony Waits
Dr. Adam Breerwood, Dean of Student Services

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

COLISEUM
- This project is complete

Dr. Lewis gave updates on the following:

SCIENCE BUILDING
- Electrical and A/C system are in bad shape
- Could renovate the existing building with a possible small addition to create a computer lab
- December 15th meeting with Taylor Guild to see where we stand

COURTYARD
- February 1st bid date to complete this project
- This will extend from the Science Building down to the loading dock at the Cafeteria

SEAL HALL
- Replacing all fluorescent lights with LED fixtures
- This is part of our energy plan

FORREST COUNTY CENTER
- Renovate abandoned Multipurpose Room & Electronic classroom for use as an assembly area
- Create a bookstore and gill

OLD WELDING CENTER
- Create a new Nursing Center

Dr. Lewis asked members permission for Larry Albert & Associates to do preplanning on all of this. Craig Robbins made a motion with a second motion from Frank Ladner. All committee members were in favor.

NEW ROAD FORREST COUNTY CENTER
- Create a new road and new parking lot on the newly purchased land
- 1st phase is to determine costs for this project

Dr. Lewis asked members permission to get this started with Shows Dearman and Waits. Frank Ladner made a motion with a second motion from H.R. Nobles. All committee members were in favor.

MDOT
- There is a new phase of transportation grants coming up for submittal by January 28, 2015
- Dr. Lewis wants to submit for this grant to create a pedestrian courtyard area at out Forrest County Center
- Shows, Dearman and Waites will submit this for the College

BLUE CROSS
- Grant proposal in to Blue Cross on Recreation facility/Intermural
- Could be around $450K

NEW SOFTBALL FIELDHOUSE
- Open bids on January 5, 2015

HUFF HALL & PEARL RIVER HALL
- Decision needs to be made on these 2 dorms to be closed for residential use
- Could be renovated into offices

Meeting adjourned at 11:35 AM

William Lewis, President

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

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

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

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

RATIONALE
for
STRATEGIC GOALS

RATIONALE FOR STRATEGIC GOALS

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

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

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

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

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

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

In addition to the SWOT Analysis, during the spring of 2002 and the spring of 2004, administrative, instructional, and educational support services were also evaluated by the utilization of the Noel-Levitz Student Satisfaction Survey and the Institutional Priorities Survey. The simultaneous use of these two surveys revealed areas of agreement and disagreement between students and campus personnel and enabled PRCC to (1) confirm further the accuracy of students' perceptions, (2) identify areas for new initiatives, and (3) gain an understanding of the campus climate from a faculty/staff perspective. Beginning with the 2006 Spring Semester, an in-house designed survey, The Campus Climate Survey, was administered annually to students. The survey was designed to obtain responses regarding campus climate, security, bookstore, financial aid, admissions/registration, advising/counseling, library, and support staff issues. After students (including those at the main campus in Poplarville, at the Forrest County Center, and at the Hancock Center) completed this survey during the 2013 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 2013-2014 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 one Strategic Goal was changed to reflect the growing trend of dual enrollment courses offered, two Internal Performance Indicators were deleted while three new Internal Performance Indicators were approved for evaluation purposes in 2014-2015. 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

2003

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

PEARL RIVER COMMUNITY COLLEGE
STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS ANALYSIS

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

MISSION STATEMENT
and
STRATEGIC GOALS

MISSION STATEMENT

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

STRATEGIC GOALS

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

2. To provide quality student services.

3. To provide access to college courses and programs using various instructional methods, including distance education 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, augment community services, and make college services available via the Internet.

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

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

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

STRATEGIC GOALS
and
INTERNAL
PERFORMANCE
INDICATORS

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│ │   Mission Statement │ │
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│ │   Strategic Goals   │ │
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2014-2015

Mission Statement

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

Strategic Goals

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

2. To provide quality student services.

3. To provide access to college courses and programs using various instructional methods, including distance education 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, augment community services, and make College services available via the Internet.

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

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

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

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

Commitment Statement:

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

Internal Performance Indicator 1

Instructors in all for-credit instructional programs will be evaluated according to the PRCC Evaluation Policy and Procedure.

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

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

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

- **Assessment Results 2013-2014:** All instructors who were scheduled for evaluation were evaluated by students during the 2013-2014 year.

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

  Use of Assessment Results: During FY15, following the PRCC policy regarding evaluation, all instructors will be evaluated.

- **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.

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

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

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

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

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

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

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

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

Source of Documentation: Office of Information Technology

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

- **Assessment Results 2013-2014:**

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

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

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

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

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

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

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

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

Source of Documentation: Office of Information Technology

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

- **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 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.

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

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

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

- **Assessment Results 2013-2014:** All programs participating in accreditation are fully accredited.

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

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

- **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.

Internal Performance Indicator 4

Twelve months after graduation, 79.1% of students who completed career and technical programs will be placed according to the State measurement definition. *(This indicator previously read: Six months after graduation, 79% of students who completed career and technical programs will be positively placed according to the State measurement definition.)*

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

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

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

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

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

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

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

- **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.

Internal Performance Indicator 5
The College will have an aggregate institutional passing rate of at least 80% for programs requiring licensure and certification examinations, and each program will reflect a passing rate of 70% or better.

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

  Source of Documentation:

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

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

- **Assessment Results 2013-2014: Refer to the Chart attached as Appendix A**

  Source of Documentation:

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

  > **Use of Assessment Results:** All programs at both locations requiring licensure or certification met the required State passing rate with the exception of the Medical Laboratory Technology program at the Forrest County Center. The number of students in the program each year is too small to draw a reasonable sample size that allows for meaningful conclusions. If one combines the past three years of data, the pass rate becomes 85% for a total of 27 students. Nevertheless, the trend will

continued to be monitored to insure that students are successful. Collaboration between the program supervisors and the faculty members are conducted annually to improve student performance on the examinations. Test preparation seminars are conducted by instructors, and professional consultants will be scheduled when budgets and availability permit.

- **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.

Internal Performance Indicator 6

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

- **Assessment Results 2012-2013:**

	FY 2010	FY 2011	FY 2012
PRCC transfer Term GPA	2.72	2.98	2.97
CJC transfer Term GPA	2.74	3.08	3.08
IHL Term GPA	2.80	3.05	3.06

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

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

- **Assessment Results 2013-2014:**

	FY 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.

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

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

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

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

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

  > **Use of Assessment Results:** In an effort to encourage students to complete and graduate in a more timely fashion, students are being encouraged and advised to take 15 hours per semester beginning in Fall 2014.

- **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.

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

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

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

- **Assessment Results 2013-2014:** Student learning outcomes have been developed from each area and can be found in the 2013-14 Institutional Planning and Effectiveness Fall Document, as well as the end of year Strategic Planning documents.

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

Use of Assessment Results: Student learning outcomes for new courses are planned for Fall 2014 (for example, LLS 1313). All student learning outcomes are reviewed by the Vice President for Poplarville Campus and Hancock Center, Vice President of General Education and Technology, the Vice President for Forrest County Operations, the Vice President for Community and Economic Development, and the Planning and Effectiveness Committee. Revisions can be made at each stage of review.

- **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.

Internal Performance Indicator 9

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

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

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

- **Assessment Results 2012-2013:**
  Intermediate course information is from the 2011-12 academic year and the follow-up course would be within the next semester after the intermediate course through the 2012-13 academic year.

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

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

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

  Source of Documentation: Office of Information Technology

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

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

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

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

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.

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

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

   Use of Assessment Results: As part of the planning and evaluation process, a Focus Group Committee looked at any item that received less than a 70 percent satisfaction level and made recommendations for improvement based upon the specific item. (*For example, Q28 – For MSVCC (online) students only: I am satisfied with the services provided by the bookstore for online classes. The Hancock Center received a satisfaction level of 65.7% for bookstore services from MSVCC (online) students. The online textbook ordering system will be live by the summer so this should be more beneficial to students. It was also noted by committee members that online students have a number of options available to them for acquiring textbooks, such as purchasing directly from the publisher or other online vendors.)*

- **Assessment Results 2013-2014:** The Annual Campus Climate Survey was administered during the 2013 Fall Semester. Survey results indicate that students are so satisfied with Pearl River Community College that they would recommend PRCC to others who are interested in attending college (87 percent overall; 90 percent at the Forrest County Center; 91.4 percent at the Hancock Center; and 85 percent at the Poplarville Campus).

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

   Use of Assessment Results: ROAR (Register, Orient, Advise, Ready) orientation sessions were developed to provide better service to incoming students. PRCC will also begin offering a semester-long orientation class in order to improve student services. Based on student feedback, the Hancock Center bookstore was closed and the space was utilized as study space for students. A Student Services webpage was developed with all student policies and grievance procedures clearly defined and added link related to safety and security issues. The grievance policies and procedures were also included in the handbook emailed to all students. Mental Health seminars have been

created to assist faculty with student interaction. Mental health discussions have also occurred in campus Brown Bag sessions. FERPA training is also being planned for the Fall 2014 semester.

- **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.

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 2012-2013:** The library, Curriculum Enhancement Center (CEC), and learning lab staff members work closely with the instructional leaders at the college to select appropriate materials for student use. Several methods are used to accomplish this goal. The library subscribes to Choice magazine, a publication of the Association of College and Research Libraries, a division of the American Library Association, which provides written reviews of college level library materials in the magazine and on review cards that are provided to department chairs and other instructional leaders. They return to the libraries or labs the review cards of the materials that they want the library to purchase. In addition, the library, CEC, and lab staffs send out regular emails to the faculty asking if they have any requests for materials that they want to have purchased. Because of the expense of AV items, most all of the AV items are purchased upon teacher request. For the print collection, on the Hancock campus, because the collection is small with many needs, approximately 75% of the purchases are made upon teacher request while on the Poplarville and Forrest County campuses with their larger collections, there are not as many requests from instructors. Faculty and students also have access to the statewide MAGNOLIA project that provides online access to thousands of periodical titles in addition to the six databases to which the college subscribes.

Poplarville Campus Forrest County Center Hancock Center

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

Videocassettes	0	2,080
TOTAL	**234**	**75,561**

All Three Campuses

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

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

Source of Documentation: Office of Director of College Libraries

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

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

Totals for Individual Campuses 2012-2013	Johnston Library 2012-2013	Forrest County 2012-2013	Hancock Center 2012-2013	Totals for All 2012-2013
Total # of Library/ Lab Orientations	151	84	10	245
Total # of Classes in Library	148	56	60	264

Total # of Classes in Lab	566	351	18	935
Total # CEC/Learning Lab Computer Usages	16,323	10,766	3,344	30,433
Total # Door counts	76,563	53,851	3,344	133,758
Total # Online Tests	5,661	4,357	7	10,025

- **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.

Poplarville Campus   Forrest County
Center   Hancock Center

GHJ Items	Adds	Total
Books	107	56,069
B. Periodicals	0	4,061
Microform	0	7,043
Cassettes	0	21
CD-ROMS's	0	403
Computer Disks	0	126
DVD's	21	1,200
Kits	0	4
Manuals	0	406
Slide Sets	0	6
Sound Disks	0	73
Transparencies	0	9
Videocassettes	1	2,060
TOTAL	128	71,481

FCC ITEMS	Adds	Total
Books	197	7,116
B. Periodicals	0	107
CD-ROM's	16	157
Computer Disks	0	0
DVD's	5	339
Kits	0	4
Manuals	8	41
Slide Sets	0	0
Sound Disk	0	16
Videocassettes	0	398
TOTAL	226	8,178

HAN ITEMS	Adds	Total
Books	17	4,361
B. Periodicals	0	0
CD-ROM's	2	39
DVD's	1	274
Kits	0	2
Manuals	0	3
Maps	0	4
Slide Sets	0	0
Sound Disk	0	1
Videocassettes	0	26
TOTAL	20	4,710

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

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

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

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

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

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

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

- **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.

Bookstore

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

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

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

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

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

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

- **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.

Counseling Center

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

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

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

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

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

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

• **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.

Financial Aid Office

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

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

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

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

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

    Use of Assessment Results: Pearl River Community College created the Default Prevention and Retention Committee for the purpose of conducting data analysis to determine the reasons for default, formulate a set of intervention strategies, and use current resources to create effective, customized default prevention programs. In July 2014, the Default Prevention and Retention Committee collaborated with USA Funds and other College administrators and employees to develop appropriate programs aimed at reducing student loan defaults while increasing postsecondary education success. As a result, Pearl River Community College developed and has planned to implement three action plans focusing on K-12 Collaboration, Financial Aid, and Advising beginning during the Fall 2014 semester. All PRCC students residing in college housing or receiving any institutional or foundation scholarships must be enrolled in 15 credit hours per semester. This will be known as the 15 to Finish program. Regarding mental health, district-wide meetings with counselors have been held to explain categorizing students for better advisement.

- **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.

Learning Resource Center (now Library)

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

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

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

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

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

  Use of Assessment Results: Student satisfaction levels have remained constant for the Poplarville campus and the Hancock Center campus. The Director of College Libraries will be consulting with the Forrest County Center staff to discuss ways to promote the services and resources available to all students. New ways to access the library resources are being created to reach every

  student. The Online Catalog can now be searched by liking The Libraries at Pearl River Community College Facebook page, downloading the BookMyne app to a mobile device, or logging in to RiverGuide and using the Library tab.

- **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.

Security

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

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

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

• **Assessment Results 2013-2014:** The annual Campus Climate Survey was administered during the 2013 fall semester. Students indicated an overall satisfaction level of 95.7 percent with the Campus Police Department. Student satisfaction at the Forrest County Center was 97 percent; Hancock Center was 100 percent; and Poplarville campus was 94.8 percent. Students responded concerning campus safety with an 87.9 percent satisfaction level overall; Forrest County Center 92.5 percent; Hancock Center 94.8 percent; and Poplarville campus 85 percent.

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

    Use of Assessment Results: All officers are now required to wear personal cameras to record officer and student interaction.

• **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.

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

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

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

- **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.

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

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

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

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

- **Assessment Results 2013-2014:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Dean of Hancock Center, Admissions Specialist and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

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

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

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.

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

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

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

Source of Documentation: MSVCC Enrollment Assessment Report

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

- **Assessment Results 2013-2014:**

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

Source of Documentation: MSVCC Enrollment Assessment Report

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

- **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.

Internal Performance Indicator 2

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

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

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

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

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

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

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

- **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.

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

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

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

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

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

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

- **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.

Internal Performance Indicator 4

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

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

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

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

- **Assessment Results 2013-2014:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President for Hancock Center, Admissions Specialist and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

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

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

- **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.

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.

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

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

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

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

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

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

- **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.

Internal Performance Indicator 2

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

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

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

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

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

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

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

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

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

Source of Documentation: Office of Information Technology

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

- **Assessment Results 2013-2014:**
<u>Fall 2013:</u> 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.

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

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

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

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

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

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

- **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.

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

    Source of Documentation: Office of Planning and Institutional Research

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

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

    Source of Documentation: Office of Planning and Institutional Research

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

- **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.

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

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

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

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

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

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

- **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.

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

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

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

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

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

  Source of Documentation: Office of Planning and Institutional Research

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

- **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.

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

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

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

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

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

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

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

- **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.

Internal Performance Indicator 8
One hundred percent (100%) of the online faculty will participate in annual professional development training. (This indicator added 2014-2015).

- **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.

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

</div>

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

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

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

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

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

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

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

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

- **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.

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

    Source of Documentation: Buildings and Grounds Report

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

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

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

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

Source of Documentation: Buildings and Grounds Report

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

- **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.

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. *(Indicator previously read: Improvements will be made in telecommunications, Internet services, website services, and key service areas.)*

- **Assessment Results 2012-2013:** The Division of Information Technology accomplished many goals during the past year to meet the ever changing technology needs of the College. After almost two years of planning, the College has migrated the primary student information system from ten year old costly Unix hardware to a virtualized Windows platform.

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

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

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

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

Source of Documentation: Office of Information Technology

> **Use of Assessment Results:** The new SIS (Student Information System) hardware environment has significantly increased the computing capacity and storage capacity of our previous system while saving the College substantial funds in initial hardware expenditures and annual maintenance costs.
>
> The Internet circuit enhancements not only provide additional bandwidth capacity and load balancing of data traffic but act as a backup path to the Internet should the primary circuit be unavailable.
>
> The telephone call center provided a "customer" friendly environment in which to process telephone calls and provide information during the peak call times centered around the start of a new term.
>
> The public website enhancements have provided for greater accessibility when viewing information from smartphones and tablets.

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

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

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

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

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

Source of Documentation: Office of Information Technology

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

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

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

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

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

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

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

- **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.

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

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

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

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

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

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

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

- **Assessment Results 2013-2014:**
  Total Foundation Cash and Investments:

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

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

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

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

  Use of Assessment Results: The increase in the number of foundation scholarships is due to foundation staff and board of director's promotion of scholarship opportunities and the encouragement of alumni and community support in establishing these new scholarships.

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

- **Assessment Results 2014-2015:**

  Total Foundation Cash and Investments: <u>06/30/2015</u>   <u>06/30/2014</u>   <u>(+ or -)</u>
                                 $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:

<u>Fiscal Year 2014-2015</u>	<u>Fiscal Year 2013-2014</u>	<u>(+ or -)</u>
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.

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. *(This indicator previously read: The comprehensive technology strategic plan will continue to be implemented and funded by Fall 2014. The information in this previous indicator is being addressed in the current Indicator 3.)*
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- **Assessment Results 2012-2013:** The following community-wide wellness programs will continue to be offered:
  1. Women's Health Symposium
  2. Silver Sneakers Program for Senior Citizens
  3. Blue Cross & Blue Shield (BCBS) Discount Program
  4. Exercise Classes: Zumba, Pilates, Cardio Training, Strength Training, Circuit Training, Yoga, Relaxation, Kung Fu, Fitness Walking and Running, Spinning, Self Defense
  5. Food Drives
  6. Coat and Blanket Drive
  7. Pre/Post Assessment for all Wellness Center Members

8. Fun Runs and Blueberry 5K Run
9. Incentive Programs
10. Food Delivery for Brother's Keeper

The following community-wide wellness programs were added:
1. Lighted Outdoor Walking Track
2. Roads to Wellness Regional Health Fair
3. American Heart Association Heart Walk
4. American Heart Association Luncheon
5. Community Appreciation Day at the Wellness Center
6. Hosted Motivating Mississippi Keys to Living Healthy

Source of Documentation: Office of Director of Wellness Center.

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

- **Assessment Results 2013-2014:** In order to assist in improving the personal health and fitness of the citizens in this area of the State, at least one community-wide wellness program will be offered annually.

1. Women's Health Symposium
2. Silver Sneakers Program for Senior Citizens
3. Blue Cross & Blue Shield (BCBS) Discount Program
4. Exercise Classes: Zumba, Pilates, Cardio Training, Strength Training, Circuit Training, Yoga, Relaxation, Kung Fu, Fitness Walking and Running, Spinning, Self Defense
5. Food Drives
6. Toy Drive
7. Pre/Post Fitness Assessments for Wellness Center Members
8. Incentive Programs
9. Personal Trainer Workshop
10. Food Delivery for Brother's Keeper
11. Hosted Hattiesburg Health Fair for all State Employees with WebMD (Roads to Wellness)
12. Hosted The American Heart Association Heart Walk

13. 5k Blueberry Jubilee Run/Partnership with the Rotary Club of Poplarville for scholarships for PRCC students
14. Think Pink Day to raise money for cancer research/Partnership with ADN Department
15. First Aid and CPR Training
16. Lighted Outdoor Walking Track available to everyone
17. Hosted American Heart Association Heart Walk
18. American Heart Association Luncheon
19. Community Appreciation Day at the Wellness Center
20. Hosted Motivating Mississippi Keys to Living Healthy
21. American Cancer Society 5K walk

Source of Documentation: Office of Director of Wellness Center

Use of Assessment Results:
-Plans have been made to continue offering all programs listed above so that we may continue improving the health and well-being of the citizens in this area of the State.
-It was determined that there is a need to extend the hours and days that the Wellness Center is open each week. Plans have been made to extend the hours and days starting Fall 2014
-It was determined that additional security cameras were needed inside and outside the Wellness Center. We have received quotes to install additional security cameras. We plan to have additional security cameras in place by next year.

Completed: Results
-Complete: It was determined that an additional yoga/stress management class was needed on Monday and Wednesday at an earlier time to accommodate nursing students and faculty who are in clinical rotations on Tuesday and Thursday. One extra yoga/stress management class will be added to the schedule at 1:00PM on Monday and Wednesday next semester.
-Complete: It was determined that an additional spin class was needed due to the popularity of this new class. One extra spin class will be added to the schedule next semester to allow us to assist more individuals in improving their health.
-Complete: It was determined that the Wellness Center needed to be opened earlier. We have already begun opening the Wellness Center earlier (at 6:30 a.m.) to accommodate this need.
-Complete: It was determined that there is a need for shade trees around the new outdoor walking track for the safety of our participants. Plans are being made to plant shade trees next semester. Additional fit stations, benches, and trash cans are also needed around the new outdoor walking track and will be added next semester.

- **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

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

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

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

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

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

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

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

- **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.

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

Source of Documentation: Office of Planning and Institutional Research

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

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

  Source of Documentation: Office of Planning and Institutional Research

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

- **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.

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

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

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

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

- **Assessment Results 2013-2014:** Faculty from all locations met on the Poplarville campus on August 7, 2013. Topics discussed included national trends and directions for accreditation; legislative, legal, and local issues; and engaging and inspiring today's generation of students. Departmental meetings were also conducted at the Poplarville Campus/Hancock Center and at the Forrest County Center during the semester, and a variety of topics were discussed which included retention, assessment cycles, and curriculum changes.

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

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

- **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.

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

- **Assessment Results 2012-2013**

Department of Business and Commerce Technology – POP	September 7, 2012 October 9, 2012	November 29, 2012	January 8, 2013	March 21, 2013
Department of Construction and Transportation – POP	September 9, 2012	October 3, 2012	January 7, 2013	March 21, 2013
Department of Dental Hygiene/Dental Assisting Technology – FCC	October 3, 2012	October 30, 2012	January 11, 2013 February 8, 2013	March 28, 2013
Department of Family and Consumer Sciences – POP	September 10, 2012	December 3, 2012	January 10, 2013	March 25, 2013 April 23, 2013
Department of Fine	August 8, 2012	December 3, 2012	January 10, 2013	May 9, 2013

Arts and Communication			
Department of Health, Physical Education, and Recreation	August 8, 2012	September 20, 2012	January 7, 2013	April 3, 2013 April 29, 2013 May 5, 2013
Department of Humanities and Social Sciences – POP	August 7, 2012	November 15, 2012	January 4, 2013	April 8, 2013
Department of Humanities – FCC	August 7, 2012 August 8, 2012	November 29, 2012	January 7, 2013	May 2, 2013
Department of Social Sciences – FCC	August 8, 2012	November 27, 2012	January 29, 2013	April 4, 2013
Department of Industrial Technology – POP	September 7, 2012	October 9, 2012	March 26, 2013	April 17, 2013
Department of Medical Lab Technology – FCC	August 28, 2012	December 4, 2012	January 23, 2013	April 24, 2013
Department of Medical Radiologic Technology – FCC	August 8, 2012	November 13, 2012	April 11, 2013	April 12, 2013
Department of Nursing Education – POP	August 8, 2012 September 24, 2012	October 22, 2012 November 26, 2012	January 28, 2013 March 25, 2013	April 22, 2013 May 10, 2013
Department of Occupational Therapy Assistant Technology – FCC	August 2, 2012	October 22, 2012	February 6, 2013	March 8, 2013
Department of Occupational Training Technology – FCC	August 9, 2012 August 22, 2012	September 21, 2012 November 28, 2012	January 30, 2013	April 25, 2013
Department of Occupational Training Technology – POP	October 1, 2012	December 3, 2012	January 15, 2013	April 10, 2013
Department of Physical Therapist Assistant Technology – FCC	August 8, 2012	September 4, 2012	January 3, 2013	April 23, 2013
Department of Practical Nursing – FCC	August 8, 2012	November 1, 2012	March 4, 2013	April 4, 2013
Department of Practical Nursing – POP	August 7, 2012	October 2, 2012	January 18, 2013 March 5. 2013 March 20, 2013	April 11, 2013 May 31, 2013
Department of Respiratory Care Technology – FCC	August 9, 2012	September 18, 2012	January 8, 2013	April 24, 2013
Department of Science, Mathematics, and Business – POP	August 7, 2012 August 8, 2012 October 10, 2012	November 12, 2012 November 13, 2012 November 14, 2012 November 15, 2012	January 7, 2013 January 23, 2013 January 24, 2013 January 28, 2013	February 26, 2013 February 28, 2013 April 16, 2013
Department of Mathematics and Business– FCC	August 7, 2012	August 9, 2012	January 8, 2013	May 6, 2013
Department of Science	August 9, 2012 September 27, 2012	December 6, 2012	January 7, 2013	May 15, 2013

and Health – FCC				
Department of Surgical Technology – FCC	August 8, 2012 September 13, 2012 October 1, 2012	October 9, 2012 November 6, 2012	January 22, 2013 February 4, 2013	March 21, 2013 May 16, 2013

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

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

- **Assessment Results 2013-2014:**

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

	September 25, 2013		March 31, 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	August 12, 2014 September 19, 2014	December 2, 2014	January 7, 2015	May 4, 2015

Commerce Technology – POP				
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 Assisting Technology – FCC	August 11, 2014 August 12, 2014 August 26, 2014 September 30, 2014	October 28, 2014 November 18, 2014 December 9, 2014	January 29, 2015	March 26, 2015
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.

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

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

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

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

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

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

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

- **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.

Internal Performance Indicator 6
The Alumni Association county chapters will increase level of funding and scholarship endowment funding.

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

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

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

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

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

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

- **Assessment Results 2013-2014:**

6/30/2014   Hancock County   Marion/Jeff Davis Counties   Forrest/Lamar Counties   Pearl River County

| $12,044.36 | $28,680.81 | $34,251.00 | -0- |

| +$1,026.76 (Over 12/31/2013) | +$1,671.34 (Over 12/31/2013) | -0- | -0- |

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

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

- **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.

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 2012-2013:**
  The following special events/activities were among many offered to those living in this community college district during the 2012 – 2013 school year:

- "Summer Delights" Art Show
- Mississippi State University Chamber Ensemble
- "The Voices" Christmas Concert
- Silver Sneakers Program for Senior Citizens
- Zumba Classes
- Yoga Classes
- Transported New Harmonies Museum Tour
- Skills USA Leadership Conference
- State Community College Counselors Conference
- Mississippi Rural Water Association Training Sessions

- Department of Environmental Quality Training Session
- Career Fairs
- Mississippi Medicaid Workshop
- Poplarville Chamber of Commerce Lunch and Learn Sessions
- Jazz Band, RiverRoad, and Symphonic Band Spring Concerts
- Pearl River Singers and Voices Spring Concert
- PRCC Drama Production: "The Complete Works of Wm. Shakespeare: Abridged"
- "River Country" Choral Review
- College Fair
- Job Placement Workshops

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

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

- **Assessment Results 2013-2014:** Numerous activities and special events were offered by the College to those living in this community college district during the 2013-2014 school year. The following list includes some of these:
  Mississippi Symphony Orchestra Concert
  Dr. Michio Kaku Presentation
  Mathemagic! for Elementary Students
  Christmas at the River---PRCC Bands and Choirs Holiday Concert
  Art Exhibits
  Guest Recitals
  Student Recitals
  Veteran's Day Patriotic Concert
  Silver Sneakers Program for Senior Citizens
  Exercise Classes
  Wellness Center Pre/Post Fitness Assessments
  Hattiesburg Health Fair for all State employees with WebMD
  Women's Health Symposium
  Personal Trainer Workshop
  American Heart Association Heart Walk
  First Aid and CPR Training
  American Cancer Society 5K Walk
  Mississippi Show Choir Contest
  Band Clinic
  "The Spirit of Harriet Tubman"
  "Simply Sinatra" featuring Steve Lippia
  USM Chorale with Pearl River Singers
  Symphonic Band Spring Concert
  "Guys and Dolls" Spring Musical
  PRCC Film Premiere "The Road Less Traveled"
  Career Fair
  Poplarville Chamber of Commerce Lunch and Learn Sessions
  College Fair
  Job Placement Workshops

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

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

- **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.

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

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

Internal Performance Indicator 1

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

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

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

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

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

  Source of Documentation: Office of Institutional Research, college data

  Use of Assessment Results: The Recruitment Office strives to visit all high schools, both public and private, within PRCC's district at least twice a semester. It is important to consider which counties are represented in the current PRCC student body in order to verify the College is serving the needs of all counties within its district. The Recruitment Office strives to be strategic in its efforts. Through analysis of enrollment from district high schools, the recruitment staff is able to improve recruitment strategies and to confirm that all counties are equally represented within the PRCC student population. The Recruitment Office adapts its strategy to recruit more heavily in underrepresented schools, such as Petal High School and Prentiss High School, while continuing its outreach efforts at highly represented schools, such as Pearl River Central High School and East Marion High School.

- **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.

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

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

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

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

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

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

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

  Source of Documentation: College enrollment reports

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

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

  Source of Documentation: College enrollment reports

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

- **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.

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

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

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

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

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

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

  Use of Assessment Results: A full-time recruiter was hired in February 2014. The success of on-campus events is evident based on personal feedback and survey collection. The Recruitment Office will continue to host these on-campus events (Poplarville Campus Wildcat Fest, High School

Junior/Senior Football Game Night, GED College Day, Forrest County Center Allied Health Tour Day, Career/Technical Student Conference, Hancock Center Spring Fest, and private Poplarville campus tours upon request) during the 2014-2015 year. These events target audiences from academic and career/technical backgrounds as well as traditional high school students and non-traditional adult learners. The recruitment staff is working to expand its private campus tours by developing a way to provide private campus tours at the Forrest County Center in addition to the Poplarville campus. Through interaction with prospective students at various events and by analyzing survey data collected from campus tours, the Office of Recruitment has determined that students have a wide variety of interests, backgrounds, and goals. The best way to recruit such a variety of students is to attempt to understand each student individually and strive to customize messages sent to each student according to their individual needs and goals. The Recruitment Office will continue to utilize postcards, mailed information packets, social media, and email newsletters as the primary forms of communication with prospective students. All of these forms of communication can be personalized and customized to fit each student's interests individually.

- **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.

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

- **Assessment Results 2012-2013:** Approximately eighty-nine percent (89%) of career and technical students who entered or returned to a program on the Poplarville campus from the previous reporting

year remained in the program and earned passing grades.   Approximately ninety-eight percent (98%) of career and technical students who entered or returned to a program at the Forrest County Center from the previous reporting year remained in the program and earned passing grades.

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

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

- **Assessment Results 2013-2014:** Approximately 85% of career and technical students who entered or returned to a program on the Poplarville campus from the previous reporting year remained in the program and earned passing grades.   Approximately 90% of career and technical students who entered or returned to a program at the Forrest County Center from the previous reporting year remained in the program and earned passing grades.

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

  > **Use of Assessment Results:** In order to increase retention of students, faculty and professional staff members will continue to conduct individual and small group advisement and registration sessions. Career and Technical faculty and professional staff members will meet or exceed the State requirement for retention. In an effort to increase retention, emails are sent to **all** PRCC students when they are absent and those students are advised to see an instructor and/or a counselor for corrective action. Tutoring sessions are provided in the Student Success Centers and by the Student Support Services Program.

- **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.

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

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

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

- **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.

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.

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

Commitment Statement:

The Pearl River Community College Department of Workforce Education is committed to enabling businesses, industries, educational and public service organizations, and individuals in need of employability skills improvement to achieve their personal and organizational job performance goals.

Internal Performance Indicator 1

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

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

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

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

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

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

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

- **Assessment Results 2013-2014:** PRCC developed and managed 55 projects funded by various funding sources made available through the Mississippi Community College Board; with a total number of 13,277 duplicated trainees. The total amount of funds management equated to $1,612,977.88 for Workforce Education, Adult Basic Education, Dual Enrollment Practical Nursing and Advanced Technology Projects.
  The South Mississippi Planning and Development District grant funded a continuation of the computer training program and workforce coordinator program in partnership with the local WIN Job Centers. The

WIN Job Center offered Office Technology Training to 177 individuals with 608 course completions. A total of 602 adult and dislocated workers were served under the Workforce Coordinator Program.
For fiscal year 2014, PRCC served 116 WIA students enrolled in 30 different Career, Technical, Allied Health, and Workforce programs.
For fiscal year 2015, PRCC currently has 100 WIA students enrolled in 30 different Career, Technical, Allied Health, and Workforce programs.

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

> **Use of Assessment Results:** The total number of trainees in Workforce funded projects represents 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.

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

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

  > **Use of Assessment Results:** Performance measures goals for all Adult Education programs are set by the Adult Education Division of the US Department of Education. Performance measures are set based on achievement (or lack of achievement) of the previous academic year goals for each state. Performance measures goals are set for each educational functioning level (EFL). There are 6 EFLs in ABE. The following are Performance goals set for each level for 2012-13. EFL 1 44% EFL 2 41% EFL 3 40% EFL 4 32% EFL 5 35% EFL 6 61 %. Each level must meet or exceed the performance goal for the year. If the state exceeds the goal the performance measures are increased. If the state doesn't meet the goals the measures may be decreased.
  > The total number served in Adult Education for the 2012-13 school year was 945. 305 students earned their GED. A total of 627 GED students enrolled in PRCC this academic year. 442 received Pell Grant funding.

- **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.

Internal Performance Indicator 3

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

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

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

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

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

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

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

  Source of Documentation: Vice President of Economic and Community Development

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

- **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.

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.

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.

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.

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.

Appendix A
PRCC LICENSURE PASS RATES

PROGRAM	2011-2012			2012-2013			2013-2014		
	PASS RATE	NO. PASSING	NO. TAKING	PASS RATE	NO. PASSING	NO. TAKING	PASS RATE	NO. PASSING	NO. TAKING
Associate Degree Nursing	98%	99	101	95%	88	93	88%	77	88
Barbering	100%	10	10	90%	9	10	22%	2	9
Cosmetology	100%	15	15	73%	11	15	78%	11	14
Dental Assisting (certificate)	92%	13	14	92%	13	14	77%	10	13
Dental Hygiene Technology	100%	16	16	100%	16	16	88%	14	16
Medical Laboratory Technology	87%	7	8	66%	6	9	89%	8	9
Medical Radiologic Technology	100	14	14	100%	16	16	94%	16	17
Occupational Therapy Assistant Technology	87%	14	16	77%	17	22	87%	20	23
Practical Nursing (Forrest County Center)	66%	18	27	89%	24	27	70%	16	23
Practical Nursing (Poplarville Campus)	90%	9	10	90%	9	10	85%	11	13
Physical Therapist Assistant Technology	88%	15	17	100%	22	22	93%	14	15
Respiratory Care Practitioner Technology	94%	16	20	84%	16	19	94%	17	18
Surgical Technology	100%	13	13	100%	15	15	100%	12	12

State reports generally run one year behind schedule.

INTERNAL PERFORMANCE INDICATOR RESPONSIBILITY CHART

Internal Performance Indicator Responsibility Chart (2014-2015)

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

	7	Dr. Martha Lou Smith Vice President for General Education & Technology Services Dr. Scott Alsobrooks Vice President for Economic & Community Development	Dr. Cecil Burt Vice President for Forrest County Operations Ms. Gwen Smith Director of Career & Technical Programs	Ms. Brenda Wells Director of Institutional Research
	8	Dr. Martha Lou Smith Vice President for General Education & Technology Services	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 (2014-2015)

Goal	Indicator	Persons Responsible for Indicators		
2 Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center	1	Ms. Brenda Wells Director of Institutional Research	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations	Mr. Raymunda Barnes 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. Cecil Burt 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 Economic & Community Development	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations	Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator Mr. Raymunda Barnes Assistant Vice President for Hancock Center

Internal Performance Indicator Responsibility Chart (2014-2015)

Goal	Indicator	Persons Responsible for Indicators		
3 Dr. Martha Lou Smith Vice President for General Education & Technology Services	1	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Ms. Michelle Mitchell Director of e-Learning	
	2	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Ms. Gwen Smith Director of Career and Technical Education 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 Economic & Community Development	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations	Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator Mr. Raymunda Barnes Assistant Vice President for Hancock Center

Internal Performance Indicator Responsibility Chart (2014-2015)

Goal	Indicator	Persons Responsible for Indicators	
4 Ms. Brenda Wells Chair, Professional Development Committee	1	Mr. Roger Knight Vice President for Business & Administrative Services	
	2	Dr. Martha Lou Smith Vice President for General Education & Technology Services	Dr. Scott Alsobrooks Vice President for Economic & Community Development
	3	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations	Dr. Martha Lou Smith Vice President for General Education & Technology Services Dr. Scott Alsobrooks Vice President for Economic & Community Development
	4	Dr. 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 (2014-2015)

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

Internal Performance Indicator Responsibility Chart (2014-2015)

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

Internal Performance Indicator Responsibility Chart (2014-2015)

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 Economic & Community Development	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations	
	4	Dr. Adam Breerwood Vice President for Poplarville Campus & Hancock Center Dr. Cecil Burt Vice President for Forrest County Operations	Dr. Martha Lou Smith Vice President for General Education & Technology Services Dr. Scott Alsobrooks Vice President for Economic & Community Development	
	5	Dr. Jennifer Seal Vice President for Planning & Institutional Research	Ms. Brenda Wells Director of Institutional Research	
	6	Mr. Ernie Lovell Director of Development Foundation/Alumni Association		

Internal Performance Indicator Responsibility Chart (2014-2015)

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

Internal Performance Indicator Responsibility Chart (2014-2015)

Goal	Indicator	Persons Responsible for Indicators		
7 Ms. Tonia Moody Director of Admissions and Records and ADA/Civil Rights Coordinator	1	Ms. Casey Rawls Director of Recruitment and Orientation		
	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. Casey Rawls Director of Recruitment and Orientation		
	5	Dr. Scott Alsobrooks Vice President for Economic & Community Development	Dr. Cecil Burt Vice President for Forrest County Operations Ms. Gwen Smith Director of Career & Technical Programs	Dr. Ann Moore Director of Counseling, Advisement, and Placement Dr. Joe Wesley Career and Technical Counselor Ms. Tonia Moody 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 (2014-2015)

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

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