

**Institutional Planning
and
Effectiveness Document**

2006 – 2007



**Pearl River
Community College**

**Poplarville – Hattiesburg – Waveland
Mississippi**

Institutional Planning and Effectiveness Document

2006 – 2007

Pearl River Community College

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Institutional Planning and Effectiveness Document
2006 – 2007
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Introduction

INTRODUCTION

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 a planning and evaluation process that is 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 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 process is continuous and provides assurance that the Mission Statement is being fulfilled, provides a method to measure performance, and provides documentation that improvements are being made as needed.

Pearl River Community College has established a systematic, broad-based, interrelated, and appropriate evaluation process which includes a number of methods to assist in evaluating and determining the effectiveness of educational activities. The Institutional Effectiveness Assessment Charts have been developed to give positive and definitive direction to the various administrative, student services, and instructional programs. The objectives are stated in terms of outcomes to be accomplished, the assessment criteria are identified, and the use of the results is given for each of the objectives at the end of the school year. Early in the Fall Semester, after careful review of the Mission and Strategic Goals of the College, each of the administrative units, student services units, and instructional programs develops objectives which ensure that the Mission and Strategic Goals of the College will be met during the year. The relationship of each unit or program to the PRCC Mission is also reviewed. Members of the Planning and Effectiveness Committee review the objectives and work with administrators, faculty, and staff to ensure that the units develop objectives that are appropriate for the College. The Institutional Effectiveness Assessment Charts are then reviewed by the President and members of the Administrative Council. If approved, each chart is completed prior to the next fall semester. Accomplishments are evaluated by the President and Administrative Council, and, if needed, recommendations are made for the following year. If the chart is not approved, the process begins again with additional guidance from members of the Planning and Effectiveness Committee.


In addition to preparing the Institutional Effectiveness Assessment Charts, academic departments are scheduled to undergo a program review every three years. Program review is a formal process designed to assist in the evaluation of the College's educational programs and services. The promotion of program improvement and growth is the primary focus of these reviews. A second goal of the program reviews is to provide information for planning and decision making. As can be seen by reviewing these reports, program reviews document strengths and weaknesses, describe improvements made since the last evaluation, and note recommendations for the future. In addition, the Career and Technical Division conducts program reviews annually.

Personnel evaluations also play a major role in evaluating and improving educational activities at Pearl River Community College. Faculty members are evaluated by students each Fall Semester. Evaluations by supervisors occur annually for employees with fewer than six years of experience at Pearl River Community College, at least every two years for employees with at least six years, but fewer than ten years, of experience at Pearl River Community College, and every three years for employees with ten or more years experience at Pearl River Community College. Both the supervisor and the student evaluation results are used by the supervisor when meeting with individual faculty members to discuss the evaluation of the faculty member. Areas for improvement are noted on the evaluation form, and a plan for correcting deficiencies is discussed and documented on the evaluation form. Results from the previous year are compared to results from the current year in order to ensure that needed improvements or modifications in specific areas have been accomplished. A follow-up of faculty performance when indicated by the evaluation is scheduled by the supervisor. Also, it should be noted that the same cycle for evaluation is used for supervisors by personnel reporting to them. Results are compiled and used in planning for improvements. Faculty and staff development opportunities are often based on recommendations resulting from this evaluation process.

Institutional Research, an integral part of the College's planning and evaluation process, is an important responsibility of personnel in several offices and is coordinated by the Institutional Research Specialist in the Office of Planning and Research. Statistics regarding demographics, transfer student data, grade comparisons, distance education, survey data, personnel evaluation data, and department/unit assessment and evaluation information are coordinated and provided to faculty, staff, and administrators by the Chief Planning Officer and the Institutional Research Specialist. Distribution of this research is accomplished through newsletters, focus group reports, program reviews, assessment charts, annual reports, State reports, and individual and group presentations. Evaluations of services provided by these offices can be found in annual assessment charts, annual personnel reviews, and survey data; therefore, improvement in services is an ongoing process.

In addition to these planning and evaluation activities, many committees composed of faculty, staff, and administrators are involved in monitoring the achievement of goals and objectives. Additional data and/or additional methods of evaluation can be suggested at any time. These committees meet on a regular basis and add another avenue for input regarding planning and evaluation for all Pearl River Community College personnel.

The information contained in this document is an example of Pearl River Community College's commitment to growth and change. Many changes and modifications have been made in the instructional, administrative, and educational support services as a result of the analysis of the informative data gathered by means of these assessment tools. Efforts will be continued to provide outstanding services in all areas of the College. Data collection, measurements, and plans for improvements, along with data from various surveys, will be reviewed and used to guide the planning and budgeting process, with particular emphasis being given to areas where improvements are needed. This process is repeated annually and ensures that the College is constantly evaluating, discussing, and improving its services.



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 transfer and be successful in their studies at baccalaureate institutions and/or to be successful in careers for which they have been prepared.
2. To provide quality student services.
3. To provide access to college courses and programs using various instructional methods, including distance education.
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.
7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

Strategic Planning

STRATEGIC PLANNING

The basis for the strategic planning process at Pearl River Community College (PRCC) involves the formulation of the Mission Statement and of Strategic Goals, which serve as the foundation for all planning and evaluation at the College. In the past, the Mission Statement and Strategic Goals were reviewed annually by the Policy and Procedure Committee, which has representation from all areas of the College. In the spring of 2003, the President appointed a special committee composed of faculty, staff, administrators, student representatives, and community and alumni members to review them once again. Using historical data as a basis, this committee met, researched and reviewed data, and recommended a revised Mission Statement with Strategic Goals. The Proposed 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.

The Mission Statement and Strategic Goals are reviewed annually by the Planning and Effectiveness Committee with recommendations for changes being made as needed to the Administrative Council and 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 goal has been met, are written with the assistance of the Chief Planning Officer, the Institutional Research Specialist, and committees in order to assist with the documentation of progress and the development of new objectives and plans of action that should lead to even greater improvements. This provides more specific delineations for development of objectives and assessment methods at the divisional level where operational planning is performed. The composition of the working groups which develop divisional objectives is left to the discretion of the particular division. As shown on the Annual Planning and Evaluation Cycle, 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 transmitted to the College President and other appropriate administrators for final review and approval.

As indicated in the Annual Planning and Evaluation Cycle, each year, 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 how well Pearl River Community College is meeting its Strategic Goals. This compilation assists in determining the extent to which the College is fulfilling its mission. 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. 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 and that are used to document improvements.

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 transfer and be successful in their studies at baccalaureate institutions and/or to be successful in careers for which they have been prepared.
2. To provide quality student services.
3. To provide access to college courses and programs using various instructional methods, including distance education.
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.
7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

Goal 1: To prepare students to transfer and be successful in their studies at baccalaureate institutions and/or 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's degrees and certificates of proficiency, to transfer to bachelor's degree programs, to pass licensure examinations, and to gain employment in their chosen fields. Students completing these programs will express a high degree of satisfaction and will be successful in their careers and in their transfer programs.

Internal Performance Indicator 1

Instructors in all academic, technical and career education programs will be evaluated yearly by students, self-evaluations, and by supervisors. Results will be used to improve instruction.

- **Assessment Results 2002-2003:** This Internal Performance Indicator was achieved in accordance with the Pearl River Community College Evaluation Process Policy, adopted Nov. 11, 1980.

Source of Documentation: The results are on file in the offices of the Dean of Academic Affairs, the Director of Poplarville Career and Technical Education Programs, the Director of Forrest County Career and Technical Education Programs, 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 2003-2004:** This Internal Performance Indicator was achieved in accordance with the Pearl River Community College Evaluation Process Policy, adopted Nov. 11, 1980.

Source of Documentation: The results are on file in the offices of the Vice President for Instruction, the Director of Poplarville Career and Technical Education Programs, the Director of Forrest County Career and Technical Education Programs, 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 2004-2005:** This Internal Performance Indicator was achieved in accordance with the Pearl River Community College Evaluation Process Policy, adopted Nov. 11, 1980.

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

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

- **Assessment Results 2005-2006:** Due to time lost for instruction as a result of Hurricane Katrina, instructors were not evaluated by students in Fall 2005. New instructors were evaluated by students in Spring 2006. All instructors were evaluated by their supervisors, as usual, in Spring 2006.

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

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

- **Assessment Results 2006-2007:** This Internal Performance Indicator was achieved in accordance with the Pearl River Community College Evaluation Process as revised on October 11, 2006, and reflects the following:

Pearl River Community College will periodically evaluate instructors in all academic, technical and career education programs as follows:

- Faculty employed at Pearl River Community College for fewer than six years will be evaluated annually.
- Faculty employed at Pearl River Community College for at least six years, but fewer than ten years, will be evaluated at least every two years.
- Faculty employed at Pearl River Community College for ten or more years will be evaluated at least every three years.

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

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

Internal Performance Indicator 2

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

- **Assessment Results 2002-2003:** During the Fall 2002 and Spring 2003 semesters, 1,023, or 85.1%, of 1,202, academic and technical classes carrying three or more semester hours of credit were taught by full time instructors. This percentage is well over our Internal Performance Indicator of 80%.

Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Dean of Academic Affairs.

Use of Assessment Results: No action needed.

- **Assessment Results 2003-2004:** During the Fall 2003 and Spring 2003 semesters, 1,409, or 85.14%, of 1,655 academic and technical classes carrying three or more semester hours credit were taught by full time instructors. This percentage is over our Internal Performance Indicator of 80%.

Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Vice President for Instruction. This information is also maintained in the Office of Institutional Research.

Use of Assessment Results: No action needed.

- **Assessment Results 2004-2005:** During the Fall 2004 and Spring 2005 semesters, 1,326, or 83.92%, of 1,580 academic and technical classes carrying three or more semester hours credit were taught by full time instructors. This percentage is over our Internal Performance Indicator of 80%.

Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Vice President for Instruction. This information is also maintained in the Office of Institutional Research.

Use of Assessment Results: No action needed.

- **Assessment Results 2005-2006:** During the Fall 2005 and Spring 2006 semesters, 1,403, or 83.8%, of 1,675 academic and technical classes carrying three or more semester hours credit were taught by full time instructors. This percentage is over our Internal Performance Indicator of 80%.

Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Vice President for Instruction. This information is also maintained in the Office of Institutional Research.

Use of Assessment Results: No action needed.

- **Assessment Results 2006-2007:** During the Fall 2006 and Spring 2007 semesters, 1327, or 74%, of 1788 academic and technical classes carrying three or more semester hours credit were taught by full time instructors.

Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Vice President for Instruction. This information is also maintained in the Office of Institutional Research.

Use of Assessment Results: The 74% is lower than the 80% stated in the indicator, therefore, a review of the number of classes taught by full-time instructors will be conducted.

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 2002-2003:** The accreditations of the Associate Degree Nursing, Automotive Mechanics Technology, and Child Development Technology Programs were reaffirmed during the 2002-2003 school year. No other programs were scheduled for reaffirmation of accreditation.

Source of Documentation: Offices of the Dean of Academic Affairs and the Director of Poplarville Career and Technical Programs.

Use of Assessment Results: No improvements needed at this time

- **Assessment Results 2003-2004:** The practical nursing program was reaffirmed during the 2003 fall semester.

Source of Documentation: Offices of the Vice President for Instruction and the Director of Poplarville Career and Technical Education Programs.

Use of Assessment Results: There was one recommendation regarding the practical nursing evaluation. The practical nursing program exceeded the recommended number of students (10) per full time instructor. This recommendation has been addressed and resolved by planning to have any students who exceed the allowable instructor to student ratio to attend observational

areas under the supervision of a registered nurse (RN). Examples of this include observing dialysis and assisting school nurses.

- **Assessment Results 2004-2005:** No programs at Pearl River Community College had to experience reaffirmation during the 2004-2005 school year.

Source of Documentation: Offices of the Vice President for Instruction and the Director of Poplarville Career and Technical Education.

Use of Assessment Results: No action needed.

- **Assessment Results 2005-2006:** Medical Laboratory Technology Program was accredited for 7 years by National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 8410 West Bryn Mawr Avenue, Suite 670, Chicago, Illinois 60631, Phone: 773.714.8880. Accreditation has been reaffirmed for Respiratory Therapy through 2013. The Automotive program received a site visit and accreditation was reaffirmed.

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

Use of Assessment Results: No action is needed.

- **Assessment Results 2006-2007:** The Medical Radiologic Technology Program progress report was submitted to JRCERT early in 2007 and was evaluated by the committee on April 20, 2007. The JRCERT took the following action: Maintenance of accreditation for a period of five years. The college was notified of this by letter dated April 30, 2007. No other programs were scheduled for reaffirmation of accreditation.

Source of Documentation: JRCERT official notification - Offices of the Vice President for Instruction, the Dean of the Forrest County Center, and the Director of Poplarville Career and Technical Education

Use of Assessment Results: Begin to prepare for next cycle of accreditation/reaffirmation.

Internal Performance Indicator 4

Six months after graduation, 65% of students who completed career and technical programs will be positively placed according to the State measurement definition.

- **Assessment Results 2001-2002:** Ninety-four and five tenths percent (94.5%) of the students who completed programs were in jobs.

Source of Documentation: Offices of Poplarville Career and Technical Education, Forrest County Career and Technical Education, and Career and Technical Counselors.

Use of Assessment Results: A placement rate of 94.5% exceeds the State's requirement of 65%. No written plan of improvement is required.

Assessment Results 2002-2003: Ninety percent (90%) of the students on the Poplarville campus and at the Forrest County center are positively placed either in jobs, continuing education, or serving in the military (state definition of positive placement). The state requirement for 2002-03 for positive placements is 61.65 percent.

Source of Documentation: Offices of Poplarville Career and Technical Education, Forrest County Career and Technical Programs, and Career and Technical Counselors.

Use of Assessment Results: The ninety percent (90%) placement rate exceeds the State's 2002-2003 requirement of 61.65 percent. No written plans of improvement are required on the placement standard.

- **Assessment Results 2003-2004:** Ninety two percent (92%) of the students on the Poplarville campus and at the Forrest County Center are positively placed either in jobs, continuing education, or serving in the military (state definition of positive placement). The state requirement for 2003-04 is 62.15 percent.

Source of Documentation: Offices of Poplarville Career and Technical Education, Forrest County Center Career and Technical Education, and Career Technical Counselors.

Use of Assessment Results: The ninety two percent (92%) placement rate exceeds the State's placement requirement of 62.15 percent. No written plans of improvement are required on the placement standard.

- **Assessment Results 2004-2005:** Ninety-one percent (91%) of the students who completed programs at the Poplarville campus and at the Forrest County Center are positively placed either in jobs, continuing education, or in military service (State definition of positive placement).

Source of Documentation: Offices of Poplarville Career and Technical Education Programs, Forrest County Career and Technical Education Programs, and Career and Technical Counselors.

Use of Assessment Results: The ninety-one percent (91%) placement rate exceeds the State's 2004-05 requirement of 65 percent requirement. No written plans of improvement are required on the placement standard.

- **Assessment Results 2005-2006:** Ninety-two percent (92%) of the career and technical graduating students were placed either in the field for which they were trained, or related fields, or in the military service, or were continuing their education.

Source of Documentation: Placement records in offices of Dr. Ann Moore, Dr. Joe Wesley, and Instructors.

Use of Assessment Results: No plan of improvement is required. This performance exceeded the required state standard.

- **Assessment Results 2006-2007:** This information will not be available until October 2007.

Source of Documentation:

Use of Assessment Results:

Internal Performance Indicator 5

Employers attending the Pearl River Community College Career Fairs will give Pearl River Community College students a satisfactory rating regarding employability.

- **Assessment Results 2002-2003:** The survey was not developed and used until February 2004.

Source of Documentation: Offices of Career and Technical Counselors on the Poplarville campus and at the Forrest County Center.

Use of Assessment Results: Developing and using the survey in 2004 is the result of an effort for improvement placement efforts.

- **Assessment Results 2003-2004:** Forty-five employers completed and returned the survey.

A hundred percent (100%) strongly agreed or agreed that the students were helpful in set up and registration for the fair. This demonstrates courtesy.

Eighty-nine percent (89%) strongly agreed or agreed that student interest in networking with employers was enthusiastic and genuine. Eleven percent (11%) was undecided.

Eighty percent (80%) strongly agreed or agreed that student participation, preparation of resumes, proper attire, and polite conduct were exhibited. Fifteen percent (15%) were undecided, and five percent (5%) disagreed.

Ninety-six percent (96%) strongly agreed or agreed that in general the upcoming graduates were employable. Four percent (4%) were undecided.

Survey results for the Forrest County Center's career fair will be available December 1, 2004.

Source of Documentation: Offices of Career and Technical Counselors on the Poplarville campus and at the Forrest County Center.

Use of Assessment Results: Survey results will be used in Placement Workshops conducted in November 2004 and February 2005 for improving student readiness for career fairs.

- **Assessment Results 2004-2005:** Fifty employers responded to the survey.

Ninety-six percent (96%) strongly agreed or agreed that the students were helpful in set up and registration for the fair. Four percent (4%) were undecided. This demonstrates courtesy.

A hundred percent (100%) strongly agreed or agreed that student interest in networking with employers was enthusiastic and genuine.

Ninety percent (90%) strongly agreed or agreed that student participation, preparation of resumes, proper attire, and polite conduct were exhibited. Eight percent (8%) were undecided, and two percent (2%) disagreed.

Eighty-eight percent (88%) strongly agreed or agreed that in general the upcoming graduates were employable. Twelve percent (12%) were undecided.

Source of Documentation: Placement Office and Offices of Career Technical Counselors at the Poplarville campus and Forrest County Center.

Use of Assessment Results: Survey results will be used in Placement Workshops conducted in November 2005 and February 2006 for improving student readiness for career fairs and employment.

- **Assessment Results 2005-2006:** Fifty of 73 employers who participated in the Career Fair responded to the survey. Eighty-four percent rated students as employable, and 16 percent were undecided.

Source of Documentation: Career Fair Records, Dr. Ann Moore and Dr. Joe Wesley

Use of Assessment Results: More responses from employers who participated in the fair are needed.

Career Technical students will be encouraged in class as well as in the Placement Workshop to present themselves in a professional manner and to exhibit qualities of employability. Academic students who participate in the fair will be transferring to a four-year program at a college or university; thus delaying career employment.

- **Assessment Results 2006-2007:** 85 Companies participated; 89% agreed or strongly agreed that our participating students were employable.

Source of Documentation: Career Fair Records, Dr. Ann Moore and Dr. Joe Wesley

Use of Assessment Results: Survey results will be used in Placement Workshops conducted in November 2008 and February 2007 for improving student readiness for career fairs.

Internal Performance Indicator 6

The College will have an aggregate institutional passing rate of 80% for programs requiring licensure and certification examinations and each program will reflect a passing rate of 70% or better.

- **Assessment Results 2002-2003:** Refer to the chart that follows Indicator 6.

Source of Documentation:

Associate Degree Nursing
Poplarville Practical Nursing
Barbering
Cosmetology
All others

Peggy Dease, Director of Nursing Education
Barbara Whiddon, Instructor
Ola Carpenter, Instructor
Delois Stovall, Instructor
Joe Wesley, Career/Technical Counselor

Use of Assessment Results: No action needed.

- **Assessment Results 2003-2004:** Refer to the chart that follows Indicator 6.

Source of Documentation:

Associate Degree Nursing
Poplarville Practical Nursing
Barbering
Cosmetology
All others

Peggy Dease, Director of Nursing Education
Barbara Whiddon, Instructor
Ola Carpenter, Instructor
Delois Stovall, Instructor
Joe Wesley, Career/Technical Counselor

Use of Assessment Results: No action needed. Prior to graduation, students are encouraged to take the licensure and certification exams; however, after graduation, the College has little to no influence on students decision to take the exams.

- **Assessment Results 2004-2005:** Refer to the chart that follows Indicator 6.

(The Associate Degree Nursing statistics include a student from two years prior who took the exam along with the graduating class of 2005.)

Source of Documentation:

Poplarville Practical Nursing
Barbering
Cosmetology
All others

Barbara Whiddon, Chair
Ola Carpenter, Instructor
Delois Stovall, Instructor
Dr. Joe Wesley, Career Technical Counselor

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

- **Assessment Results 2005-2006:** Refer to the chart that follows Indicator 6.

Source of Documentation:

| | |
|----------------------------------|--|
| Poplarville Practical Nursing | Barbara Whiddon, Chair |
| Forrest County Practical Nursing | Susan Bedwell, Chair |
| Barbering | Ola Carpenter, Instructor |
| Cosmetology | Delois Stovall, Instructor |
| Associate Degree Nursing | Peggy Dease, Director of Nursing |
| All others | Dr. Joe Wesley, Career Technical Counselor |

Use of Assessment Results: No improvement plan is required. State standards were met or exceeded.

- **Assessment Results 2006-2007:** Refer to the chart attached as Appendix A.

Source of Documentation:

| | |
|----------------------------------|--|
| Poplarville Practical Nursing | Barbara Whiddon, Chair |
| Forrest County Practical Nursing | Susan Bedwell, Chair |
| Barbering | Ola Carpenter, Instructor |
| Cosmetology | Delois Stovall, Instructor |
| Associate Degree Nursing | Peggy Dease, Director of Nursing |
| All others | Dr. Joe Wesley, Career Technical Counselor |

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

Internal Performance Indicator 7

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

- **Assessment Results 2004-2005:**

| | Fall 2002 | Fall 2003* | Fall 2004* |
|------------------------|--------------|---------------|---------------|
| PRCC transfer Term GPA | 2.77 | | |
| CJC transfer Term GPA | 2.80 | | |
| IHL Term GPA | 2.58 | | |

*The Mississippi Public Community/Junior College Students Enrolled in Mississippi Public Universities Academic Year 2003 – 2004 and the Mississippi Public Community/Junior College Students Enrolled in Mississippi Public Universities Academic Year 2004 – 2005 are not yet available. When this information is available, it will be included in the above chart.

Source of Documentation: Fall 2002: Office of Planning and Research: Mississippi Public Community/Junior College Students Enrolled in Mississippi Public Universities Academic Year 2002 – 2003 (published May 2003)

Use of Assessment Results: See asterisk statement above.

♦ **Assessment Results 2005-2006:**

| | Fall 2002 | Fall 2003 | Fall 2004* |
|------------------------|--------------|--------------|---------------|
| PRCC transfer Term GPA | 2.77 | 2.92 | |
| CJC transfer Term GPA | 2.80 | 2.86 | |
| IHL Term GPA | 2.58 | 2.60 | |

*The Mississippi Public Community/Junior College Students Enrolled in Mississippi Public Universities Academic Year 2004 – 2005 is not yet available. When this information is available, it will be included in the above chart.

Source of Documentation: Fall 2002: Office of Planning and Research: Mississippi Public Community/Junior College Students Enrolled in Mississippi Public Universities Academic Year 2002 – 2003 (published May 2003); Fall 2003: Office of Planning and Research: Mississippi Public Community/Junior College Students Enrolled in Mississippi Public Universities Academic Year 2003 – 2004 (published October 2005)

Use of Assessment Results: As indicated in the chart above, the cumulative grade point average of students at public universities in Mississippi who have transferred from Pearl River Community College (2.92) is higher than the cumulative grade point average of students at public universities in Mississippi who have transferred from all Mississippi public community colleges (2.86). No action needed.

- ♦ **Assessment Results 2006-2007:** The information from this indicator is still not available from the SBCJC. Attempts have been made to contact Dr. Larry Day for the release of this information.

Source of Documentation:

Use of Assessment Results:

Internal Performance Indicator 8

Analysis of student learning outcomes in courses included in the Quality Enhancement Plan will show improvement in comparison to student learning outcomes in similar courses not included in the Quality Enhancement Plan.

- ♦ **Assessment Results 2006-2007:** The final examination which encompasses all student learning objectives reveal the Quality Enhancement Plan College Algebra courses scored slightly higher than traditional College Algebra Courses as indicated in the following:

| | | |
|--|-------------|-------|
| Fall 2006 Final Examination average: | QEP | 76.68 |
| | Traditional | 71.21 |
| Spring 2007 Final Examination average: | QEP | 73.89 |
| | Traditional | 71.20 |

Source of Documentation: Office of QEP Chair

Use of Assessment Results: Continued assessment of Quality Enhancement Plan results. Additional data will be collected as the QEP is continued and expanded.

Internal Performance Indicator 9

The graduation rate for students in AA degree programs will increase each year.

- **Assessment Results 2006-2007:** The number of students graduating in Associate of Arts programs for the year 2005-2006 was 182 and the number of students graduating in Associate of Arts graduation programs for the year 2006-2007 was 167.

Source of Documentation: Office of Planning and Research and Office of the Vice President for Instruction

Use of Assessment Results: Due to the manner in which data is collected, this indicator will be revisited for the 2007-2008 year.

Goal 2: To provide quality student services.

Commitment Statement:

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

Internal Performance Indicator 1

Students participating in an annual campus climate survey will indicate they are satisfied with the campus climate.

- **Assessment Results 2001-2002:** The Campus Climate Scale Performance Gap on the Student Satisfaction Inventory (SSI) was 0.79 on the Poplarville campus and 0.93 at the Forrest County Center, both of which indicated satisfaction; however, students at both locations did indicate some dissatisfaction with the concern shown for them as individuals. Students at the Forrest County Center also indicated a concern regarding safety.

Source of Documentation: Office of Institutional Effectiveness and Guidance (Student Satisfaction Inventory)

Use of Assessment Results: A new day security officer was hired, and both new parking lots at the Forrest County Center are well lighted. Additional customer relations meetings were planned.

- **Assessment Results 2003-2004:** The Campus Climate Scale Performance Gap on the Student Satisfaction Inventory (SSI) was 0.80 on the Poplarville campus and 0.92 at the Forrest County Center, both of which indicated satisfaction. Improvements were made in both locations regarding concern shown for students. In addition, significant improvements were made in other areas.

Source of Documentation: Office of Planning and Research (Student Satisfaction Inventory)

Use of Assessment Results: Additional discussions regarding ways to improve channels of communication with students will be scheduled by the Dean of Students Affairs. In addition, plans are underway for a revised policy regarding the grievance procedure for students.

- **Assessment Results 2004-2005:** (The survey given this year was an in-house survey designed to respond to campus climate, security, bookstore, financial aid, admissions/registration, advising/counseling, library, and support staff issues.) According to the survey given, 69% of the students surveyed on the Poplarville Campus and 73% of students surveyed at the Forrest County Center strongly agreed or agreed with the campus climates statements. This indicates that nearly three-quarters of the students are satisfied with campus climate issues.

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

Use of Assessment Results: Surveys were administered during Spring 2005. Results will be used to address issues during the 2005-2006 school year.

- **Assessment Results 2005-2006:** The in-house Campus Climate Survey was administered in February 2006. According to the survey results, 65% of the students surveyed on the Poplarville Campus and 62% of students surveyed at the Forrest County Center strongly agreed or agreed with the campus climates statements. This indicates that nearly two-thirds of the students are satisfied

with campus climate issues. The primary concern on both campuses was: Channels for expressing student complaints are readily available. At both locations, approximately half of those surveyed were either undecided or disagreed with the statement. A selection of "undecided" indicates students are unaware of channels that may already exist for expressing complaints.

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

Use of Assessment Results: Surveys were administered during Spring 2006. Results will be used to address issues during the 2006-2007 school year. To address the matter of appropriate channels for students to express complaints, Pearl River's email system will be used to send a blanket email to all students informing of proper procedures for expressing complaints.

- **Assessment Results 2006-2007:** The annual Campus Climate Survey was administered in April 2007. According to the survey results 76% of students surveyed on Poplarville campus, 79% of students surveyed at Forrest County Center, and 85% of students surveyed at Hancock Center strongly agreed or agreed that campus services were satisfactory.

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

Use of Assessment Results: Surveys were administered during Spring 2007. Results will be used to address issues during the 2007-2008 school year. In addition, the campus climate survey will be revised for use during 2007-2008.

Internal Performance Indicator 2

The Pearl River Community College Learning Resource Center will meet 80% of Association of College & Research Libraries (ACRL) guidelines by June 2005.

- **Assessment Results 2002-2003:** The Learning Resource Center met 67% of the staffing requirements, 91% of the total collection owned requirements, and 58% of the budget requirements as established by ACRL guidelines.

Source of Documentation: Office of the Director of Learning Resources

Use of Assessment Results:

- Staffing: Additional staffing was requested.
 - Collection: The current collection was measured against ACRL guidelines for purchase of materials.
 - Budget: Additional funds were requested to purchase resources and technology.
- **Assessment Results 2003-2004:** The Garvin H. Johnston Library met 66% of the staffing requirements, 94% of the total collection owned requirements, and 57% of the budget requirements as established by ACRL guidelines. A clerical position was added at the Forrest County Center.

Source of Documentation: Office of the Director of College Libraries

Use of Assessment Results: Additional staffing has been requested for the following year. The total collection owned needs no improvement. The library budget has seen a decrease in funding over the last four years. Additional funds were requested to enable the library to meet the ACRL guidelines of 6% of the institution's budget.

- **Assessment Results 2004-2005:** The Garvin H. Johnston Library met 75% of the staffing requirements, 98% of the total collection owned requirements, and 58% of the budget requirements as established by ACRL guidelines. While the Poplarville Campus Library remained at 2.9% of the

total school budget during the 2004-2005 school year, the Forrest County Center Library budget was increased from .5% of the overall school budget to .6% of the overall school budget. This increase was due in part to the new facility which will house the Library at the Forrest County Center.

Source of Documentation: Office of the Director of College Libraries

Use of Assessment Results: According to ACRL guidelines, additional staff is still needed at the Forrest County Center. Additional funds were requested to enable the Library to meet the ACRL guidelines of 6% of the institution's budget. Money has been allocated for the Hancock County Center, which began operation in Fall 2004. This money will be used to purchase library supplies for this facility.

- **Assessment Results 2005-2006:** This information will not be available until December 2006.

Source of Documentation:

Use of Assessment Results:

- **Assessment Results 2006-2007:** There have been changes in ACRL guidelines and discussion is underway among ACRL personnel as to guideline specifics. A portion of the library budget was increased to accommodate salaries that were added due to the expansion of the Forrest County Center Library and Learning Lab. During Hurricane Katrina, the entire Hancock Center facility was destroyed, including the library. Some grant funds were awarded the institution during 2006-2007 to reconstruct and remediate the Hancock Center, but additional funds are needed to bring back the full library services and additional funding is being sought.

Source of Documentation: Office of the Director of College Libraries

Use of Assessment Results: Additional funding is being sought to assist with Hancock Center needs.

Internal Performance Indicator 3

Students participating in an annual campus climate survey will indicate that they are satisfied with the advising and counseling services.

- **Assessment Results 2001-2002:** The Academic Advising/Counseling Scale Performance Gap on the SSI was 0.84 on the Poplarville Campus and 0.83 at the Forrest County Center, both of which indicated satisfaction. The only item in this scale where dissatisfaction was indicated was one referring to assistance given to Forrest County Center students in reaching educational goals.

Source of Documentation: Office of Institutional Effectiveness and Guidance (Student Satisfaction Survey)

Use of Assessment Results: An additional orientation/registration session is planned for July in order to assist with overcrowding concerns during registration at the Forrest County Center. Students will have more time to discuss educational goals with academic advisors. Also, the number of academic advisors at the Forrest County Center will be increased during open registration.

- **Assessment Results 2003-2004:** The Academic Advising/Counseling Scale Performance Gap on the SSI was 0.89 on the Poplarville campus and 0.85 at the Forrest County Center, both of which indicated satisfaction. Improvements in the satisfaction level of students were made in all except two areas, one of which had a -0.01 mean difference with the other having a -0.04 mean difference.

Source of Documentation: Office of Planning and Research (Student Satisfaction Inventory)

Use of Assessment Results: Academic advisement workshops with faculty advisors will be continued at both the Poplarville campus and at the Forrest County Center with emphasis on transfer program requirements and changes.

- **Assessment Results 2004-2005:** (The survey given this year was an in-house survey designed to respond to campus climate, security, bookstore, financial aid, admissions/registration, advising/counseling, library, and support staff issues.) According to the survey given, 75% of the students surveyed on the Poplarville Campus and 82% of students surveyed at the Forrest County Center strongly agreed or agreed with the advising and counseling statements. This indicates that over three-quarters of the students are satisfied with advising and counseling issues.

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

Use of Assessment Results: Surveys were administered during Spring 2005. Results will be used to address issues during the 2005-2006 school year.

- **Assessment Results 2005-2006:** The in-house Campus Climate Survey was administered in February 2006. According to the survey results, 75% of the students surveyed on the Poplarville Campus and 74% of students surveyed at the Forrest County Center strongly agreed or agreed with the campus climates statements. This indicates that nearly three-quarters of the students are satisfied with counseling issues.

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

Use of Assessment Results: Surveys were administered during Spring 2006. Results will be used to address issues during the 2006-2007 school year.

- **Assessment Results 2006-2007:** The annual Campus Climate Survey was administered in April 2007. According to the results of the survey, 71% of students surveyed on Poplarville campus, 72% of students at Forrest County Center, and 82% of student surveyed at Hancock Center agreed or strongly agreed that advising and counseling services were satisfactory.

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

Use of Assessment Results: Surveys were administered during Spring 2007. Results will be used to address issues during the 2007-2008 school year. The position of Placement Director and Director of Counseling Center was added in order to improve and expand counseling services. Additional counseling and advisement services were provided at the Hancock Center during registration. In addition, the campus climate survey will be revised for use in 2007-2008.

Internal Performance Indicator 4

Students participating in an annual campus climate survey will indicate they are satisfied with the personal attention given by various offices on campus.

- **Admissions/Registration**
 - **Assessment Results 2001-2002:** The Admissions Performance Gap on the SSI was 0.86 on the Poplarville campus and 1.00 at the Forrest County Center. The Registration Performance Gap was 0.85 on the Poplarville campus and 1.13 at the Forrest County Center; therefore, satisfaction was achieved in both areas on the Poplarville campus but not at the Forrest County Center.

Source of Documentation: Office of Institutional Effectiveness and Guidance (Student Satisfaction Inventory)

Use of Assessment Results: An additional orientation/registration session is planned for July in order to assist with overcrowding concerns during registration at the Forrest County Center. Students will have more time to discuss educational goals with academic advisors. Also, the number of academic advisors at the Forrest County Center will be increased during open registration.

- **Assessment Results 2003-2004:** The Admissions Performance Gap on the SSI was 0.89 on the Poplarville campus and 0.98 at the Forrest County Center. The Registration Performance Gap was 0.96 on the Poplarville campus and 1.38 at the Forrest County Center; therefore, additional study needs to take place regarding registration services at the Forrest County Center.

Source of Documentation: Office of Planning and Research (Student Satisfaction Inventory)

Use of Assessment Results: The Dean of Student Affairs will schedule meetings with appropriate staff to discuss needed improvements in the registration process at the Forrest County Center.

- **Assessment Results 2004-2005:** (The survey given this year was an in-house survey designed to respond to campus climate, security, bookstore, financial aid, admissions/registration, advising/counseling, library, and support staff issues.) According to the survey given, 68% of the students surveyed on the Poplarville Campus and 74% of students surveyed at the Forrest County Center strongly agreed or agreed with the admission and registration statements. This indicates that nearly three-quarters of the students are satisfied with admission assistance and registration procedures.

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

Use of Assessment Results: Surveys were administered during Spring 2005. Results will be used to address issues during the 2005-2006 school year.

- **Assessment Results 2005-2006:** The in-house Campus Climate Survey was administered in February 2006. According to the survey results, 76% of the students surveyed on the Poplarville Campus and 73% of students surveyed at the Forrest County Center strongly agreed or agreed with the admission and registration statements. This indicates that approximately three-quarters of the students are satisfied with admission assistance and registration procedures.

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

Use of Assessment Results: Surveys were administered during Spring 2006. Results will be used to address issues during the 2006-2007 school year. The format of the Summer registration and the late registration for Fall 2006 were both changed to facilitate a more evenly transitioned process for students. A discussion is underway regarding a registration survey to be administered to students at the completion of the registration process. This will take thought and planning due to the fact that many steps are involved in the process. When, where, and how to administer such a survey will require detailed preparation.

- **Assessment Results 2006-2007:** The annual Campus Climate Survey was administered in April 2007. Results of the survey indicate that 71% of students surveyed on the Poplarville campus, 71%

of students surveyed at Forrest County Center and 78% of students surveyed at the Hancock Center agreed or strongly agreed that the admission and registration services were satisfactory.

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

Use of Assessment Results: Surveys were administered during Spring 2007. Results will be used to address issues during the 2007-2008 school year. In addition, the campus climate survey will be revised in 2007-2008.

- **Bookstore**

- **Assessment Results 2001-2002:** The Bookstore Performance Gap on the SSI was 0.41 on the Poplarville campus and 0.77 at the Forrest County Center, both of which indicated satisfaction.

Source of Documentation: Office of Institutional Effectiveness and Guidance (Student Satisfaction Inventory)

Use of Assessment Results: No changes are necessary at this time.

- **Assessment Results 2003-2004:** The Bookstore Performance Gap on the SSI was 0.50 on the Poplarville campus and 0.72 at the Forrest County Center, both of which indicated satisfaction.

Source of Documentation: Office of Planning and Research (Student Satisfaction Inventory)

Use of Assessment Results: No changes are necessary at this time.

- **Assessment Results 2004-2005:** (The survey given this year was an in-house survey designed to respond to campus climate, security, bookstore, financial aid, admissions/registration, advising/counseling, library, and support staff issues.) According to the survey given, 86% of the students surveyed on the Poplarville Campus and 84% of students surveyed at the Forrest County Center strongly agreed or agreed with the statements regarding the bookstore. This indicates that over three-quarters of the students are satisfied with bookstore services.

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

Use of Assessment Results: Surveys were administered during Spring 2005. Results will be used to address issues during the 2005-2006 school year.

- **Assessment Results 2005-2006:** The In-house Campus Climate Survey was administered in February 2006. According to the survey results, 82% of the students surveyed on the Poplarville Campus and 78% of students surveyed at the Forrest County Center strongly agreed or agreed with the statements regarding the bookstore. This indicates that over three-quarters of the students are satisfied with bookstore services.

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

Use of Assessment Results: Surveys were administered during Spring 2006. Results will be used to address issues during the 2006-2007 school year. Bookstore personnel will continue to work diligently to provide competitive prices and friendly service to students and instructors.

- **Assessment Results 2006-2007:** The annual Campus Climate Survey was administered in April 2007. The survey indicated that 84% of students surveyed on the Poplarville campus, 85% of

students surveyed at the Forrest County Center, and 77% of students surveyed at the Hancock Center agreed or strongly agreed with the statements regarding the bookstore. Indications are that over three-quarters of the students are satisfied with bookstore services.

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

Use of Assessment Results: Surveys were administered during Spring 2007. Results will be used to address issues during the 2007-2008 school year. Bookstore personnel will continue to work diligently to provide competitive prices and friendly service to students and instructors. In addition, the campus climate survey will be revised in 2007-2008.

- **Counseling Center**

- **Assessment Results 2001-2002:** The Counseling Center Performance Gap on the SSI was 0.82 on the Poplarville campus and 0.91 at the Forrest County Center, both of which indicated satisfaction.

Source of Documentation: Office of Institutional Effectiveness and Guidance (Student Satisfaction Inventory)

Use of Assessment Results: No changes are necessary at this time.

- **Assessment Results 2003-2004:** The Counseling Center Performance Gap on the SSI was 0.80 on the Poplarville campus and 0.89 at the Forrest County Center, both of which indicated improvement in the level of satisfaction.

Source of Documentation: Office of Planning and Research (Student Satisfaction Inventory)

Use of Assessment Results: No changes are necessary at this time.

- **Assessment Results 2004-2005:** (The survey given this year was an in-house survey designed to respond to campus climate, security, bookstore, financial aid, admissions/registration, advising/counseling, library, and support staff issues.) According to the survey given, 68% of the students surveyed on the Poplarville Campus and 74% of students surveyed at the Forrest County Center strongly agreed or agreed with the admission and registration statements. This indicates that nearly three-quarters of the students are satisfied with admission assistance and registration procedures.

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

Use of Assessment Results: Surveys were administered during Spring 2005. Results will be used to address issues during the 2005-2006 school year.

- **Assessment Results 2005-2006:** The in-house Campus Climate Survey was administered in February 2006. According to the survey results, 75% of the students surveyed on the Poplarville Campus and 74% of students surveyed at the Forrest County Center strongly agreed or agreed with the campus climates statements. This indicates that nearly three-quarters of the students are satisfied with counseling issues.

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

Use of Assessment Results: Surveys were administered during Spring 2006. Results will be used to address issues during the 2006-2007 school year. An effort is being made to

better prepare advisors (instructors) for the task of advising students regarding the appropriate classes to be taken.

- **Assessment Results 2006-2007:** The annual Campus Climate Survey was administered in April 2007. The survey results indicate that 62% of students surveyed on Poplarville campus, 65% of students surveyed at the Forrest County Center and 72% of students surveyed at the Hancock Center agreed or strongly agreed that counseling services were satisfactory.

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

Use of Assessment Results: Surveys were administered during Spring 2007. Results will be used to address issues during the 2007-2008 school year. Efforts continue to better prepare advisors (instructors) for the task of advising students regarding the appropriate classes to be taken. The position of Placement Director and Director of Counseling Center was added in order to improve and expand counseling services. In addition, the campus climate survey will be revised in 2007-2008.

- **Financial Aid Office**

- **Assessment Results 2001-2002:** The Financial Aid Office Performance Gap on the SSI was 1.24 on the Poplarville campus and 1.33 at the Forrest County Center, both of which indicated dissatisfaction with the assistance provided by the Financial Aid counselors.

Source of Documentation: Office of Institutional Effectiveness and Guidance (Student Satisfaction Inventory)

Use of Assessment Results: Additional customer relations training will be provided during the staff development sessions. Also, a new office working with financial aid concerns is being planned for the Forrest County Center.

- **Assessment Results 2003-2004:** The Financial Aid Office Performance Gap on the SSI was 1.13 on the Poplarville campus and 1.34 at the Forrest County Center; however, the satisfaction level at both locations improved.

Source of Documentation: Office of Planning and Research (Student Satisfaction Inventory)

Use of Assessment Results: Additional customer relations training will be scheduled for support staff, and an additional full-time financial aid employee has been hired for the Poplarville campus for the 2004-2005 school year.

- **Assessment Results 2004-2005:** (The survey given this year was an in-house survey designed to respond to campus climate, security, bookstore, financial aid, admissions/registration, advising/counseling, library, and support staff issues.) According to the survey given, 59% of the students surveyed on the Poplarville Campus and 68% of students surveyed at the Forrest County Center strongly agreed or agreed with the statements regarding financial aid. This indicates that over half of the students are satisfied with financial aid services.

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

Use of Assessment Results: Surveys were administered during Spring 2005. Results will be used to address issues during the 2005-2006 school year. It was suggested that more staff provide services at the front desk in financial aid and that work study students be provided with guidance. In response to this, a mini workshop is being organized for work study students.

- **Assessment Results 2005-2006:** The in-house Campus Climate Survey was administered in February 2006. According to the survey results, 60% of the students surveyed on the Poplarville Campus and 60% of students surveyed at the Forrest County Center strongly agreed or agreed with the statements regarding financial aid. This indicates that over half of the students are satisfied with financial aid services.

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

Use of Assessment Results: Surveys were administered during Spring 2006. Results will be used to address issues during the 2006-2007 school year. The Financial Aid Office has hired a new assistant director to help facilitate and expedite the processing of student paperwork.

- **Assessment Results 2006-2007:** The annual Campus Climate Survey was administered in April 2007. Survey results indicate that 60% of students surveyed on the Poplarville campus, 63% of students surveyed at the Forrest County Center, and 67% of students surveyed at the Hancock Center agreed or strongly agreed that financial aid services were satisfactory.

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

Use of Assessment Results: Surveys were administered during Spring 2007. Results will be used to address issues during the 2007-2008 school year. In addition, the campus climate survey will be revised in 2007-2008.

- **Learning Resource Center (now Library)**

- **Assessment Results 2001-2002:** The Learning Resource Center Performance Gap on the SSI was 0.57 on the Poplarville campus and 0.60 at the Forrest County Center, both of which indicated satisfaction.

Source of Documentation: Office of Institutional Effectiveness and Guidance (Student Satisfaction Inventory)

Use of Assessment Results: No need for improvement was indicated; however, a library assistant will be hired at the Forrest County Center in order to lengthen hours of service.

- **Assessment Results 2003-2004:** The Learning Resource Center Performance Gap on the SSI was 0.71 on the Poplarville campus and 0.63 at the Forrest County Center, both of which indicated satisfaction.

Source of Documentation: Office of Planning and Research (Student Satisfaction Inventory)

Use of Assessment Results: No changes are necessary at this time.

- **Assessment Results 2004-2005:** (The survey given this year was an in-house survey designed to respond to campus climate, security, bookstore, financial aid, admissions/registration, advising/counseling, library, and support staff issues.) According to the survey given, 77% of the students surveyed on the Poplarville Campus and 78% of students surveyed at the Forrest County Center strongly agreed or agreed with the statements regarding the library. This indicates that over three-quarters of the students are satisfied with services provided by the library on each campus.

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

Use of Assessment Results: Surveys were administered during Spring 2005. Results will be used to address issues during the 2005-2006 school year.

- **Assessment Results 2005-2006:** The in-house Campus Climate Survey was administered in February 2006. According to the survey given, 74% of the students surveyed on the Poplarville Campus and 75% of students surveyed at the Forrest County Center strongly agreed or agreed with the statements regarding the library. This indicates that over three-quarters of the students are satisfied with services provided by the library on each campus.

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

Use of Assessment Results: Surveys were administered during Spring 2006. Results will be used to address issues during the 2006-2007 school year. A new library facility will be open at the Forrest County Center beginning Fall 2006.

- **Assessment Results 2006-2007:** The annual Campus Climate Survey was administered in April 2007. Results of the survey indicate that 71% of students surveyed on the Poplarville campus, 83% of students surveyed at the Forrest County Center, and 68% of students surveyed at the Hancock Center agreed or strongly agreed that library services were satisfactory.

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

Use of Assessment Results: Surveys were administered during Spring 2007. Results will be used to address issues during the 2007-2008 school year. In addition, the campus climate survey will be revised in 2007-2008.

- **Security**

- **Assessment Results 2001-2002:** The Security Performance Gaps on the SSI were 0.99 and 1.27 on the Poplarville campus and 1.32 and 1.80 at the Forrest County Center, three of which indicated dissatisfaction.

Source of Documentation: Office of Institutional Effectiveness and Guidance (Student Satisfaction Inventory)

Use of Assessment Results: Street signs have been proposed, a master light plan has been proposed, and both new parking lots at the Forrest County Center are well lighted. Also, a new day security officer has been hired at the Forrest County Center.

- **Assessment Results 2004-2005:** (The survey given this year was an in-house survey designed to respond to campus climate, security, bookstore, financial aid, admissions/registration, advising/counseling, library, and support staff issues.)

Source of Documentation:

Use of Assessment Results: Surveys were administered during Spring 2005. Results will be used to address issues during the 2005-2006 school year.

- **Assessment Results 2003-2004:** The Security Performance Gaps on the SSI were 1.44 and 1.18 on the Poplarville campus and 1.28 and 0.61 at the Forrest County Center, three of which indicated dissatisfaction.

Source of Documentation: Office of Planning and Research (Student Satisfaction Inventory)

Use of Assessment Results: Although significant improvements were made at the Forrest County Center, meetings will be scheduled by the Dean of Student Affairs in order to plan for additional methods to improve these services. An additional security guard has been hired for the Poplarville campus and security cameras will be installed before the 2004 Fall Semester in all female dormitories. An additional security car will be utilized for campus patrols, and a new security golf cart will assist in improving the response time of security personnel. Work-study students will also be used to assist in the new security office which will be located outside the main entrance of the College.

- **Assessment Results 2004-2005:** (The survey given this year was an in-house survey designed to respond to campus climate, security, bookstore, financial aid, admissions/registration, advising/counseling, library, and support staff issues.) According to the survey given, 60% of the students surveyed on the Poplarville Campus and 80% of students surveyed at the Forrest County Center strongly agreed or agreed with the statements regarding security.

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

Use of Assessment Results: Surveys were administered during Spring 2005. Results will be used to address issues during the 2005-2006 school year. During the 2004-2005 school year, campus security was given the privileges of campus police and new personnel were hired. A new security facility was built on the main avenue entrance to campus.

- **Assessment Results 2005-2006:** The in-house Campus Climate Survey was administered in February 2006. According to the survey given, 66% of the students surveyed on the Poplarville Campus and 72% of students surveyed at the Forrest County Center strongly agreed or agreed with the statements regarding security.

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

Use of Assessment Results: Surveys were administered during Spring 2006. Results will be used to address issues during the 2006-2007 school year. Campus police have received training in the following areas:

- Firearm Training
- Breathalyzer Training
- High Speed Pursuit Training
- Mississippi Law Course (D.A.'s Office Poplarville)
- First Aid CERT (Certified Emergency Response Team) Training

- **Assessment Results 2006-2007:** The annual Campus Climate Survey was administered in April 2007. Results of the survey indicate that 70% of the students surveyed on the Poplarville campus, 82% of the students surveyed at the Forrest County Center, and 72% of the students surveyed at the Hancock Center agreed or strongly agreed that the campus is secure for all students.

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

Use of Assessment Results: Surveys were administered during Spring 2007. Results will be used to address issues during the 2007-2008 school year. Campus police have received training in the following areas:

- Security Planning for campus
- National Incident Management System (NIMS)
- Taser Certification
- Police Academy Refresher course
- Standard Professional Development Orientation for Police Departments on all new emergency plans and safety manuals

Plans are underway for Campus Police to provide crisis management training for the faculty and staff on all campuses. In addition, the campus climate survey will be revised in 2007-2008.

Internal Performance Indicator 5

The library budget at Pearl River Community College will increase by at least a tenth of a percentage point each year until the nationally accepted standard of 8% of the education/general budget total has been reached.

- **Assessment Results 2005-2006:** The combined Library budget (Poplarville Campus and Forrest County Center) for 2004-2005 was 3.486% of the College's budget. The combined Library budget for 2005-2006 is 3.344% of the College's budget. This indicates a decrease in the overall library budget as a percentage of the College's budget. However, in actual dollars, the combined Library budget experienced a growth of 1.5% (\$11,281) from 2004-2005 to 2005-2006.

Source of Documentation: Offices of Director of College Libraries and Dean of Business Services

Use of Assessment Results: A Needs Assessment chart will be completed to request additional funds for the Library.

- **Assessment Results 2006-2007:** The combined Library budget (Poplarville Campus and Forrest County Center) for 2005-2006 was 3.344% of the College's budget. The combined Library budget for 2006-2007 is 3.322% of the College's budget. This indicates a decrease in the overall library budget as a percentage of the College's budget. However, in actual dollars, the combined Library budget experienced a growth of 15.6% (\$117,356) from 2005-2006 to 2006-2007. The College experienced an overall budget increase of approximately 16% explaining why a 15.6% increase in the Library budget did not bring that section to 8% of the overall College budget. In addition a portion of the Library budget was increased to accommodate salaries that were added due to the expansion of the Forrest County Center Library and Learning Lab. Actual expenditures for the fiscal year 2007 indicate that 7.8% of the Institutional Educational & General (E & G) Budget went to library resources.

Source of Documentation: Offices of: Director of College Libraries and Dean of Business Services

Use of Assessment Results: A Needs Assessment chart will be completed to request additional funds for the Library.

Internal Performance Indicator 6

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

- **Assessment Results 2006-2007:** 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 and the Nursing Departments have all verified that the disabilities statement is included on each syllabus. Each Career and Technical student was provided an information form that inquired into whether special accommodations were required.

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

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

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

Commitment Statement:

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

Internal Performance Indicator 1

Distance learning courses provided through the Mississippi Virtual Community College will increase by 10% for each year of the next two years.

- **Assessment Results 2002-2003:** Pearl River Community College met this Internal Performance Indicator by adding two new on-line courses during the Fall 2002-2003 semester: ENG1113 taught by Greg Underwood and EPY2533 taught by Janice Poole.

Source of Documentation: Office of Director of Extended Education

Use of Assessment Results: The Office of Extended Education will continue to recruit and train faculty in order to meet this goal.

- **Assessment Results 2003-2004:** Pearl River Community College met this Internal Performance Indicator by adding one new on-line course during the Fall 2003-2004 semester: ENG2423 was taught by Marjory Thrash.

Source of Documentation: Office of Director of Extended Education

Use of Assessment Results: The Office of Extended Education will continue to recruit and train faculty in order to meet this goal. Training sessions will be provided for online instructors and the faculty handbook will be updated to include information specific to online instructors.

- **Assessment Results 2004-2005:** Pearl River Community College met this Internal Performance Indicator by adding nine new on-line courses during the Fall 2004-2005 semester: Stacy Smith – BAD 2533; Brenda Wells – BOT 1713; Leah Verdin – CNT 1323 and CPT 1513; Nicole Donald – ENG 1123; Mike Wadyko – HIS 2213 and HIS 2223; Terry Cook – PSY 1513; Steven Crowder – SOC 2113.

Source of Documentation: Office of Director of Extended Education

Use of Assessment Results: The Office of Extended Education will continue to recruit and train faculty in order to meet this goal. Training sessions and professional development are provided for online instructors and the faculty handbook has been updated to include information specific to online instructors.

- **Assessment Results 2005-2006:** Sixty classes (36 courses) are being taught online for Pearl River Community College during Fall 2005. Seven of these are new classes. During the Spring 2006 semester, 52 (41 courses) classes were taught online.

Source of Documentation: Office of Director of Extended Education

Use of Assessment Results: The Office of Extended Education continues to recruit and train faculty to teach online. An additional use of this information is to develop courses and offer classes based on student demand and need.

- **Assessment Results 2006-2007:** Forty-nine classes (37 courses) were taught online for Pearl River Community College during Fall 2006. During the Spring 2007 semester, 50 classes (40 courses) were taught online.

Source of Documentation: Office of Extended Education and Instructional Design

Use of Assessment Results: These data do not reflect a growth of 10% from the previous year; however, the wording of Internal Performance Indicator specifies a two year time period with 2002-2003 as the beginning of this time frame. This indicator will be revisited to determine a more realistic goal for growth. The current information will be used in conjunction with in-house research regarding the demand for classes that the College was unable to fill. Since we have employed a person specially hired for full-time Distance Education and demand for sessions was higher, changes have been made to address the demand for sessions.

Internal Performance Indicator 2

At least eighty percent (80%) of academic and technical courses carrying three or more hours will be taught using a combination of whole group lecture, small group work, and individual work within the class setting.

- **Assessment Results 2003-2004:** Department chairs reviewed syllabi for each class to ascertain that a combination of instructional methods was used within the class setting. The established Internal Performance Indicator of 80% was achieved.

Source of Documentation: Office of Department Chairs

Use of Assessment Results: Department chairs will continue to review the syllabus for each class each semester.

- **Assessment Results 2004-2005:** Department chairs have reviewed syllabi from the fall and spring semesters to verify that a combination of teaching methods is used in the classroom.

Source of Documentation: Office of Department Chairs

Use of Assessment Results: In addition to the regular review of each syllabus by department chairs, a question is being added to the faculty self-evaluation and supervisor evaluation of faculty that will specifically address the use of a combination of whole group lecture, small group work, and individual work within the class. This will enable a better system of documentation for this indicator.

- **Assessment Results 2005-2006:** Due to the disruption caused by the hurricane, this Indicator was not addressed as suggested in the 2005-2006 Use of Assessment Results. Instead, department chairs once again verified the information by reviewing syllabi.

Source of Documentation: Office of Department Chairs

Use of Assessment Results: Notations have already been made to make the change to the faculty self-evaluation and the supervisor evaluation for the 2006-2007 school year.

- **Assessment Results 2006-2007:** Department Chairs review syllabi from fall and spring semesters to verify that instructors are using a combination of teaching methods in the classroom.

Source of Documentation: Offices of Department Chairs

- **Use of Assessment Results:** Department chairs will continue to review syllabi from the fall and spring semesters to verify that a combination of teaching methods is used in the classroom.

Internal Performance Indicator 3

Throughout the implementation of the Quality Enhancement Plan, mathematics classrooms will be enhanced through the increased use of instructional technology at a rate of at least two classrooms per year until all mathematics classrooms are enhanced.

- **Assessment Results 2006-2007:** During Summer 2006, one room was equipped as a classroom for use with QEP treatment groups. At this same time, a mathematics laboratory was created in the Science Building.

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

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

Internal Performance Indicator 4

At least 10 classes will be offered at off-campus sites each semester.

- **Assessment Results 2002-2003:** A variety of course offerings were made available to students at all off-campus sites: Picayune, Columbia, Stennis Space Center, and Bay St. Louis. Although only twelve classes actually made, nineteen were offered.

Source of Documentation: Office of Dean of Academic Affairs

Use of Assessment Results: Students at off-campus locations were able to access course offerings in several disciplines. The Office of Extended Education will continue to offer a variety of classes to its constituencies at off-campus sites in an effort to assist students in achieving their educational goals.

- **Assessment Results 2003-2004:** A variety of course offerings were made available to students at all off-campus sites: Picayune, Columbia, Stennis Space Center, and Bay St. Louis. Eleven classes made.

Source of Documentation: Office of Vice President for Instruction

Use of Assessment Results: Students at off-campus locations were able to access course offerings in several disciplines. The Office of Extended Education will continue to offer a variety of classes to its constituencies at off-campus sites in an effort to assist students in achieving their educational goals. Classes will be offered in Jefferson Davis county in an attempt to offer night class opportunities for individuals in this area.

- **Assessment Results 2004-2005:** Twenty-six night courses were made available to students at the off-campus sites of Picayune, Columbia, Jefferson Davis County. In addition, a total of six weekend classes were offered in either Poplarville or Hattiesburg.

Source of Documentation: Office of Director of Extended Education

Use of Assessment Results: Students at off-campus sites were able to access course offerings in several disciplines. The Office of Extended Education strives to offer a variety of classes in an effort to assist students in achieving their educational goals.

- **Assessment Results 2005-2006:** In Fall 2005 Thirty-seven classes were offered at the following locations and times: Picayune, Columbia, Hancock, Stennis Space Center, and on weekends. During the Spring 2006 semester, 34 classes were offered at the following locations and times: Picayune, Columbia, Hancock, Stennis Space Center, weekends.

Source of Documentation: Office of Extended Education

Use of Assessment Results: While 34 classes were offered, only 25 classes made. This information is used to track student demand and need.

- **Assessment Results 2006-2007:** A total of 31 classes were offered at off-campus sites for 2006-2007. In Fall 2006, 11 classes were offered at off-campus sites. These classes were held at Columbia, Picayune, and Stennis Space Center. In Spring 2007, 16 classes were offered at off-campus sites. These sites included Columbia, Picayune, and Prentiss. In addition, there were four (4) courses offered for credit by Workforce Development.

Source of Documentation: Office of Extended Education and Instructional Design

Use of Assessment Results: The demand for night classes has decreased while the demand for weekend classes has seen a tremendous increase. The information will be used to explore the possibility of alternative scheduling for a changing student population.

Internal Performance Indicator 5

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

- **Assessment Results 2003-2004:** Each Career and Technical student was provided an information form that inquired into whether special accommodations were required. Academic students were informed of special accommodation procedures via the course syllabus in each class.

Source of Documentation: Copies of each instructor's syllabus is maintained in the Office of the Vice President for Instruction and the Office of the Director of Poplarville Career and Technical Education Programs

Use of Assessment Results: Department chairs and the Director of Poplarville Career and Technical Education Programs verify that the appropriate special accommodation information has been provided for students.

- **Assessment Results 2004-2005:** All of the nursing syllabi had the appropriate disabilities statement included. The Humanities and Social Sciences Department, the Fine Arts and Communication Department, the Health, Physical Education and Recreation Department, and the Science, Mathematics and Business Department reported that some syllabi were lacking the appropriate statement. Each department chair stated that faculty members were reminded to include the statement on the fall syllabi.

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

Use of Assessment Results: Each faculty member in the Humanities and Social Sciences Department, the Fine Arts and Communication Department, and the Science, Mathematics and Business Department was reminded of the necessity of the disabilities statement and each syllabus will be checked in the Fall semester.

- **Assessment Results 2005-2006:** The Fine Arts and Communication Department, The Humanities and Social Sciences Department, the Science, Mathematics, and Business Department, the Health,

Physical Education and Recreation Department and the Nursing Departments have all verified that the disabilities statement is included on each syllabus. Each Career and Technical student was provided an information form that inquired into whether special accommodations were required.

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

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

- **Assessment Results 2006-2007:** 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 Department of Nursing Education, and the Department of Career and Technical Education have all verified that the disabilities statement is included on each syllabus. Each Career and Technical student was provided an information form that inquired into whether special accommodations were required.

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

Use of Assessment Results: Procedures already 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 rank among the top 50% of community colleges in Mississippi by 2006.

- **Assessment Results 2003-2004:** A recent SBCJC publication entitled Mississippi Community and Junior Colleges Comparison of Revenue by Source and Expenditure by Program and by Object Fiscal Year 2003, dated September 9, 2003, ranked PRCC 14th out of 15 institutions within the State of Mississippi for both full-time average salaries and full-time average faculty salaries. This ranking does not reflect the salary increases that were implemented for FY 2004.

Source of Documentation: Office of Dean of Business Services

Use of Assessment Results: There will be an on-going focus throughout the budget process each fiscal year to implement incremental salary increases in addition to across the board increases in an effort to improve the institution's salary ranking within the State of Mississippi for both defined salary groups. These efforts will be directly affected by the availability of funding sources.

- **Assessment Results 2004-2005:** Since the September 9, 2003 document released from the State Board for Community and Junior Colleges, there have been no new publications released to update the salary rankings of the 15 community colleges throughout Mississippi.

Source of Documentation: Office of Dean of Business Services

Use of Assessment Results: Pearl River Community College has taken an assertive position in its budgeting effort to improve the institution's salary ranking. Despite the state funding reductions over the past several years, the Institution has managed to implement salary increases each fiscal year since FY 2002, including the upcoming Fiscal Year 2006.

- **Assessment Results 2005-2006:** A SBCJC publication entitled Mississippi Community and Junior Colleges Comparison of Revenue by Source and Expenditure by Program and by Object Fiscal Year 2005, dated August 2005, ranked PRCC 10th out of 15 institutions within the State of MS for full-time average faculty salaries.

Source of Documentation: Mississippi Community and Junior Colleges Comparison of Revenue by Source and Expenditure by Program and by Object Fiscal Year 2005

Use of Assessment Results: Recent legislation will increase salaries for the 2006-2007 school year, but it is yet uncertain how this will impact the salaries of Pearl River faculty salaries. The institution continues to take an assertive position in its budgeting effort to improve the salary ranking. While it is unlikely that this indicator will be realized by FY2006, the College continues to strive to increase faculty salaries.

- **Assessment Results 2006-2007:** A SBCJC publication entitled Mississippi Community and Junior Colleges Comparison of Revenue by Source and Expenditure by Program and by Object Fiscal Year

2006 ranked PRCC 8th out of 15 institutions within the State of MS for full-time average faculty salaries.

Source of Documentation: Mississippi Community and Junior Colleges Comparison of Revenue by Source and Expenditure by Program and by Object Fiscal Year 2006

Use of Assessment Results: This report from FY 2006 indicates that Pearl River Community College has achieved the goal stated in the Indicator. Faculty salaries rank among the top 50% 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 2002-2003:** During the Fall, 2002, and Spring, 2003, semesters, 1023, or 85.1%, of 1202 academic and technical classes carrying three or more semester hours of credit were taught by full time instructors. This percentage is well over our Internal Performance Indicator of 80%.

Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Dean of Academic Affairs.

Use of Assessment Results: No action needed.

- **Assessment Results 2003-2004:** During the Fall, 2003, and Spring, 2004, semesters, 1409, or 85.14%, of 1655 academic and technical classes carrying three or more semester hours credit were taught by full time instructors. This percentage is over our Internal Performance Indicator of 80%.

Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Vice President for Academic Affairs. This information is also maintained in the Office of Institutional Research.

Use of Assessment Results: No action needed.

- **Assessment Results 2004-2005:** During the Fall, 2004 and Spring, 2005 semesters, 1,326, or 83.92%, of 1,580 academic and technical classes carrying three or more semester hours credit were taught by full time instructors. This percentage is over our Internal Performance Indicator of 80%.

Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Vice President for Academic Affairs. This information is also maintained in the Office of Institutional Research.

Use of Assessment Results: No action needed.

- **Assessment Results 2005-2006:** During the Fall 2005 and Spring 2006 semesters, 1,403, or 83.8%, of 1,675 academic and technical classes carrying three or more semester hours credit were taught by full time instructors. This percentage is over our Internal Performance Indicator of 80%.

Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Vice President for Academic Affairs. This information is also maintained in the Office of Institutional Research.

Use of Assessment Results: No action needed.

- **Assessment Results 2006-2007:** During the Fall 2006 and Spring 2007 semesters, 1327, or 74%, of 1788 academic and technical classes carrying three or more semester hours credit were taught by full time instructors.

Source of Documentation: Documentation, in the form of printed copies of the schedules for these two semesters, is on file in the office of the Vice President for instruction. This information is also maintained in the Office of Institutional Research

Use of Assessment Results: The 74% is lower than the 80% stated in the indicator, therefore, a review of the number of classes taught by full-time instructors will be conducted. We are continuing to move toward hiring more full-time instructors.

Internal Performance Indicator 3

One hundred percent (100%) of faculty will be qualified according to accreditation requirements.

- **Assessment Results 2002-2003:** One faculty member lacks a limited number of graduate semester hours to be qualified.

Source of Documentation: Offices of Dean of Academic Affairs, Director of Poplarville Career and Technical Education, and Director of Forrest County Career and Technical Education

Use of Assessment Results: The faculty member lacking graduate semester hours is working on this deficiency according to an agreed upon plan of action.

- **Assessment Results 2003-2004:** All faculty members in the Career and Technical Division and at the Forrest County Center are licensed by the Mississippi State Department of Education. There is one academic faculty member who lacks a limited number of hours to be qualified

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

Use of Assessment Results: No action needed at the Forrest County Center. The academic faculty member will complete all hours by the end of the 2004 summer semester.

- **Assessment Results 2004-2005:** All faculty members in the Career and Technical Division and at the Forrest County Center are licensed by the Mississippi State Department of Education. All members of the academic faculty are qualified according to accreditation requirements.

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

Use of Assessment Results: Since all faculty members are qualified according to the appropriate standards, no action is needed.

- **Assessment Results 2005-2006:** The 2005 Southern Association of Colleges and Schools Commission on Colleges review of Pearl River Community College indicated that 100% of faculty are qualified according to accreditation requirements.

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

Use of Assessment Results: Since all faculty members are qualified according to the appropriate standards, no action is needed.

- **Assessment Results 2006-2007:** One hundred percent of Pearl River Community College faculty are qualified according to accreditation guidelines.

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

Use of Assessment Results: Since all faculty members are qualified according to the appropriate standards, no action is needed.

Internal Performance Indicator 4

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

- **Assessment Results 2002-2003:** All faculty and professional staff were encouraged to attend the professional development sessions in August; however, the percentage who attended is not available.

Source of Documentation: President's Office

Use of Assessment Results: Detailed registration information will be prepared and made available so that attendance can be verified in the future. Also, requests were made to have all sessions in one building and to offer a greater variety of session topics.

- **Assessment Results 2003-2004:** Eighty-seven percent (87%) of PRCC faculty and professional staff attended the Professional Development Sessions on Tuesday, August 12, 2003.

Source of Documentation: Office of Planning and Research

Use of Assessment Results: Since a registration session was scheduled at the Forrest County Center on this date, several faculty and staff members could not attend this session; therefore, the date for the 2004 professional development session has already been distributed.

- **Assessment Results 2004-2005:** Eighty-nine percent (89%) of PRCC faculty and professional staff attended the Professional Development Sessions on Monday, August 16, 2004.

Source of Documentation: Office of Planning and Research

Use of Assessment Results: Although the percentage of those attending increased, additional encouragement regarding attendance will be communicated to faculty and professional staff by email.

- **Assessment Results 2005-2006:** Ninety-one percent (91%) of PRCC faculty and professional staff attended the Professional Development Sessions on Monday, August 15, 2005.

Source of Documentation: Office of Planning and Research

Use of Assessment Results: Although this Internal Performance Indicator has been attained, personnel will continue to be encouraged to attend these sessions which will be planned in order to provide information and instruction regarding specific identified areas or issues.

- **Assessment Results 2006-2007:** Eighty-seven (87%) of PRCC faculty and professional staff attended the Professional Development Sessions on Tuesday, August 15, 2006.

Source of Documentation: Office of Planning and Research

Use of Assessment Results: Although this Internal Performance Indicator has been attained, the attendance percentage was lower this year. The format of the program was changed and will be discussed as plans are finalized for the 2007-2008 school year. Personnel will continue to be encouraged to attend these sessions which will be planned in order to provide information and instruction regarding specific identified areas or issues.

Internal Performance Indicator 5

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

- **Assessment Results 2003-2004:** Seventy-seven percent of faculty and professional staff participated in professional development activities in addition to faculty orientation sessions.

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

Use of Assessment Results: Due to restrictions in travel funding, out-of-state travel is limited. Faculty and professional staff are encouraged to see professional development activities that are in close proximity to the Institution. In addition, opportunities for on-campus professional development are also being explored. Currently, faculty can avail themselves of seminars and workshops offered by the library media specialist and the trainer in Information Technology.

- **Assessment Results 2004-2005:** During the 2004-2005 school year, 66.3% of the faculty and professional staff participated in professional development activities in addition to the faculty orientation session.

Source of Documentation: Office of Vice President for Instruction

Use of Assessment Results: Due to restrictions in travel funding, out-of-state travel is limited. Faculty and professional staff are encouraged to seek professional development activities that are in close proximity to the Institution. In addition, opportunities for on-campus professional development are also being explored. Currently, faculty can avail themselves of seminars and workshops offered by the library media specialist and the trainer in Information Technology.

- **Assessment Results 2005-2006:** At the time of publication of the Internal Performance Indicators, there is documentation which indicates 45% of the faculty and professional staff participated in professional development activities beyond the faculty orientation session.

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

Use of Assessment Results: The current system of assessing whether this indicator has been met has been difficult to maintain. Verbal conversations indicate that individuals not in the documentation have indeed participated in professional development. In order to better document this Indicator, an alternative method for gathering the information is being formatted.

- **Assessment Results 2006-2007:** The Faculty and Staff Development Committee has included as one of their objectives: Discuss and finalize an annual summary report form for the purpose of documenting self improvement that faculty and staff continually obtain independent of workshops or formal training sessions. This form will aid in calculating the percentage of faculty who participate in professional development in addition to faculty orientation sessions.

Source of Documentation: Faculty and Staff Development Committee objectives and action plans.

Use of Assessment Results: Personnel will continue to be encouraged to attend these sessions which will be planned in order to provide information and instruction regarding specific identified areas or issues.

Internal Performance Indicator 6

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

- **Assessment Results 2001-2002:** All support staff were encouraged to participate in the staff development session in November regarding quality customer service. Although staff registered, the exact percentage who attended is not available.

Source of Documentation: Office of Institutional Effectiveness and Guidance

Use of Assessment Results: Detailed registration information will be prepared and made available so that attendance can be verified in the future. Quality service programs will be scheduled in the future.

- **Assessment Results 2003-2004:** Sixty-eight percent (68%) of PRCC support staff attended the Professional Development Sessions on Friday, October 24, 2003.

Source of Documentation: Office of Planning and Research

Use of Assessment Results: Since several offices did not realize that all support staff should attend this session, additional information will be provided regarding the need for all support staff to participate. The evaluations were positive; therefore, plans are being made to continue these sessions on an annual basis.

- **Assessment Results 2004-2005:** Eighty-eight percent (88%) of PRCC support staff attended at least one professional development session during the 2004-2005 school year.

Source of Documentation: Office of Planning and Research

Use of Assessment Results: Additional sessions regarding various campus topics are being planning for the 2005-2006 school year.

- **Assessment Results 2005-2006:** Eighty-eight percent (88%) of the PRCC support staff attended one of the Professional Development Sessions on October 3, October 4, and October 7, 2005.

Source of Documentation: Office of Planning and Research

Use of Assessment Results: Topics for the 2006-2007 support staff sessions are being discussed and will include more participatory type activities.

- **Assessment Results 2006-2007:** Eighty percent (80%) of the PRCC support staff attended one of the professional development sessions on May 1 and May 4, 2007.

Source of Documentation: Office of Planning and Research

Use of Assessment Results: Although both sessions were well received by those in attendance, additional communication with supervisors is being planned in order to encourage a higher percentage of participation.

Internal Performance Indicator 7

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

- **Assessment Results 2006-2007:** In fiscal year 2007, a salary increase of 7% was implemented and in Fiscal Year 2008, a salary increase of 5% will be provided.

Source of Documentation: Office of Dean of Business Services

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

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.

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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

Key service areas on campus will be enhanced through the use of technology on a steady, incremental basis.

- **Assessment Results 2002-2003:** Information Technology installed a new database server for use with the campus ID card transaction system. Blackboard Transaction System software was upgraded. Windows 2000 based INB server was installed. Banner release 5.X was upgraded. An upgrade was conducted on Oracle to 8.1.7 and OAS on Banner web servers.

Source of Documentation: Office of Information Technology

Use of Assessment Results: Improved efficiency and expanded capabilities of transaction system. Enhanced Registration by providing greater access to the Banner database with the addition of the INB server. For details on other projects please refer to the Information Technology Master Plan.

- **Assessment Results 2003-2004:** The primary database server for the college was replaced with an HP rp8400 server. This server provides automated functionality for registration, payroll, finance, accounts payable, purchasing, student records and fixed assets. An update to Oracle 9i and Banner 6.x were also completed.

Source of Documentation: Office of Information Technology

Use of Assessment Results: The functionality of the Banner software was expanded. Enhanced storage capacity was provided. Down time for server was reduced by reducing the time required for automated nightly backups.

- **Assessment Results 2004-2005:** Thirty-two Windows XP desk side units were installed in faculty offices. Twenty-three new Dell servers running Windows 2003 were installed to replace the aging servers currently in use. Some of the applications installed on these servers include: DHCP, DNS, anti-virus, Banner Web applications, Internet Native Banner applications, Microsoft Active Directory, GFI LANguard for patch management. Signed Microsoft campus agreement for operating system, server, and MS Office upgrades.

Source of Documentation: Office of Information Technology

Use of Assessment Results: Thirty-two faculty upgraded their office PCs in order to have the capability of running updated versions of popular software applications. Many of these PCs were running Windows 95 and could not be patched in order to protect them from computer viruses. The Dell, windows 2003 servers are providing the platform to install applications which will enhance network security from unauthorized access, provide more efficient and timely deployment of patches to campus PCs, install new anti-virus applications and help control the volume of email SPAM. Implementation of the Microsoft campus agreement assures the college of timely access to software upgrades and the security of knowing that all installed copies of the software are legal licensed copies.

- **Assessment Results 2005-2006:** Completed the installation of a new email server for faculty and staff. Testing of the Microsoft Exchange server is ongoing. Training sessions on Microsoft Outlook client software are ongoing for faculty and staff. Installed Banner financial aid upgrades. The Business Office purchased new software and hardware to produce campus ID cards. Installation and connection to the Blackboard transaction system has been completed. Configuration of active directory continues for student labs and faculty personal computers. Once completed these upgrades will provide for greater network security. Replaced V-Tel interactive video conferencing system on the Poplarville campus with an enhanced IP based Polycom interactive video conferencing system.

Source of Documentation: Office of Information Technology

Use of Assessment Results: Improved efficiency and expanded capabilities of the student information system. Enhanced financial aid processing by providing greater access to the Banner database and grant programs. Microsoft Exchange installation has provided greater email access from off-campus locations and also provided for individual and group calendar functions. The new ID card equipment will produce more cards in less time resulting in reduced wait times for students. An additional portable system allows for production of ID cards at other campus branch locations. Active directory implementation is ongoing and will provide for greater network security and protection against virus attacks. The new video conferencing equipment has enhanced the capabilities of the system to allow for small groups of participants without intervention from the SBCJC. Ad hoc meetings can now be conducted on short notice. For details on other projects please refer to the Information Technology Master Plan.

- **Assessment Results 2006-2007:** Installation of *MyMathLab* software on a new twenty-five station computer lab has been completed. Additional software applications are also available for use by students enrolled in select mathematics courses.

The Blackboard Learning Management System has been installed and is currently being configured. This software will provide a platform to facilitate greater faculty to student communication and allow for a repository of supplemental course materials.

A new in-house television system, located in the I.T. building, will provide TV service to the new residence halls with future expansion planned for other areas of the Poplarville campus.

Other enhancements include the addition of a learning lab located in the library of the Forrest County Center in Hattiesburg and the installation of many new classroom data projectors and interactive white boards.

Improvements to the College ID card system insure that the card is universally accepted on any of PRCC's campus locations.

Oracle database software has been upgraded in preparation for Banner upgrades.

Source of Documentation: Office of Information Technology, Director of QEP

Use of Assessment Results: The results of the implementation of the 'MyMathLab' software and computer lab are being assessed as part of the Quality Assessment Plan. This data will be published at a later date. The Blackboard Learning Management System was used to provide supplemental material to 28 sections of various courses during the spring 2007 semester. The results of student and faculty surveys revealed that most believed this helped enhance the learning environment. A complete list of the survey results can be found in the office of the director of the QEP. Students living in the new men's and women's suites have access to over forty different local and national television stations. Students surveys indicate and overall satisfaction with the new system. ID cards are now being produced on the Poplarville, Forrest County and Hancock Center locations. This ensures that students at all locations now have any

ID card. Oracle updates were completed in addition to Banner upgrades. These upgrades have provided enhanced features to the administrative software system.

Internal Performance Indicator 2

By the year 2008, at least 80% of monies collected through technology fees (distance learning fees, etc.) will be earmarked for use by Information Technology and Distance Education.

- **Assessment Results 2003-2004:** Due to state funding issues, the monies collected through technology fees were not directed toward Information Technology and Distance Education.

Source of Documentation: Office of Dean of Business Services

Use of Assessment Results: As budgeting issues are resolved, monies collected through technology fees will be designated for use by Information Technology and Distance Education. Although collected technology fees are not currently earmarked for Information Technology and Distance Education, the nature of the budgeting process allows for these fees to indirectly support areas such as Information Technology and Distance Education. The collected technology fees are part of the existing revenue structure used to support the unrestricted budget needs of the Institution.

- **Assessment Results 2004-2005:** Funding issues continue to hinder the Institution's efforts to implement this goal. In an effort to address the existing technology needs of the institution, \$300,000 was drawn from the institution's fund balances and used during the Fiscal Year 2005 to upgrade hardware and software throughout the institution with the primary focus being the Information Technology Center.

Source of Documentation: Office of Dean of Business Services

Use of Assessment Results: All indications are that this particular goal and performance indicator may not be realistic in today's economic environment.

- **Assessment Results 2005-2006:** The extensive destruction caused by Hurricane Katrina has created a number of budgeting issues for the institution. Despite the financial limitations created by the storm, the Information Technology Department E&G budget experienced an increase of \$130,767.00, and an E&I budget increase of \$79,021.00, effective with the FY 2007 budget.

Source of Documentation: Office of Dean of Business Services

Use of Assessment Results: Since it still appears that the Institution will be unable to meet the Indicator as it is currently stated, it is recommended that the wording of the Indicator be revised.

- **Assessment Results 2006-2007:** FY 2006 provided a total E&G (Educational & General Expenditures) budget in the amount of \$693,803.00 for the Information Technology Department. The FY 2007 budget process realized an increase of \$170,635.00 for this department, or a total E&G budget of \$864,438.00 for the operation of the Information Technology Department. The institution's E&I (Enlargement & Improvement Fund) budget also provided for an additional \$79,021.00 for capital improvement needs of the I.T. Department for FY 2007. No E&I (Enlargement & Improvement Fund) funds had been provided during FY 2006.

Source of Documentation: Office of Dean of Business Services

Use of Assessment Results: The College is providing increasing support to the IT Department as evidenced in the Assessment Results.

Internal Performance Indicator 3

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 2001-2002:** The Service Excellence Scale Performance Gap on the SSI was 0.81 on the Poplarville campus and 1.00 at the Forrest County Center; therefore, satisfaction with services given to the students by personnel was attained on the Poplarville campus but not at the Forrest County Center. Students indicated a concern getting the "run around" at both locations when seeking information and the need for more readily available channels for expressing student complaints. In addition, results at the Forrest County Center indicated that improvement was needed in the areas of registration and the approachability of administrators.

Source of Documentation: Office of Institutional Effectiveness and Guidance

Use of Assessment Results: Focus groups were organized to address these concerns. Recommendations were made to plan an information-sharing meeting for support staff in order to improve communication with students regarding all aspects of campus life. In addition, personnel changes were made at the Forrest County Center in order to assist with the registration process and to increase administrative time available for students.

- **Assessment Results 2003-2004:** The Service Excellence Scale Performance Gap on the SSI was 0.87 on the Poplarville campus and 1.04 at the Forrest County Center. Although the Performance Gap in both locations was higher than in 2002, both satisfaction levels improved. Significant improvements on the Poplarville Campus were found in items related to Bookstore staff being helpful and campus communications. No significant differences were found at the Forrest County Center.

Source of Documentation: Office of Planning and Research

Use of Assessment Results: Professional development sessions will be utilized to provide additional good customer relations information for College personnel and to provide better communication among all office staff. These steps should assist in the areas where improvements still need to be made (students getting the "run-around" and information regarding complaint procedures).

- **Assessment Results 2004-2005:** (The survey given this year was an in-house survey designed to respond to campus climate, security, bookstore, financial aid, admissions/registration, advising/counseling, library, and support staff issues.) According to the survey given, 66% of the students surveyed on the Poplarville Campus and 72% of students surveyed at the Forrest County Center strongly agreed or agreed with the statements regarding support staff.

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

Use of Assessment Results: Surveys were administered during Spring 2005. Results will be used to address issues during the 2005-2006 school year.

- **Assessment Results 2005-2006:** The in-house Campus Climate Survey was administered in February 2006. According to the survey given, 72% of the students surveyed on the Poplarville Campus and 69% of students surveyed at the Forrest County Center strongly agreed or agreed with the statements regarding support staff. These numbers indicate that over half of the students are satisfied with support staff services on the respective campuses. The statement regarding the Financial Aid Office was the area of greatest concern for students.

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

Use of Assessment Results: Surveys were administered during Spring 2006. Results will be used to address issues during the 2006-2007 school year. The Financial Aid Office has hired a new assistant director to better facilitate the

- **Assessment Results 2006-2007:** The annual Campus Climate Survey was administered in April 2007. The survey results indicated that 77% of students surveyed on the Poplarville Campus, 79% of students surveyed at the Forrest County Center, and 80% of the students surveyed at the Hancock Center agreed or strongly agreed that support staff services were satisfactory.

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

Use of Assessment Results: Surveys were administered during Spring 2007. Results will be used to address issues during the 2007-2008 school year. In addition, the Campus Climate Survey will be revised for 2007-2008.

Internal Performance Indicator 4

The Master Facilities Plan will be implemented.

- **Assessment Results 2002-2003:** The following construction and/or renovation projects were initiated:

Poplarville Campus:

- New campus entrance
- New roof on the Library
- Student Center expansion begun

Forrest County Center:

- New campus entrance
- Building #2 renovated with 5 new classrooms

Source of Documentation: Master Facilities Plan & Facilities Committee Report

Use of Assessment Results: These new facilities will be used to enhance access to our campuses and to improve the learning environment for students and faculty.

- **Assessment Results 2003-2004:** The following construction and/or renovation projects were initiated:

Poplarville Campus:

- Renovations to four faculty housing facilities completed with two more underway
- Student Center expansion completed

Forrest County Center:

- Financial Aid facility renovated
- New parking area created
- Advanced Technology Center complete as of August 1, 2004

Hancock County Center

- New center facility established

The following construction and/or renovation projects are planned for implementation:

- Air conditioning and heating White Coliseum
- Lighting in White Coliseum
- Stairways of Huff and Pearl River Halls

- Courtyard development
- New residence halls (in the planning stage)
- Upgrading of street lights

Source of Documentation: Master Facilities Plan & Facilities Committee Report

- **Use of Assessment Results:** These new facilities will be used to enhance access to our campuses and to improve the learning environment for students and faculty.
- **Assessment Results 2004-2005:** The following construction and/or renovation projects were initiated:

Poplarville Campus:

- Air conditioning and heating of White Coliseum was completed
- Lighting in White Coliseum was completed
- Stairways of Huff and Pearl River Halls were renovated
- Six new tennis courts
- New football field house
- Remodeled visitor field house
- Remodeled Shivers Gym
- New lights at the athletic field
- Improved streets and parking

Forrest County Center:

- Improved streets and parking

Hancock County Center:

- New Aviation classroom

The following construction and/or renovation projects are planned for implementation:

- Courtyard development (working on bids)
- New residence halls (bids start June 2005)
- Upgrading of street lights (planning stage)

Source of Documentation: Master Facilities Plan & Facilities Committee Report

Use of Assessment Results: These new facilities will be used to enhance access to the campuses and to improve the learning environment for students and faculty.

- **Assessment Results 2005-2006:** All Katrina damaged/destroyed roofs have been repaired with the exception of Seal Hall. Contractors are approximately 90% complete with this remaining roof.

- White Hall – Remediation has been completed.
- Marion Hall – Remediation has been completed.
- Crosby and Huff Halls – Remediation is not complete.
- Lamar Hall – Remediation is not complete.
- New Men's and Women's dorms are completed.
- Baseball, Softball, and Soccer facilities are completed.
- Six new Tennis courts are completed.
- New parking lots are completed.
- New entrance on the south end of campus is in progress.
- New courtyard has been submitted to the state for bids.
- White Coliseum will be demolished in September 2006.
- New library and classrooms are complete at the Forrest County Center.
- The second week of September will see the opening of the new Hancock Center.

Source of Documentation: Master Facilities Plan & Facilities Committee Report

Use of Assessment Results: These new facilities will be used to enhance access to the campuses and to improve the learning environment for students and faculty.

- **Assessment Results 2006-2007:**
 - All Katrina damaged/destroyed roofs have been repaired.
 - Remediation work is in progress on the following facilities:
 - Crosby Hall
 - Huff Hall
 - Moody Hall
 - Nursing Building and Wellness Center
 - Remediation work has yet to begin on Lamar Hall and Marion Hall
 - New entrance for the south end of campus is complete
 - New parking lot, pedestrian bridge and creek stabilization project on the Forrest County Center campus is complete
 - White Coliseum has been demolished
 - The demolition of Moody Hall Auditorium has been completed.
 - The Hancock Center has been renovated and is in operation
 - New lighting has been installed on the baseball, softball and soccer fields
 - Landscaping and fencing for the new student housing facilities is underway
 - A new parking lot adjacent to the Nursing Building is underway
 - A Campus Police substation has been completed at the female student housing complex (River Village)
 - The courtyard project, adjacent to Crosby Hall, is under construction

Source of Documentation: Buildings and Grounds Committee Reports

Use of Assessment Results: The restoration of the Poplarville campus from the extensive damage caused by Hurricane Katrina will allow for a return to normal level of campus activity. The new facilities will enhance student recruitment and improve the learning environment.

Internal Performance Indicator 5

Improvements will be made in telecommunications and Internet services.

- **Assessment Results 2002-2003:** Faculty requests indicated a need for a web-based server to be used for faculty posting of syllabi and supplemental course materials. Bandwidth utilization reports indicated a need for increased Internet capacity.

Source of Documentation: Office of Information Technology

Use of Assessment Results: Increased capacity of access to all Internet services by 100% by increasing from 1.5 MegaBit (single T1) to a 3 MegaBit IMA (two T1s). Added CISCO Cache Engine to improve Internet performance and assist with streaming video. Added a web server (pr10.prcc.edu) dedicated for faculty use. Additional switches, web content filtering software and traffic shaping tools will need to be added. Other planned enhancements are detailed in the Information Technology Master Plan.

- **Assessment Results 2003-2004:** Added Extreme Networks switches at the Forrest County Center. Consolidated three T1 lines into two clear channel T1 lines for voice, video and data traffic to the Forrest County Center. Upgraded anti-virus software. Expanded telephone and data communications to the new chapel.

Source of Documentation: Office of Information Technology

Use of Assessment Results: Reduced monthly recurring line charges by consolidating three T1 lines into two. Increased network security with the addition of new switches for the Forrest County Center. Enhanced protection from the numerous virus attacks against application servers and individual PCs with upgrades in anti-virus software. Other planned enhancements are detailed in the Information Technology Master Plan.

- **Assessment Results 2004-2005:** The following equipment has been added to provide internet and network services: 1) Installed Extreme Networks model 3803 switch on the Poplarville campus, 2) Installed Extreme Networks model 3804 switch at the Woodall Center in Hattiesburg, 3) Purchased Extreme Networks model 3804 switch at the Hancock Center. Voice over IP telephone service has been installed for the Woodall Center in Hattiesburg. Four business lines have been installed to provide telephone and fax service to the Hancock Center. Wireless network access has been installed at the Woodall Advanced Technology Center. Packeteer internet traffic management devices have been installed at the Poplarville campus, Forrest County Center and the Woodall Advanced Technology Center. Nineteen aging 3Com switches were replaced with Extreme Networks switches. Transferred the college backbone from ATM to Ethernet and added clear channel T-1s to provide increased capacity to the state community college network. Installed and configured new firewall equipment.

Source of Documentation: Office of Information Technology

Use of Assessment Results: Replacing the ten year old 3Com switches has provided more bandwidth to handle the growing need for network resources. The installation of Packeteer devices at three locations has provided tools to better allocate network resources where and when they are needed the most. The new Sonicwall firewall device and software have provided enhancements to the college network in order to reduce SPAM, control viruses and improve network security.

- **Assessment Results 2005-2006:** Added encrypted wireless network capabilities for Lamar Hall and Shivers Gym. Additional wireless network access equipment is currently on order and will be installed in the following areas: Garvin Johnston Library, Crosby Hall, Forrest County Center Library, Seal Hall, New Women's Suites, New Men's Suites and the Science Building. This project is ongoing. Added frame relay switch to connect to the campus police department to the NCIC (National Criminal Information Center). Also connected campus police to the college telecommunications network.

Source of Documentation: Office of Information Technology

Use of Assessment Results: 802.11g wireless internet service is providing greater network access for both students and faculty where limited wired services were previously offered. The addition of a National Criminal Information Center is allowing background checks of students in various allied health programs to be conducted with greater efficiency. Previously, these checks were performed by the county sheriff's office. Having this service in-house will also allow for an increased number of background checks to be performed.

- **Assessment Results 2006-2007:** The wireless internet service has been expanded and more students on the Poplarville Campus, at the Forrest County Center, and at the Hancock Center are now able to connect wirelessly to network resources. However, it is recognized that the wireless internet service needs to be expanded to include the residence halls that currently do not have the service and that the bandwidth necessary to support wireless internet be increased.
- However, it is recognized that expansions to include additional coverage areas need to be made.

Source of Documentation: Office of Information Technology

- **Use of Assessment Results:** In addition to the wireless Internet access for residence hall students, wireless service is now available to students in many additional classrooms and buildings. This service is now available in all floors of the Science building. Additional service areas have also been added in Seal Hall, Fine Arts complex and the Johnston Library. However, it is recognized that the wireless Internet service needs to be expanded to include the residence halls that currently do not have the service and that the bandwidth necessary to support wireless Internet be increased.

Internal Performance Indicator 6

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

- **Assessment Results 2006-2007:**
Funding was allocated at the described level:

Source of Documentation:
FY 2007-2008 Budget

Use of Assessment Results:
Funding will be used in the continued expansion of the Quality Enhancement Plan. Future requests will remain at this level.

Internal Performance Indicator 7

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

- **Assessment Results 2003-2004:** The total funds raised \$704,182 represent an increase of 3% over the prior fiscal year. Out of this total the Annual Fund amount was \$611,182, which exceeded the Annual Fund goal of \$475,000 by 29%.

Source of Documentation: The annual audit and minutes of the Development Foundation supports the assessment results.

Use of Assessment Results:

- Scholarships were funded for 216 students for a total of \$178,000 exceeding the indicator of excellence expectation of a minimum of 100 by 100%.
 - The Teaching Enhancement Grants changed focus (upon the request of the College President) to fund faculty development (workshops, seminars, etc.) instead of equipment and supplies for the classrooms. The funds of \$4,118.95 provided opportunities for professional development for 10 instructors, which met the minimum indicator of excellence that was set at 10.
 - The endowment fund increased by 10.17% (\$2,109,221), which exceeded the indicator of excellence minimum of 2.5%.
 - \$93,000 of the total funds raised was given toward the building of the Chapel on campus.
- **Assessment Results 2004-2005:** The total funds raised \$738,766 represent an increase of 4.91% over the prior fiscal year. Out of this total the Annual Fund amount was \$698,766, which exceeded the Annual Fund goal of \$500,000 by 39.75%.

Source of Documentation: The annual audit and minutes of the Development Foundation supports the assessment results.

Use of Assessment Results:

- Scholarships were funded for 200 students for a total of \$153,172.

- Faculty development funds were provided to afford the faculty professional opportunities through workshops and seminars, etc. The funds of \$5,000 provided opportunities for professional development for 15 instructors, which exceeded the minimum indicator of excellence of 10 by 50%.
- The endowment fund increased by 14.03% (\$2,405,280), which exceeded the indicator of excellence minimum of 2.5%.
- \$40,000 of the total funds raised was given toward the building of the Chapel on campus.
- **Assessment Results 2005-2006:** The total funds raised were \$684,143. Out of this total, the Annual Fund amount was \$672,143 which exceeded the Annual Fund goal of \$550,000 by 22.2%. \$12,000 of the total was given toward the maintenance of the Chapel on campus.

Source of Documentation: The annual audit and minutes of the Development Foundation supports the assessment results.

Use of Assessment Results:

- The endowment fund increased by 11.67% (\$2,685,996), which exceeded the indicator of excellence minimum of 2.5%.
- Scholarships were funded for 219 students with a dollar value of \$116,128. This exceeded the indicator of excellence expectation of a minimum of 100 by 119%.
- **Assessment Results 2006-2007:** The total funds raised were \$769,228.20. This represents an increase of 12.4% over the prior fiscal year. Out of this total the Annual Fund was \$632,903.59 which exceeded the Annual Fund goal of \$600,000.00 by 5.4%.

Source of Documentation: The annual audit and Minutes of the Development Foundation Board meetings supports the assessment results.

Use of Assessment Results: The endowment fund increased by 7.9% (\$2,899,650.00) which exceeded the indicator of excellence minimum of 2.5%. Scholarships were funded for students with a dollar value of \$180,538.27. \$50,000.00 of total funds was raised for support of the Workforce Education Heavy Equipment Instruction Program. \$63,000.00 of total funds was raised for program upgrades at the Hancock Center in Bay St. Louis. \$40,000.00 of total funds was raised for educational assistance for students who are graduates of Pearl River County Schools.

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

Commitment Statement:

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

Internal Performance Indicator 1

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

- **Assessment Results 2002-2003:** The Friday Report is distributed weekly by the Dean of Students Office. Copies are made available to all faculty, staff, and students on the Poplarville and Forrest County campuses. Weekly activities, taken from the Friday Report, appear on the PRCC website (www.prcc.edu) under the subhead calendar. RiverTec is a quarterly newsletter that focuses primarily on the Forrest County Center. RiverTec is made available to all faculty, staff, and students and contains a calendar of upcoming events. Dixie Drawl is a newspaper published twice each semester and includes a calendar of events.

Source of Documentation: Office of Dean of Student Affairs, Director of Public Relations, and Director of the Learning Resource Center

Use of Assessment Results: Plans were made to expand the computerized calendar by adding a master calendar for the year on the school's website for 2003-04. The calendar of events for each month will be listed individually.

- **Assessment Results 2003-2004:**
 1. Friday report: Distributed by the office of Dean of Student Affairs. Copies are made available to all faculty, staff and students on Poplarville and Forrest County campuses.
 2. Weekly activities, taken from the Friday report, appear on the PRCC website, www.prcc.edu under the subhead calendar. Weekly events are also listed on the front page of the website in the scroll.
 3. RiverTec: A quarterly newsletter that focuses primarily on the Forrest County Center, made available to all faculty, staff and students, includes upcoming calendar of events
 4. Dixie Drawl newspaper: Published a minimum of twice each semester, includes upcoming calendar of events.

Source of Documentation: Copies of the Friday report are on file in the office of Dean of Student Affairs. Copies of the RiverTec newsletter are available in the public relations department. Copies of the Dixie Drawl newspaper are available in the PRCC library and the public relations department.

Use of Assessment Results: Plans are made to expand the computerized calendar by adding a master calendar for the year on the school's official website for 2004-05. Each month will be listed individually. Additions will be able to be made to the calendar as they are reported to the webmaster. Weekly activities, taken from the Friday report, will also appear on the PRCC website, under the subhead calendar. Future events will also be listed on the front page of the website in the scroll.

- **Assessment Results 2004-2005:**
 1. The Friday Report: Distributed by the Office of Student Services. Copies are made available to all faculty, staff and students on the Poplarville and Forrest County campuses, as well as the Hancock Center in Waveland.
 2. Items on the Friday Report are also put on the PRCC website www.prcc.edu under the subhead calendar. Weekly events on campus are also listed on the front page of the website in the scroll.

3. **Dixie Drawl newspaper:** The school newspaper is published a minimum of twice each semester. It contains upcoming calendar of events. It is distributed to all faculty, staff and students, and made available in racks at all the major venues on the Poplarville and Hattiesburg campuses.

Source of Documentation: Copies of the Friday report are on file in the office of the Dean of Student Services. Copies of the Dixie Drawl newspaper are available in the PRCC library on the Poplarville campus and the Public Relations Department in Hancock Hall. Copies of the Dixie Drawl can also be found on the PRCC website under News-Calendar.

Use of Assessment Results: Plans are made to expand distribution of the master calendar for the year to all on-campus students. A 12-month calendar of all campus events (athletics, banquets, holidays, school breaks, etc.) will be included in the Cat Country Guide, which is a printed student handbook and is distributed to all students at the first of the school year in August. The Cat Country Guide is also distributed to all new students attending PRCC for the first time in the spring semester. Space in the calendar will be allotted for each day of the month so students can make additions of school, as well as personal, activities and events.

• **Assessment Results 2005-2006:**

1. **The Friday Report:** Distributed by the Office of Student Services. Copies are made available to all faculty, staff and students on the Poplarville and Forrest County campuses, as well as the Hancock Center operations in Waveland.
2. Items on the Friday Report are also put on the PRCC website www.prcc.edu under the subhead calendar. Weekly and monthly events are also listed on the front page of the website in the scroll.
3. **Dixie Drawl newspaper:** The school newspaper is published a minimum of twice each semester. It contains upcoming calendar of events, weekly and monthly. It is distributed to all faculty, staff and students, and also made available to the general public in racks and carts in some business establishments throughout the PRCC district.

Source of Documentation: Copies of the Friday report are on file in the office of the Dean of Student Services. Copies of the Dixie Drawl newspaper are available in the PRCC library on the Poplarville campus and the Public Relations Department in Hancock Hall. Copies of the Dixie Drawl can also be found on the PRCC website under News-Calendar.

Use of Assessment Results: Plans are made to continue expanded distribution of the master calendar for the year to all on-campus students. A 12-month calendar of all campus events (athletics, banquets, school breaks, final exam schedules, etc.) is passed out to all students, along with the Cat Country Guide, which is a printed student handbook and is distributed to all students at the first of the school year in August. Space in the calendar will be allotted for each day of the month so students can make additions of school activities and events, as well as personal events.

Assessment Results 2006-2007:

1. **The Friday Report:** Distributed by the Office of Student Services. Copies are made available to all faculty, staff, and students on the Poplarville and Forrest County Center campuses, as well as the Hancock Center operations in Waveland and the Lowery A. Woodall Advanced Technology Center in Hattiesburg.
2. Items on the Friday Report are also put on the PRCC website www.prcc.edu under the subhead items. Weekly and monthly events are also listed on the front page of the website in the scroll.
3. **Dixie Drawl school newspaper.** The school newspaper is published a minimum of twice each semester. It contains upcoming calendar of events, weekly and monthly. It is distributed to all faculty, staff and students, and also made available to the general public in racks and carts in some business establishments throughout the PRCC district.

Source of Documentation: Copies of the Friday report are on file in the office of the Dean of Student Services. Copies of the Dixie Drawl newspaper are available in the PRCC library on the Poplarville

campus, the library at the Forrest County center, and the Public Relations Department in Hancock Hall. Copies of the Dixie Drawl can also be found on the PRCC website under News-Calendar.

Use of Assessment Results: Plans are made to continue expanded distribution of the master calendar for the year to all on-campus students. A 12-month calendar of all campus events (athletics, banquets, school breaks, final exam schedules, etc.) is passed out to all students, along with the Cat Country Guide, which is a printed student handbook and is distributed to all students at the first of the school year in August. Space in the calendar is allotted for each day of the month so students can make additions of school activities and events, as well as personal events. The marquee in front of the Poplarville campus provides information on scheduled activities. Encouragement needs to be given to all faculty members and students to utilize campus email accounts 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 2002-2003:** The Policy and Procedure Manual was made available to all PRCC personnel and community members by means of the PRCC web site. In addition, each administrator was given a copy of this manual. The new Mission Statement and Strategic Goals were made available to all PRCC personnel and to the public by means of the PRCC web site and by use of laminated signs placed in strategic locations on the Poplarville campus and at the Forrest County Center.

Source of Documentation: PRCC website and Office of Institutional Effectiveness and Guidance

Use of Assessment Results: An Institutional Effectiveness website is being planned which will include documents relating to the Mission Statement, Strategic Goals, and Internal Performance Indicators. In addition, Mission Statement cards will be given to all PRCC personnel and will be made available to the public during the 2003 Fall Semester.

- **Assessment Results 2003-2004:** The Institutional Effectiveness website which includes documents relating to the Mission Statement, Strategic Goals, and Internal Performance Indicators has been established. Mission Statement cards were given to all PRCC personnel and were made available to the public during the 2003 Fall Semester. Updated Policy and Procedure Manuals were distributed to members of the Administrative Council.

Source of Documentation: PRCC website and Office of Planning and Research

Use of Assessment Results: Additional documentation, including the Institutional Planning and Effectiveness document and the Strategic Plan and Internal Performance Indicators for Progress document will be added to the Planning and Research (IE) website during the 2004-2005 school year.

- **Assessment Results 2004-2005:** Additional planning and evaluation documents have been included on the PRCC Institutional Effectiveness website. Information regarding the Southern Association of Colleges and Schools reaffirmation process has also been included. Framed Mission Statements have been placed in strategic locations on campus.

Source of Documentation: PRCC website and Office of Planning and Research

Use of Assessment Results: Plans are being made to distribute Mission Statement and Strategic Goals Cards to PRCC personnel and to make them available for community members.

- **Assessment Results 2005-2006:** Mission Statement and Strategic Goals cards were distributed to PRCC personnel during the 2005 Fall Semester and were available for community members in

various campus offices. Additional planning documents have been added to the PRCC Office of Planning and Research website.

Source of Documentation: PRCC website and Office of Planning and Research

Use of Assessment Results: Additional planning documents, including the PRCC Fact Book, will be added to the Office of Planning and Research website as they become available. The Policy and Procedure Manual will also be updated as needed.

- **Assessment Results 2006-2007:** Mission Statement and Goals are posted in strategic locations throughout the College. Documents produced by the Office of Planning and Research are located online at <http://pr10.prcc.edu/~mlbyrd/ie/>.

Source of Documentation: PRCC website (<http://pr10.prcc.edu/~mlbyrd/ie/>) and Office of Planning and Research

Use of Assessment Results: Documents that are currently available online will continue to be updated as new documents become available.

Internal Performance Indicator 3

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

- **Assessment Results 2003-2004:** Academic meetings were held in August 2003 and April 2004. Career and Technical meetings on the Poplarville campus were held on December 12, 2003, and January 5, 2004. Meetings on the Forrest County campus were held on August 13, 2003 and April 13, 2004.

Source of Documentation: Office of Vice President for Instruction and the Office of the Director of Poplarville Career and Technical Education Programs.

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

- **Assessment Results 2004-2005:** The Career and Technical Division meetings on the Poplarville campus were held on August 17, 2004 and January 5, 2005. On both the Poplarville Campus and the Forrest County Center, meetings were held with groups of faculty members from across all departments. These small meetings were held in place of larger whole group sessions to allow for question and answer times about the Quality Enhancement Plan.

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

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

- **Assessment Results 2005-2006:** The Poplarville Career and Technical Department met on August 16, 2005. Faculty met on the Poplarville campus on October 18, 2005 to discuss the upcoming SACS visit.

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

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

- **Assessment Results 2006-2007:** Faculty from all locations met on the Poplarville campus on August 14, 2007. Some topics covered at this meeting included QEP updates, professional development activities, faculty handbook topics, etc. The Poplarville and Forrest County Center Career and Technical Departments met on August 15, 2006, to discuss several issues such as CPAS scores, student achievement, professional development opportunities, etc.

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

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

Internal Performance Indicator 4

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

- **Assessment Results 2003-2004:**
Departmental meetings were held on the following dates:

| | | | | |
|--|-----------------|------------------|----------------|----------------|
| Department of Humanities and Social Sciences | August 13, 2003 | October 9, 2003 | Jan. 8, 2004 | March 25, 2004 |
| Department of Science, Mathematics, and Business | August 2, 2003 | October 13, 2003 | Feb. 5, 2004 | March 4, 2004 |
| Department of Fine Arts and Communication | August 14, 2003 | Dec. 10, 2003 | Jan. 9, 2004 | May 6, 2004 |
| Department of Health, Physical Education, and Recreation | August 13, 2003 | October 21, 2003 | March 23, 2004 | May 18, 2004 |
| Department of Nursing Education | August 13, 2003 | October 21, 2003 | Jan. 8, 2003 | May 6, 2004 |
| Resource Services | August 13, 2003 | October 16, 2003 | Jan. 8, 2003 | March 25, 2004 |
| Business and Commerce | August 13, 2003 | October 16, 2003 | Jan. 8, 2003 | March 25, 2004 |
| Engineering Technology | August 13, 2003 | October 16, 2003 | Jan. 8, 2003 | March 25, 2004 |

Departmental meetings on the Forrest County Center were held; however, the structure of the campus is identified as Programs rather than Departments.

Source of Documentation: Meeting information is the office of each department chair.

Use of Assessment Results: Academic meetings were used to discuss the new issues related to the departments, upcoming semesters scheduling, advising of students, and the yearly award ceremony. Career and Technical meetings were used to disseminate information concerning State equipment and pre-registration for spring semester.

- **Assessment Results 2004-2005:**

Departmental meetings were held on the following dates:

| | | | | |
|--|-----------------|-------------------|------------------|-------------------|
| Department of Humanities and Social Sciences | August 17, 2004 | October 14, 2004 | March 10, 2005 | March 29, 2005 |
| Department of Science, Mathematics, and Business | August 17, 2004 | October 28, 2004 | March 24, 2005 | April 5, 2005 |
| Department of Fine Arts and Communication | August 12, 2004 | Dec. 9, 2004 | May 9, 2005 | February 15, 2005 |
| Department of Health, Physical Education, and Recreation | August 17, 2004 | October 26, 2004 | February 3, 2005 | May 17, 2005 |
| Department of Nursing Education | August 25, 2004 | Nov. 8 & 29, 2004 | January 24, 2005 | March 21, 2005 |
| Business and Commerce | August 17, 2004 | Nov. 1, 2004 | January 6, 2005 | April 4, 2005 |
| Industrial Technology* | August 17, 2004 | October 29, 2004 | January 6, 2005 | April 4, 2005 |
| Occupational Training | August 13, 2003 | October 16, 2003 | January 6, 2005 | April 4, 2005 |

*Changes in Technical Departmental titles are a result of changes in the State curriculum.

Departmental meetings on the Forrest County Center were held; however, the structure of the campus is identified as Programs rather than Departments.

Source of Documentation: Meeting information is the office of each department chair.

Use of Assessment Results: Academic meetings were used to discuss the new issues related to the departments, upcoming semesters scheduling, advising of students, and the yearly award ceremony. Career and Technical meetings were used to disseminate information concerning State equipment and pre-registration for spring semester.

• **Assessment Results 2005-2006:**

Departmental meetings were held on the following dates:

| | | | | |
|--|-----------------|------------------|----------------|----------------|
| Department of Humanities and Social Sciences | August 15, 2005 | October 10, 2005 | Jan. 5, 2006 | March 21, 2006 |
| Department of Science, Mathematics, and Business | August 16, 2005 | Nov. 8, 2005 | March 24, 2006 | April 4, 2006 |
| Department of Fine Arts and Communication | August 16, 2005 | Sept. 16, 2005 | Jan. 6, 2006 | May 9, 2006 |
| Department of Health, Physical Education, and Recreation | August 16, 2005 | Dec. 13, 2005 | Jan. 9, 2006 | May 8, 2006 |
| Department of Nursing Education | August 15, 2005 | August 22, 2005 | Jan. 23, 2006 | April 24, 2006 |
| Business and Commerce | August 16, 2005 | August 18, 2005 | Jan. 4, 2006 | April 6, 2006 |
| Industrial Technology | August 16, 2005 | August 18, 2005 | Jan. 4, 2006 | April 11, 2006 |
| Occupational Training | August 16, 2005 | August 18, 2005 | Jan. 4, 2006 | April 10, 2006 |

Source of Documentation: Meeting information is the office of each department chair.

Use of Assessment Results: Academic meetings were used to discuss the new issues related to the departments, upcoming semesters scheduling, advising of students, and the yearly award ceremony. Career and Technical meetings were used to disseminate information concerning State equipment and fall pre-registration which occurs during the spring semester.

• **Assessment Results 2006-2007:**

Departmental meetings were held on the following dates:

| | | | | |
|--|-----------------|----------------|--------------------------------|----------------------------------|
| Department of Humanities and Social Sciences | August 17, 2006 | Dec. 12, 2006 | Jan. 5, 2007 | March 22, 2007 |
| Department of Science, Mathematics, and Business | August 16, 2006 | Sept. 28, 2006 | March 1, 2007 | April 3, 2007 April 13, 2007 |
| Department of Fine Arts and Communication | August 16, 2006 | Dec. 11, 2006 | Jan. 5, 2007 | May 7, 2007 |
| Department of Health, Physical Education, and Recreation | August 16, 2006 | Dec. 4, 2006 | Jan. 4, 2007 | May 3, 2007 |
| Department of Nursing Education | Sept. 11, 2006 | Oct. 16, 2006 | Jan. 24, 2007 Feb. 24, 2007 | March 19, 2007 April 23, 2007 |
| Business and Commerce | Sept. 7, 2006 | Oct. 3, 2006 | n/a | April 3, 2007 |
| Industrial Technology | August 18 | Oct. 5, 2006 | March 8, 2007 | May 6, 2007 |
| Occupational Training | October 3, 2006 | Dec. 11, 2006 | Jan. 9, 2007 | March 6, 2007 |

Departmental meetings were also held at the Forrest County Center.

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

Use of Assessment Results: Academic meetings were used to discuss the new issues related to the departments, upcoming semesters scheduling, advising of students, and the yearly award ceremony. Career and Technical meetings were used to disseminate information concerning State equipment and fall pre-registration which occurs during the spring semester.

Internal Performance Indicator 5

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

- **Assessment Results 2002-2003:** A "Quality Customer Service" workshop for all support staff was held in November.

Source of Documentation: Office of Institutional Effectiveness and Guidance

Use of Assessment Results: Positive evaluations indicated that the speaker was very effective in communicating a focus on providing quality services to all customers of the institutions. Additional sessions will be planned.

- **Assessment Results 2003-2004:** In October, a professional development workshop which emphasized the importance of good customer relations, was held for all support staff.

Source of Documentation: Office of Planning and Research

Use of Assessment Results: Evaluations were very positive, and plans are being made to continue these meetings on an annual basis with consideration being given to having the 2004-2005 meeting at the Forrest County Center.

- **Assessment Results 2004-2005:** A number of professional development sessions were provided for support staff during the 2004-2005 school year with 88% of the staff attending at least one of the sessions.

Source of Documentation: Office of Planning and Research

Use of Assessment Results: Additional sessions are being planned for the 2005-2006 school year with an emphasis on training in specialized areas.

- **Assessment Results 2005-2006:** A number of professional development sessions were provided for support staff during the 2005-2006 school year, including sessions on October 3, October 4, and October 7, 2005.

Source of Documentation: Office of Planning and Research

Use of Assessment Results: Sessions continue to be well attended. Input will be requested regarding topics for consideration for future programs.

- **Assessment Results 2006-2007:** A professional development session for support staff was held on May 1 at the Forrest County Center and May 4 on the Poplarville Campus and focused on workplace etiquette.

Source of Documentation: Office of Planning and Research

Use of Assessment Results: Both sessions were well received by those in attendance. Suggestions for future meetings included offering additional business/office etiquette topics and inviting other staff to attend.

Internal Performance Indicator 6

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

- **Assessment Results 2003-2004:** Alumni Chapter activities are now underway in all six counties of the PRCC district.

Source of Documentation: Results are located in the minutes of the College of the Board of Trustees, Development Foundation, Alumni Association and quarterly editions of the alumni magazine, RiverSide.

Use of Assessment Results: The results provide opportunities for alumni to continue their involvement in the programs and activities of the College such as Homecoming including reunions, an alumni luncheon and a golf tournament. The alumni chapter activities increase the alumni's involvement through meetings, social events and scholarship fundraising efforts.

- **Assessment Results 2004-2005:** Alumni Chapter activities are now underway in all six counties of the PRCC district.

Source of Documentation: Results are located in the minutes of the College of the Board of Trustees, Development Foundation, Alumni Association and quarterly editions of the alumni magazine, RiverSide.

Use of Assessment Results: The results provide opportunities for alumni to continue their involvement in the programs and activities of the College such as Homecoming including reunions, an alumni luncheon and a golf tournament. The alumni chapter activities increase the alumni's involvement through meetings, social events and scholarship fundraising efforts. The number in attendance at the events in 2004-2005 was 1,700 and the funds raised were \$23,100.

- **Assessment Results 2005-2006:** Alumni chapter activities expanded with more events such as golf tournaments and/or fish fry socials as well as monthly meetings in some counties.

Source of Documentation: Results are located in the minutes of the College of the Board of Trustees, Development Foundation, Alumni Association and quarterly editions of the alumni magazine, RiverSide.

Use of Assessment Results: Efforts are now underway in all six counties of the PRCC district. During Fall 2005 and Spring 2006, the following scholarship monies were supplied by the counties:

- Marion / Jeff Davis \$1,620
- Forrest / Lamar \$6,480
- Hancock \$3,000

Pearl River County alumni will begin scholarship donations in Fall 2006.

- **Assessment Results 2006-2007:** Each Alumni Chapter of the PRCC Alumni Association is now conducting Bi-Monthly meetings which indicate that this measurement will far surpass expectations.

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

Use of Assessment Results: The results were that the alumni were continually involved in the programs and activities of the college. Alumni fish fry's and golf tournaments help generate funding for the Development foundation and for scholarships for needy students.

The Forrest/Lamar Chapter provided over \$3,200 in funding for student scholarships for the year and added an additional \$7,500 to their endowment.

The Hancock County Alumni Chapter was able to acquire \$1,500 in scholarship support in 2006. This was unexpected after the results of Hurricane Katrina.

The Pearl River County Alumni Chapter provided \$1,500 in scholarship support for three students.

The Marion/Jeff Davis Alumni Chapter also provided over \$2,000 in scholarship support for students from those counties.

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

Commitment Statement:

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

Internal Performance Indicator 1

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

- **Assessment Results 2002-2003:** Data indicates that all six counties in the district are represented. Data from each high school indicates that 22 out of 25 high schools in the district are represented.

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

Use of Assessment Results: The high schools not represented will be identified and additional recruitment efforts will be directed at these institutions.

- **Assessment Results 2003-2004:** Data indicates that all six counties in the district are represented. Data from each high school indicates that 23 out of 25 high schools (92%) in the district are represented.

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

Use of Assessment Results: The high schools not represented will be identified and additional recruitment efforts will be directed at these institutions. High schools that are not represented are two small private schools. Efforts are being made to disseminate information to juniors and seniors at these schools.

- **Assessment Results 2004-2005:** Data indicates that all six counties in the district are represented. Data from each high school indicates that 22 out of 25 high schools in the district are represented.

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

Use of Assessment Results: An increased number of counselor and private visits will be initiated at the schools where student enrollment is listed as zero.

- **Assessment Results 2005-2006:** Data indicates that all six counties in the district are represented. Data from each high school indicates that 23 out of 25 high schools in the district are represented.

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

Use of Assessment Results: There is some question regarding the high schools that are listed as unrepresented. These schools are Lamar Christian School and Presbyterian Christian School. According to verbal statements, students from these schools do attend Pearl River; however, the records do not reflect this. An analysis of the data error will ensue from the Office of the Dean of Student Services who oversees data entry in the Office of Admissions.

- **Assessment Results 2006-2007:** Data indicates that all six counties in the district are represented and data from each high school indicates that all 25 high schools in the district are represented.

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

Use of Assessment Results: Efforts will continue to disseminate information to all high schools in the district.

Internal Performance Indicator 2

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

- **Assessment Results 2002-2003:** According to Pearl River Community College enrollment data, a total of 3,742 students were enrolled at the end of the designated late registration period. After the sixth week of scheduled classes, 3,389 students were enrolled. This is a 90.5% retention rate.

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

Use of Assessment Results: Retention rate was higher than the established Internal Performance Indicator; therefore, procedures already in place will be maintained.

- **Assessment Results 2003-2004:** According to Pearl River Community College enrollment data, a total of 3,925 students were enrolled at the end of the designated late registration period. After the sixth week of scheduled classes, 3,589 students were enrolled. This is a 91.4% retention rate.

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

Use of Assessment Results: No action needed.

- **Assessment Results 2004-2005:** According to Pearl River Community College enrollment data, a total of 4,109 students were enrolled at the end of the designated late registration period. After the sixth week of scheduled classes, 3,768 students were enrolled. This is a 91.7% retention rate.

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

Use of Assessment Results: No action needed.

- **Assessment Results 2005-2006:** According to Pearl River Community College enrollment data, a total of 4,185 students were enrolled at the end of the designated late registration period. After the sixth week of scheduled classes, 3,556 students were enrolled. This is an 85.0% retention rate.

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

Use of Assessment Results: While 85.0% is above the stated Indicator measurement of 80%, this number is lower than previous semesters. This is due to the circumstances surrounding Hurricane Katrina. The late registration number of 4,185 was the largest number of students to ever enroll at Pearl River Community College.

- **Assessment Results 2006-2007:** According to Pearl River Community College enrollment data, a total of 4,006 students were enrolled at the end of the designated late registration period. After the sixth week of scheduled classes, 3,659 students were enrolled. This is a 91% retention rate.

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

Use of Assessment Results: No action needed.

Internal Performance Indicator 3

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

- **Assessment Results 2003-2004:** During Fall 2003, 3,589 students were enrolled at the six week audit period. 3,507 students completed the semester. This is a retention rate of 98%. During Spring 2004, 3,380 students were enrolled at the six week audit period. 3,349 students completed the semester. This is a retention rate of 99%.

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

Use of Assessment Results: No action needed.

- **Assessment Results 2004-2005:** During Fall 2004, 3,768 students were enrolled at the six week audit period. 3,601 students completed the semester. This is a retention rate of 96%. During Spring 2005, 3,714 students were enrolled at the six week audit period. 3,549 students completed the semester. This is a retention rate of 96%.

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

Use of Assessment Results: No action needed.

- **Assessment Results 2005-2006:** During Fall 2005, 3,556 students were enrolled at the six week audit period. 3,474 students completed the semester. This is a retention rate of 97.7%.

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

Use of Assessment Results: No action needed.

- **Assessment Results 2006-2007:** This indicator cannot be measured until audit data is available for review.

Source of Documentation:

Use of Assessment Results:

Internal Performance Indicator 4

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

- **Assessment Results 2002-2003:** Summer enrollment for 2002 was 1,315 students. Enrollment for summer 2003 was 1,373 students. This is an increase of 4%. Assessment results indicate that the Internal Performance Indicator of 20% was not achieved.*

Source of Documentation: Office of the Dean of Student Affairs

Use of Assessment Results: Recruitment activities are being developed and implemented that advertise summer semester classes.

- **Assessment Results 2003-2004:** Summer enrollment for 2003 was 1,373 students. Enrollment for summer 2004 was 1,478 students. This is an increase of 8 %. Assessment results indicate that the Internal Performance Indicator of 20% was not achieved.*

Source of Documentation: Office of the Dean of Student Services

Use of Assessment Results: On-going recruitment activities that advertise summer semester classes are continually being developed and implemented.

* The enrollment numbers for summer 2003 and summer 2004 have been changed to reflect audited figures. Audited numbers are consistent with other fall and spring numbers used throughout the Indicators.

- **Assessment Results 2004-2005:** Summer enrollment for 2004 was 1,478 students. Enrollment for summer 2005 was 1,473 students. This is a *decrease* of less than 1%. Assessment results indicate that the Internal Performance Indicator of 20% increase was not achieved.

Source of Documentation: Office of the Dean of Student Services

Use of Assessment Results: Information on early registration and summer classes will be mailed to all high school seniors in the district and to all individuals who have completed applications to attend Pearl River Community College. In addition, in early Spring information regarding summer classes is given to high school counselors in the district.

- **Assessment Results 2005-2006:** Summer enrollment for 2005 was 1,473 students. Enrollment for summer 2006 was 1,331 students. This is a *decrease* of 9.6%. Assessment results indicate that the Internal Performance Indicator of 20% increase was not achieved.

Source of Documentation: Office of the Dean of Student Services

Use of Assessment Results: Information on early registration and summer classes will be mailed to all high school seniors in the district and to all individuals who have completed applications to attend Pearl River Community College. In addition, in early Spring information regarding summer classes is given to high school counselors in the district.

Summer school enrollment will increase by 5% each summer. (It was recognized that an Indicator requiring a 20% increase each year in summer school enrollment was not feasible at this time; therefore, the Indicator has been revised to reflect a more achievable goal.)

- **Assessment Results 2006-2007:** This Indicator cannot be measured until Summer 2007 audit data is available for review in October, 2007.

Source of Documentation:

Use of Assessment Results:

Internal Performance Indicator 5

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

- **Assessment Results 2002-2003:** The following activities were implemented in an effort to recruit from a diverse population:
 - Scholar's Night: Aimed at the upper academic arena of High School Students
 - Spring Fest: Aimed at all high school seniors in all programs (career/technical and academic)
 - Local Wal-Marts and Unemployment agencies: Information has been placed at these locations to reach both traditional and non-traditional students.
 - Hancock County night class registration: Aimed at traditional and non-traditional students

Source of Documentation: Office of the Director of Recruitment and Orientation

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

- **Assessment Results 2003-2004:** The following activities were implemented in an effort to recruit from a diverse population:
 - Fill the Stadium Football Night: All high school seniors and parents in the PRCC district
 - Scholar's Night: Aimed at the upper academic arena of High School Students
 - Spring Fest: Aimed at all high school seniors in all programs (career/technical and academic)
 - Local Wal-Marts, area restaurants, and Unemployment agencies: Information has been placed at these locations to reach both traditional and non-traditional students.
 - Hancock County night class registration: Aimed at traditional and non-traditional students

Source of Documentation: Office of the Director of Recruitment and Orientation

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

- **Assessment Results 2004-2005:** The following activities were implemented in an effort to recruit from a diverse population:
 - Fill the Stadium Football Night: All high school seniors and parents in the PRCC district
 - Scholar's Night: Aimed at the upper academic arena of High School Students
 - Spring Fest: Aimed at all high school seniors in all programs (career/technical and academic)
 - Local Wal-Marts, area restaurants, and Unemployment agencies: Information has been placed at these locations to reach both traditional and non-traditional students.
 - Hancock County night class registration: Aimed at traditional and non-traditional students

Source of Documentation: Office of the Director of Recruitment and Orientation

Use of Assessment Results: Dissemination of information regarding Pearl River Community College is an on-going endeavor. The above-mentioned recruitment activities are being continued while other methods of attracting a diverse population of students are being explored (such as weekend and online classes). An orientation session for the Hancock County Center has been planned for Fall 2005. The Recruiter, the Assistant Recruiter, and the Director of Recruitment and Orientation will deliver new recruitment packets to high schools in the district and to the WIN Job Center.

- **Assessment Results 2005-2006:** The following activities were implemented in an effort to recruit from a diverse population:

- Fill the Stadium Football Night: All high school juniors and seniors in the PRCC district
- Scholars Night: Aimed at upper academic arena of High School Students
- Spring Fest: Aimed at all high school seniors in all programs (career/ technical and academic)
- Local Wal-Marts, area restaurants, and Unemployment agencies: Information has been placed at these locations to reach both traditional and non-traditional students
- Hancock County registration and orientation: Aimed at traditional and non-traditional students in Hancock County
- April Early Orientation: Limited to 100 students with an ACT score of an 18 or higher, in the PRCC district
- Space Day: Students in grades 8th-12th were invited, in addition to the general public
- Geer Up Mississippi: Area high school students in the 8th, 9th and 10th grade

Source of Documentation: Office of the Director of Recruitment and Orientation

Use of Assessment Results: Dissemination of information regarding Pearl River Community College is an on-going endeavor. The above-mentioned recruitment activities are being continued while other methods of attracting a diverse population of students are being explored. The level of success experienced during April Early Orientation has lead to the implementation of new procedures for Summer Orientation. The Recruiter, the Assistant Recruiter, and the Director of Recruitment and Orientation will deliver new recruitment packets to high schools in the district, as well as continue to inform the community as to the many diverse educational opportunities available at Pearl River Community College. Both College and Career fairs will be attended by college representatives, so as to make information available to the largest and most diverse group of potential students.

- **Assessment Results 2006-2007:** Recruitment presentations have been made to various GED classes in our six-county district. The recruiter has also attended numerous College/ Career fairs which seek to provide information for both traditional and non-traditional students. Schools outside of district requesting material and tours have been accommodated. District high schools receive campus tours and tours of specific Career-Technical programs as requested. A Non-traditional Field of Study Day was provided for district schools.

Source of Documentation: Office of the Director of Recruitment and Orientation

Use of Assessment Results: Dissemination of information regarding Pearl River Community College is an on-going endeavor. The above-mentioned recruitment activities are being continued while other methods of attracting a diverse population of students are being explored. The Recruiter and the Director of Recruitment and Orientation will deliver new recruitment packets to high schools in the district, as well as continue to inform the community as to the many diverse educational opportunities available at Pearl River Community College. Both College and Career fairs will be attended by college representatives, so as to make information available to the largest and most diverse group of potential students.

Internal Performance Indicator 6

Eighty percent (80%) of career and technical education students who are eligible for graduation will successfully complete their respective programs according to the State measurement definition.

- **Assessment Results 2001-2002:** Ninety-five and five tenths percent (95.5%) of the students completed their respective programs.

Source of Documentation: Offices of Poplarville Career and Technical Education Programs, Forrest County Career and Technical Education Programs, and Career and Technical Counselors.

Use of Assessment Results: Attainment of 95.5% exceeds the State's completion requirement. No written plan of improvement is required.

- **Assessment Results 2002-2003:** Ninety-four percent of the students who were eligible for graduation on the Poplarville campus and at the Forrest County center completed their respective programs. However, the State reporting program was changed in 2001-2002. The results of the pilot program for reporting were not used because of incomplete data and computer glitches. Some reporting errors occurred as late as 2002-2003 due to misinterpretations of State guidelines and unclear definitions of terms such as majors, participants, concentrators, and completers. The results submitted herein reflect the correct enrollment figures for 2002-2003, and those figures include the actual majors in programs. The State reporting program differs and permits duplication that appears inflationary for the purposes of reporting for the SACS evaluation.

Source of Documentation: Offices of Career and Technical Education on Poplarville campus, at the Forrest County center, and Career and Technical Counselors.

Use of Assessment Results: Plans of improvement were submitted and accepted by the State. Reporting errors were taken into consideration but not corrected by the State. The plans of improvement ensure that the State's definition of terms is understood by those submitting reports and that future reports are submitted using the clarified definitions.

- **Assessment Results 2003-2004:** Ninety-three percent (93%) of the students who were eligible for graduation on the Poplarville campus and at the Forrest County center completed their respective programs.

Source of Documentation: Offices of Career and Technical Education on the Poplarville campus, the Forrest County center, and Career and Technical Counselors.

Use of Assessment Results: Ninety-three percent (93%) completion exceeds the State's original and new standards for completion. Clarification of guidelines and terms should eliminate the necessity for plans of improvement in the future on the completion standard.

- **Assessment Results 2004-2005:** Ninety-seven (97%) of the career and technical students who were eligible for graduation completed their respective programs. The results submitted herein reflect the correct unduplicated enrollment for actual majors in programs. The State reporting program permits duplication counts where students are enrolled in classes differing from their major; therefore, enrollment can appear inflated.

Source of Documentation: Offices of Career and Technical Education on the Poplarville campus, Forrest County Center, and Career Technical Counselors.

Use of Assessment Results: The completion rate of 97% exceeds the State requirement. No plan of improvement is required.

- **Assessment Results 2005-2006:** Ninety four percent of those students who were eligible for graduation completed their respective programs.

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

Use of Assessment Results: The graduation rate of 94 percent (94%) exceeds the state requirement. No plan of improvement is required.

- **Assessment Results 2006-2007:** This information will not be available until October 2007.

Source of Documentation:

Use of Assessment Results:

Internal Performance Indicator 7

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

- **Assessment Results 2001-2002:** A retention rate of 89.5% was achieved.

Source of Documentation: Offices of Poplarville Career and Technical Education Programs, Forrest County Career and Technical Education Programs, and Career and Technical Counselors.

Use of Assessment Results: A retention rate of 89.5% exceeds the State's 86% retention requirement. No written plan of improvement is required.

- **Assessment Results 2002-2003:** Eighty-nine percent (89%) of the students enrolled in career and technical programs on the Poplarville campus and at the Forrest County center passed a level of instruction according to the State measurement definition of retention.

Source of Documentation: Offices of the Career and Technical Programs on the Poplarville campus, at the Forrest County center, and Career and Technical Counselors.

Use of Assessment Results: Eighty-nine percent (89%) retention exceeds the State requirement. No plans of improvement are required on the retention standard.

- **Assessment Results 2003-2004:** Ninety percent (90) of the students enrolled in career and technical programs on the Poplarville campus and at the Forrest County center passed a level of instruction according to the State measurement definition of retention.

Source of Documentation: Offices of the Career and Technical Programs on the Poplarville campus, at the Forrest County center, and Career and Technical Counselors.

Use of Assessment Results: Ninety percent (90%) retention exceeds the State requirement. No plans of improvement are required on the retention standard.

- **Assessment Results 2004-2005:** Ninety percent (90%) of the students enrolled in career technical education passed a level of instruction (State definition for retention). No plans of improvement are required.

Source of Documentation: Offices of the Career and Technical Education Programs on the Poplarville campus, the Forrest County Center, and Career and Technical Counselors.

Use of Assessment Results: The retention rate of 90% exceeds the State requirement of 86%. No plan of improvement is required.

- **Assessment Results 2005-2006:** Career and Technical Programs maintained a retention rate of 87 percent.

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

Use of Assessment Results: The State standard for retention was met. No plan of improvement plan is required.

- **Assessment Results 2006-2007:** This information will not be available until October 2007.

Source of Documentation:

Use of Assessment Results:

Internal Performance Indicator 8

At least 80% of those students who have earned less than sixteen semester hours of credit and are enrolled in at least twelve hours of academic course work after six weeks of any fall semester will be enrolled at the end of registration for the next fall semester.

- **Assessment Results 2004-2005:** A total of 61.34% of the students named in the Indicator above were retained from six week audit period of Fall 2003 through the late registration of Fall 2004.

Source of Documentation: The Office of Institutional Research

Use of Assessment Results: Pearl River Community College recognizes that intellectual development is necessary for an individual to obtain gainful employment; however, the need to devote concentrated effort to the development of the whole individual is also recognized. In an effort to improve the retention of first time freshmen, Pearl River Community College has hired a full-time student activities director who will plan activities designed to appeal to the student as a whole. Additional personnel will be designated for intramural programs.

- **Assessment Results 2005-2006:** A total of 58.6% of the students named in Goal seven Indicator eight were retained from six week audit period of Fall 2004 through the late registration of Fall 2005.

Source of Documentation: The Office of Institutional Research

Use of Assessment Results: In an effort to provide a more cohesive college experience for students, new residence halls have been established. Discussion regarding the issue of retention revealed how closely the concept of retention is tied to the action of advisement. To this end, an effort is underway to better inform students of advisement proceedings. Efforts include appropriate publicity concerning advisement and web page links to a variety of information regarding advisement including catalogs of four-year universities and colleges.

- **Assessment Results 2006-2007:** This Indicator has not been measured at this time due to discussion regarding "the end of registration." Since registration occurs throughout the semester for certain classes, it is difficult to obtain a number that reflects all students.

Source of Documentation: The Office of Institutional Research

Use of Assessment Results: Consideration will be given to modification of this indicator during the 2007-2008 year in order to reflect the changes taking place in the programs.

Internal Performance Indicator 9

The Hancock Center will increase total credit hours by at least 20% by Fall 2007.

- **Assessment Results 2005-2006:** Due to the situation that evolved following Hurricane Katrina's devastation at the Hancock Center, classes were disrupted and later reconvened at the Hancock County airport. The measurement of this Indicator will likely be reworded to a date later than Fall 2007.
- **Assessment Results 2006-2007:** Pre-Katrina, twenty-six classes were offered for a total of seventy-nine credit hours at the Hancock Center. Post-Katrina numbers reflect eighteen classes which were

offered for a total of fifty-five credit hours. In the spring 2006, twenty-six classes were offered for a total of seventy-six credit hours. In the fall 2006, thirty classes were offered to students at the Hancock Center for a total of ninety-one credit hours. In the spring 2007, thirty-six classes were offered for a total of 107 credit hours.

Source of Documentation: Coordinator of Hancock Center

Use of Assessment Results: In the fall 2007, thirty-six classes are being offered for a total of 110 credit hours.

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.

Co
m
mit

ment Statement:

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

Internal Performance Indicator 1

At least 60 training projects will be developed and delivered to businesses, industries, educational and public service entities.

- **Assessment Results 2001-2002:** Ninety-five projects were developed and delivered.

Source of Documentation: Information is on file in the Workforce Development Office.

Use of Assessment Results: Results were used to evaluate organizational effectiveness and forecast project activity for Fiscal Year 2003.

- **Assessment Results 2002-2003:** Sixty-six projects were developed and delivered.

Source of Documentation: Information is on file in the Workforce Development Office.

Use of Assessment Results: Results were used to evaluate organizational effectiveness and forecast project activity for Fiscal Year 2004.

- **Assessment Results 2003-2004:** As of June 30, 2004, the Workforce Development Center delivered 67 training projects to businesses, industries, educational and public service entities in the Pearl River Community College District.

Source of Documentation: Documentation to confirm this data exists in the form of Project Applications approved by the State Board for Community and Junior Colleges and a listing of approved training projects published via computer program by the Board.

Use of Assessment Results: Results were used to evaluate organizational effectiveness and forecast project activity for Fiscal Year 2005. It was concluded on the basis of assessment results that the Workforce Development Center's organization was sound and effective and project activity forecast for FY 2005 should remain at the current level of approximately 60 projects.

- **Assessment Results 2004-2005:** Sixty-five projects were developed and delivered.

Source of Documentation: Documentation to confirm this data exists in the form of Project Applications approved by the State Board for Community and Junior Colleges and a listing of approved training projects published via computer program by the Board.

Use of Assessment Results: Results were used to evaluate organizational effectiveness and forecast project activity for Fiscal Year 2006. It was concluded on the basis of assessment results that the Workforce Development Center's organization was sound and effective and project activity forecast for FY 2006 should remain at the current level of approximately 60 projects.

- **Assessment Results 2005-2006:** As a result of hurricane Katrina, approximately one quarter of the fiscal year for training was lost. In spite of this catastrophe, PRCC's Workforce Education Center developed and delivered forty-six projects.

Source of Documentation: Documentation to confirm this data exists in the State Board for Community and Junior Colleges' GCR System.

Use of Assessment Results: Results were used to evaluate organizational effectiveness and forecast project activity for Fiscal Year 2007. It was concluded on the basis of assessment results that the Workforce Education Center's organization was sound and effective and project activity forecast for FY 2007 should remain at the current level of approximately 60 projects.

- **Assessment Results 2006-2007:** As of November 28, 2006 35 SBCJC projects have been submitted along with the approximately 12 externally/grant funded programs, the total is near 40. However, to streamline paperwork many projects that were once included in several smaller ones are now being consolidated.

Source of Documentation: SBCJC GCR and PRCC Grant funded programs

Use of Assessment Results: The measurements used in prior fiscal years are being reexamined for validity and to meet the new criteria of meeting SBCJC goals.

Report Updated 7-30-07

- **Assessment Results 2006-2007:** FY 2007 was a banner year for the Workforce Education Department. A total of 36 SBCJC workforce projects were executed. This department also managed 4 Department of Labor Grants, 1 NASA Grant and 2 SMPDD grants. The total budget of the SBCJC Workforce projects exceeded \$1.1 million. The DoL total grant budget amount exceeds \$1.2 million.

Source of Documentation: SBCJC GCR and PRCC Grant funded programs

Use of Assessment Results: The evaluation and impact of these programs provides for a difficult metric; however the SBCJC is funding a Program Evaluation and Transcription grant for each college to measure and transcript outcomes.

Internal Performance Indicator 2

Each of Pearl River Community College's six counties will be served by at least one Adult Education Center.

- **Assessment Results 2002-2003:** Each of the six counties in the district was served.

Source of Documentation: Information is on file in the Workforce Development Office.

Use of Assessment Results: Results used to evaluate organizational effectiveness and forecast needs for additional Adult Education Centers for Fiscal Year 2004.

- **Assessment Results 2003-2004:** Each of Pearl River Community College's six supported counties has convenient access to an Adult Education site. Two of those facilities, at Picayune and Columbia, are located in mobile training labs provided by the College. The remaining six Adult Education facilities are co-located with schools or vocational-technical centers.

Source of Documentation: Documentation confirming the existence of the aforementioned Adult Education facilities may be obtained by on-site visits and observation of training, by consulting the written Adult Education Grant or by inquiring of the County Boards of Supervisors.

Use of Assessment Results: Results used to evaluate organizational effectiveness and forecast needs for additional Adult Education Centers for Fiscal Year 2005. It was concluded on the basis of assessment results that the Adult Education Program is sound and effectively serving the needs of the PRCC District and that no additional Adult Education sites are needed.

- **Assessment Results 2004-2005:** Pearl River Community College provided comprehensive Adult Education services to each of the six counties in the PRCC district.

Source of Documentation: Documentation provided on end-of-year reports generated by AEM's software used to track Adult Education data.

Use of Assessment Results: Results used to evaluate program effectiveness and determine needs for 2006. Assessment results showed that the Adult Education program is effectively service the PRCC district.

- **Assessment Results 2005-2006:** All counties were served with the exception of Jeff Davis, as the enrollment numbers prohibited the continuation of the program.

Source of Documentation: Documentation provided on end-of-year reports generated by AEM's software used to track Adult Education data.

Use of Assessment Results: Results used to evaluate program effectiveness and determine needs for 2006. Assessment results showed that the Adult Education program is effectively service the PRCC district.

- **Assessment Results 2006-2007:** As of June 30, 2007 all counties are being served except Jefferson Davis. The ABE Department held a cap and gown graduation for GED 2006-2007 recipients.

Source of Documentation: ABE Director

Use of Assessment Results: The GED as a milestone in a career development path is still under development; however, the overall goal is to move a large percentage of GED graduates into degree or certificate programs.

Internal Performance Indicator 3

At least 8000 persons will be trained in the Workforce Development Center's training projects with businesses, industries, educational and public service customers annually.

- **Assessment Results 2001-2002:** The total number of individuals receiving training was 8,306.

Source of Documentation: Information is on file in the Workforce Development Office.

Use of Assessment Results: Results used to evaluate organizational effectiveness and forecast requirements for training activities and associated courses for Fiscal Year 2003.

- **Assessment Results 2002-2003:** The total number of individuals receiving training was 10,901.

Source of Documentation: Information is on file in the Workforce Development Office.

Use of Assessment Results: Results used to evaluate organizational effectiveness and forecast requirements for training activities and associated courses for Fiscal Year 2004.

- **Assessment Results 2003-2004:** Non-duplicated count of persons trained in Fiscal Year 2004 is 8,362. Duplicated count is 38,633.

Source of Documentation: Documentation confirming numbers of persons trained is contained in the end-of-year Close-Out reports completed by Project Managers and also by referring to the State Board for Community and Junior Colleges on-line Legislative Accountability Report system.

Use of Assessment Results: Results used to evaluate organizational effectiveness and forecast requirements for training activities and associated courses for Fiscal Year 2005. It was concluded on the basis of assessment results that the Workforce Development Center is offering adequate training across the broad spectrum of training activities applicable to the businesses, industries, educational and public service entities in the PRCC District. Further, results indicate that the Workforce Development Center staff is reaching the trainee population most in need of training.

- **Assessment Results 2004-2005:** The total number of individuals receiving training was 7484.

Source of Documentation: Documentation confirming calculations related to numbers of persons trained is contained in the end-of-year Close-Out reports completed by Project Managers and also in the State Board for Community and Junior Colleges on-line Legislative Accountability Report system.

Use of Assessment Results: Results are used to evaluate organizational effectiveness and to forecast training requirements for Fiscal Year 2006. It was concluded on the basis of assessment results that the Workforce Education Center is offering adequate support for training across the broad spectrum of training activities applicable to the businesses, industries, educational and public service entities in the PRCC district. Further, assessment results indicate that the Workforce Education Center is reaching the trainee population most in need of training.

- **Assessment Results 2005-2006:** Non-duplicated count of persons trained in Fiscal Year 2006 is 6,808; duplicated is 17,761. The slight decrease in number of persons trained this fiscal year is due to the effects of Hurricane Katrina.

Source of Documentation: Documentation confirming calculations related to numbers of persons trained can be found on the GCR and on file at the Woodall Center.

Use of Assessment Results: Results are used to evaluate organizational effectiveness and to forecast training requirements for Fiscal Year 2007. It was concluded on the basis of assessment results that the Workforce Education Center is offering adequate support for training across the broad spectrum of training activities applicable to the businesses, industries, educational and public service entities in the PRCC district. Further, assessment results indicate that the Workforce Education Center is reaching the trainee population most in need of training.

- **Assessment Results 2006-2007:** The following indicates the quantity of people completing training in various segments.

| Program – SBCJC/Workforce and WIA Funds | Number Trained |
|---|-----------------------|
| Medical/Healthcare including CPR, First Aid and EMT | 2859 |
| Geospatial Technologies | 201 |
| Computer Use and Applications | 837 |
| Environment Health and Safety | 250 |
| Computer Aided Design | 14 |
| Electricity | 260 |
| Team Management | 16 |
| Industrial Maintenance and Production | 498 |
| Quality Control Management | 101 |
| Customer Service | 907 |

| | |
|----------------------------------|-----|
| Telecommunications | 12 |
| Law Enforcement | 13 |
| Construction Trades | 231 |
| Supervisory and Leadership | 93 |
| Basic Skills | 28 |
| Airframe and Propulsion Aviation | 10 |

| Program – Department of Labor (Pathways & H1B) | Number Trained |
|--|----------------|
| Heavy Equipment Operations | 12 |
| Carpentry | 52 |
| Electricity | 5 |
| HVAC | 12 |
| English as a Second Language | 62 |
| Residential Building Code | 116 |
| Residential Plumbing Code | 65 |
| Residential Electrical Code | 65 |
| Residential Mechanical Code | 63 |
| Spanish/English for Supervisors | 35 |

Source of Documentation: Workforce Director.

Use of Assessment Results: This quantitative data might be an indicator of outreach but should not be taken as a qualitative measure. The qualitative measure can only be derived by using recognized measurement and analysis tools. This is noted by the SBCJC and funding will be allocated to measure and document this information.

Internal Performance Indicator 4

One hundred percent of the Workforce Development Center's customers responding to the Legislative Accountability Report will indicate that their training objectives were met and they will continue to use the Center.

- **Assessment Results 2001-2002:** Ninety-nine percent (99%) indicated that training objectives were met.

Source of Documentation: Information is on file in the Workforce Development Office.

Use of Assessment Results: Results used to determine level of customer satisfaction and areas of workforce training that require performance improvement.

- **Assessment Results 2002-2003:** Ninety-nine percent (99%) indicated that training objectives were met.

Source of Documentation: Information is on file in the Workforce Development Office.

Use of Assessment Results: Results used to determine level of customer satisfaction and areas of workforce training that require performance improvement.

- **Assessment Results 2003-2004:** Owing to a change in the system for completing and forwarding Legislative Accountability Reports to the SBCJC for FY 04, (from paper to electronic) this information is not currently available. Anticipate that the SBCJC will release this figure to PRCC at a future time.

Source of Documentation: Documentation to confirm the accomplishment of this Internal Performance Indicator is available in the SBCJC LAR reporting system.

Use of Assessment Results: Results used to determine level of customer satisfaction and areas of workforce training that require performance improvement. When, and if, the SBCJC releases information regarding the results of the LARs submitted by the PRCC Workforce Development Center's customers, actions will be taken should any of the LARs reveal customers who state that their training objectives were not met.

- **Assessment Results 2004-2005:** Out of 64 Projects, the results are as follows:
 - 59 Projects reported they would use Pearl River Community College's Workforce Education again
 - 2 Projects didn't complete the LAR
 - 3 Projects reported they would not use us again. (1 company is shut down and the other didn't use the funds)

Source of Documentation: State Board for Community and Junior Colleges

Use of Assessment Results:

- **Assessment Results 2005-2006:** LAR data have been tabulated, however, 100% was not attained. The LAR process is being evaluated due to low customer response.

Source of Documentation: State Board for Community and Junior Colleges

Use of Assessment Results: The SBCJC is creating an improved LAR system, the Workforce Center Director's Association is working with the SBCJC to create a better measurement tool.

- **Assessment Results 2006-2007:** Workforce Education commenced the Heavy Equipment Operations Program in the Spring of 2007. This program came about by donations from the Caterpillar Foundation, Puckett Machinery and Huey Stockstill, Inc. The program graduated 11 students in the summer of 2007.

Source of Documentation: Workforce Director

Use of Assessment Results: This program is slated to be growth program as John Deere and Stribling Equipment have announced their intention to allocate more equipment for program utilization.

Internal Performance Indicator 5

The Advanced Technology Center's facility will be occupied by the Workforce Development Center and commence training operations in Fiscal Year 2005.

- **Assessment Results 2002-2003:** Facility is under construction and on target for opening when scheduled.

Source of Documentation: Information is on file in the Workforce Development Office.

Use of Assessment Results: Results used to forecast probable date of Advanced Technology Center facility completion and operational readiness.

- **Assessment Results 2003-2004:** Construction continued on the Lowery A Woodall Center throughout Fiscal Year 2004 and is scheduled for completion by mid-August 2004. Relocation of the Workforce Development Center's offices to the Woodall Center will occur during the August-September 2004 time frame. Training in the Center will begin prior to January 1, 2005.

Source of Documentation: Verification of this Internal Performance Indicator may be made by on-site observation.

Use of Assessment Results: Results used to forecast probable date of Advanced Technology Center facility completion and operational readiness. It was concluded on the basis of assessment results that the Workforce Development Center may plan on occupying the Woodall Center in August-September 2004. Further, equipment for training should be delivered and installed so that the Center may reach full-up training capability by mid-January 2005.

[Since the Advanced Technology Center is now occupied, the original Internal Performance Indicator 5 was met. The Indicator was reworded (below) to specify activities that are planned for the facility.]

Internal Performance Indicator 5

The Advanced Technology Center's facility will commence training operations in all of the following areas:

- Industrial Maintenance
 - Spatial Technologies
 - Computer Assisted Design
 - Computer Applications Training
 - CISCO Networking
- **Assessment Results 2004-2005:** The Lowery A. Woodall Advanced Technology Center was occupied by the Workforce Development Center staff on September 1, 2004. Use of the facility for training purposes began the following day. Assessment and evaluation of advanced technology training programs indicates the desirability of increasing trainee participation by a factor of 25-50% in Spatial Technologies, Computer Network, Industrial Maintenance, Programmable Logic Controls and Computer Assisted Design training programs in Fiscal Year 2006.

Source of Documentation: Verification of this Internal Performance Indicator may be made by on-site observation that the Woodall Center is occupied and training activities underway. Records verifying the conduct of advanced technology training programs and trainee enrollments may be made by examining the training project file for each program.

Use of Assessment Results: Results used to measure organizational effectiveness by determining the extent to which The Woodall Advanced Technology Center is accomplishing its intended mission to offer advanced technology training to businesses, industries, educational and public service organizations in the PRCC district.

- **Assessment Results 2005-2006:** Industrial Maintenance, Spatial Technologies, Computer Assisted Design, Computer Applications Training, and CISCO Networking programs were conducted at the Woodall Center along with EMT, First Aid/CPR, Real Estate, Disaster Response and many other programs. The center has also been used extensively for business meetings, seminars and private industry training engagements.

Source of Documentation: SBCJC Project Database and the center's schedule of events database.

Use of Assessment Results: The center desires to grow the training programs in the list above as well as becoming a choice site for companies' in the region to have meetings, seminars and conferences.

- **Assessment Results 2006-2007:** The Woodall ATC has accommodated conferences, seminars, training and business meetings for customers such as Pine Belt Mental Health, Kohler Engines, Digital Opportunity Trust, Compressed Gas Association, Mississippi PERS, FEMA and many others. Center revenue continues robust growth and exceeded \$37,500 in FY 2006.

Source of Documentation: SBCJC Project Database and the center's schedule of events database.

Use of Assessment Results: The center desires to grow the use of the ATC in the region to as a place for meetings, seminars and conferences.

**Institutional
Effectiveness
Planning &
Evaluation Calendar**

**Annual Planning &
Evaluation Cycle**

INSTITUTIONAL EFFECTIVENESS PLANNING AND EVALUATION CALENDAR

(Offices of Chief Planning Officer and Institutional Research Specialist)

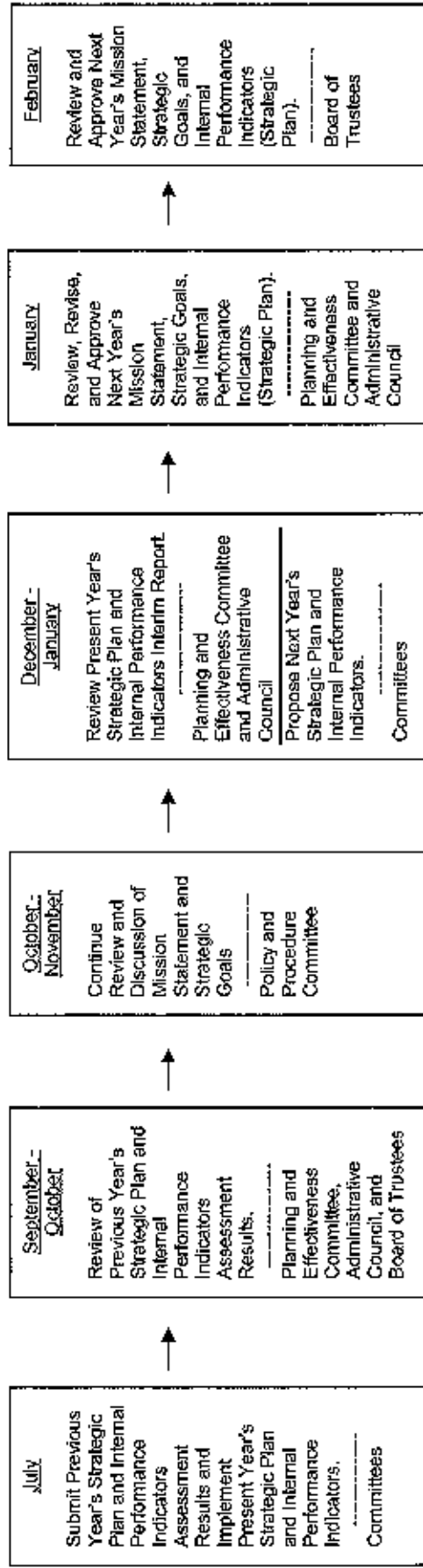
2006 – 2007

| <u>MONTH</u> | <u>ACTIVITY</u> | <u>PERSONNEL INVOLVED</u> | <u>COORDINATOR</u> |
|--------------|---|--|---|
| July | 2005-2006 Internal Performance Indicators (IPI) Data Accumulation | Committees | Dr. Askew/Dr. Smith |
| July | Preparation and Distribution of Policy and Procedure Manuals | Ms. Ladner | Dr. Askew |
| August | Professional Development Sessions | Faculty and Staff | Dr. Askew |
| September | Professional Development Sessions | Administrators and Supervisors | Dr. Askew/Ms. Wells |
| September | Policy/Procedure Updates | Committees | Dr. Lewis/Dr. Grant |
| September | Completion of Pearl River Community College Strategic Plan and IPI Document | Planning and Research Institutional Research | Dr. Askew Dr. Smith |
| September | Review of 2005-2006 Strategic Plan and IPI Assessment Results | Planning and Effectiveness Committee Administrative Council | Ms. Miller/Dr. Smith/ Dr. Askew Dr. Lewis |
| September | Completion of 2005-2006 Assessment Charts | Division/Department Chairs | Dr. Askew |
| September | Completion of 2006-2007 Fall Semester Assessment Charts | Division/Department Chairs | Dr. Smith |
| October | Support Staff Professional Development Sessions | Support Staff | Dr. Askew |
| October | Review of 2005-2006 Strategic Plan and IPI Assessment Results | Board of Trustees | Dr. Lewis |
| October | Completion of 2005-2006 Institutional Planning and Effectiveness Document | Planning and Research | Dr. Askew |
| October | Review of 2006-2007 Fall Semester Assessment Charts | Planning and Effectiveness Committee Administrative Council | Ms. Miller/Dr. Smith Dr. Lewis |
| October | Publication of 2005-2006 Strategic Plan and IPI Assessment Results | Planning and Research | Dr. Askew |
| October | Review of Mission Statement and Strategic Goals Policy/Procedure Recommendations | Policy and Procedure Committee | Dr. Grant |
| October | Publication of Fact Book | Institutional Research | Dr. Smith |
| November | Completion of Fall Semester 2006-2007 Assessment Charts and Institutional Planning and Effectiveness Document | Planning and Research | Dr. Smith |

| <u>MONTH</u> | <u>ACTIVITY</u> | <u>PERSONNEL INVOLVED</u> | <u>COORDINATOR</u> |
|--------------|---|--|-----------------------------------|
| November | Review of 2005-2006 Institutional Planning and Effectiveness Document | Board of Trustees | Dr. Lewis |
| November | 2006-2007 IPI Interim Report Submission for Review | Committee Chairs | Dr. Smith |
| November | Student Evaluations of Instruction | Faculty and Students/Ms. Ladner | Dr. Askew |
| December | Review of 2006-2007 Strategic Plan and IPI Interim Report | Planning and Effectiveness Committee Administrative Council | Ms. Miller/Dr. Smith Dr. Lewis |
| December | Development of Proposed 2007-2008 Strategic Plan and IPI | Committees | Committee Chairs |
| January | Review, Revision, and Approval of Proposed 2007-2008 Mission Statement, Strategic Goals, and IPI (Strategic Plan) | Planning and Effectiveness Committee Administrative Council | Ms. Miller/Dr. Smith Dr. Lewis |
| January | Evaluations of Supervisors | Faculty and Staff/Ms. Ladner | Dr. Askew |
| February | Evaluations of Personnel | Supervisors/Ms. Ladner | Dr. Askew |
| February | Review and Approval of Proposed 2007-2008 Mission Statement, Strategic Goals, and IPI (Strategic Plan) | Board of Trustees | Dr. Lewis |
| February | Completion of Revised 2007-2008 Strategic Plan and IPI Document | Planning and Research | Dr. Smith |
| February | Budget Requests/Needs Assessment Forms | All | Mr. Knight |
| February | Evaluations of Office of Planning and Research | Planning and Effectiveness Committee Instructional Directors/Chairs | Ms. Miller Dr. Grant |
| February | Evaluations of President | Board of Trustees | Mr. Robbins |
| March | Campus Climate Survey | Students | Dr. Smith |
| April | Committee Updates | Ms. Ladner | Dr. Askew |
| May | Graduate Survey | Bookstore Personnel and Students | Dr. Smith |
| June | Alumni (2006) Survey | N/A | Dr. Smith |
| June | Completion of General Education Program Review and Learning Resources Program Review | Faculty and Staff | Dr. Smith/Ms. Dyar |
| June | Review of Budget Allocations | Administrators | Mr. Knight |
| June | Submission of 2006-2007 Strategic Plan and Internal Performance Indicators Assessment Results (December to June) to IR Office | Committees | Committee Chairs |

PEARL RIVER COMMUNITY COLLEGE ANNUAL PLANNING AND EVALUATION CYCLE

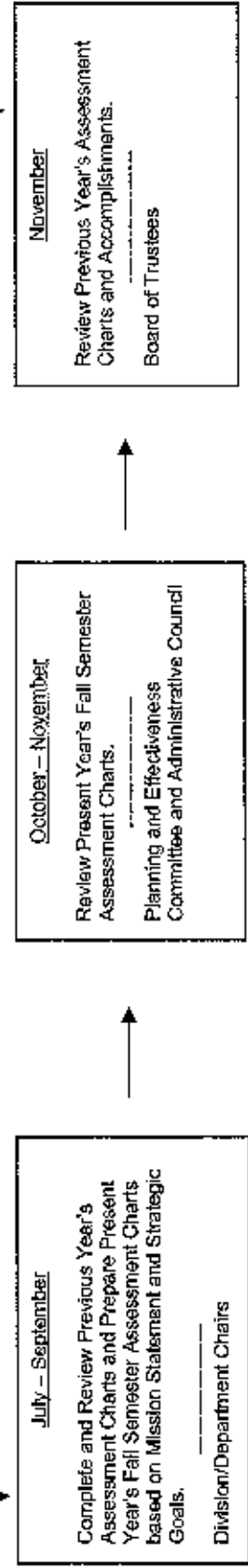
MISSION STATEMENT, STRATEGIC GOALS, AND INTERNAL PERFORMANCE INDICATORS (STRATEGIC PLAN)



BUDGET REVIEW PROCESS



DIVISION AND DEPARTMENT INSTITUTIONAL EFFECTIVENESS ASSESSMENT CHARTS



Schedules of Personnel Evaluations and Surveys

OFFICE OF PLANNING AND RESEARCH

SCHEDULE FOR EVALUATIONS

2006 – 2007

| Evaluation | Action | Date |
|-----------------------|---|-----------------------------|
| Student Evaluation | Packets distributed | November 6, 2006 |
| | Evaluation | November 13 – 17, 2006 |
| | Packets returned to office | November 20, 2006 |
| | Results distributed to administrators | January 8, 2007 |
| Supervisor Evaluation | Packets distributed | January 11, 2006 |
| | Evaluations | January 16 – 19, 2007 |
| | Returned to Office of Planning and Research | January 22, 2007 |
| President Evaluation | Evaluations to Board Chairman | February 1, 2007 |
| | Evaluation | February 1 – 28, 2007 |
| Personnel Evaluations | Evaluations distributed to administrators | February 12, 2007 |
| | Schedules for Personnel | February 19, 2007 |
| | Evaluations sent to Office of Planning and Research | |
| | Personnel Evaluations | February 13 – March 6, 2007 |
| | Personnel Evaluations completed | March 6, 2007 |

SCHEDULE OF EVALUATIONS AND SURVEYS

2006 - 2007

| EVALUATION/SURVEY | MONTH | PURPOSE |
|---|-----------------------------|--|
| Orientation Evaluation | July, August, January | To determine students' satisfaction with orientation. |
| Student Evaluations of Faculty | November, April, June, July | To determine students' perceptions of instructors. |
| Associate Degree Nursing | November, May | To evaluate textbooks, course, curriculum, clinical instructors, and clinical agencies. |
| Evaluations of Supervisors | January | To determine perceptions of effectiveness and to make improvements. |
| Evaluations of the Office of Planning and Research | February | To determine research needs of personnel and perceptions regarding the effectiveness of the services provided by the Office of Institutional Effectiveness and the Institutional Research Specialist and to make improvements. |
| Evaluations of Personnel | February | To determine perceptions of effectiveness and to make improvements. |
| Campus Climate Survey | March | To measure what aspects of campus are important to students and how satisfied students are with them. |
| Student, Faculty, and Administrator/Staff Library Surveys | April | To determine student, faculty, and administrator/staff perceptions of effectiveness of library services in order to make improvements. |
| Student (Graduates) Opinion Survey | May | To determine perceptions of College's programs and services. |
| Wellness Center Evaluation | May | To determine students' satisfaction with the facility, faculty, staff, and student workers. |
| Alumni Opinion Survey | June | To improve the services offered to students. |

**Major
Committee
Objectives
and
Accomplishments**

Pearl River Community College

Major Committees' Objectives

Administrative Council / Management Committee

Planning and Effectiveness Committee

Policy and Procedure Committee

Fiscal Management Committee

Instructional Programs Committee

Faculty and Staff Development Committee

Student Services Committee

Workforce Development Committee

ADMINISTRATIVE COUNCIL 2006-2007 OBJECTIVES

The purpose of the Administrative Council is to facilitate the day-to-day operations through an exchange of information, to resolve operational issues and, to serve in an advisory role to the President. The Council has scheduled monthly meetings that are held at 8:30 a.m. on Wednesday following the Board of Trustees meeting that is normally held on the second Tuesday of each month.

The Administrative Council meetings allow college administrators an opportunity to review programs and activities in their respective areas for other members of the Council. The Council meetings also provide a forum for the discussion of college-wide issues and the resolution of significant issues that impact the operation of the institution.

Listed below are the OBJECTIVES for the Administrative Council for 2006-07:

- Provide input and receive advice regarding the completion of the SACS Reaffirmation documentation.
- Provide for the development and implementation of the Quality Enhancement Plan.
- Continued refinement of the admissions and registration process.
- Plan for student housing adjustments with the construction of new dormitories and the possible transition of some current facilities being used as dormitories to classrooms and faculty offices.
- Plan for continually improving relationships with all school districts in our service area.
- Receive input regarding the improvement of the College's buildings and grounds.
- Ensure the continuity of effort in providing services in recovering from the aftermath of Hurricane Katrina.
- Communicate the College's efforts to provide workforce education projects throughout the district.
- Plan for the explosive demand for instructional programs, student services and facilities at the Forrest County Center.
- Evaluate any changes needed in the formatting of the instructional schedule.

ADMINISTRATIVE COUNCIL

2006-07

ACCOMPLISHMENTS

The Administrative Council provides a venue for the discussion of issues important to the successful operation of the College. During the 2006-07 school year the Council successfully provided a forum for the discussion of these issues and the development of strategies for improvement.

Among the major issues addressed by the College were the following:

1. the on-going recovery from the damages caused by Hurricane Katrina
2. the management of the growth of the student population enrolling at the College
3. the development and refinement of indicators for the College's Strategic Goals
4. the revision of the evaluation policy for College personnel
5. provided a venue for the development of the 2007-08 budget
6. provided a venue for the dissemination of information from the annual session of the Mississippi Legislature
7. approved a new College policy on criminal background investigations for new employees
8. provided a forum for discussions on improving campus safety and security

**Pearl River Community College
Planning Effectiveness Committee
Objectives and Action Plans 2006-07**

The Planning and Effectiveness Committee is chaired by a faculty member appointed by the President. Its members are the Vice President for Instruction, Chief Planning Officer, Institutional Research Specialist, eight faculty representatives, and others appointed by the President.

The purpose of the Planning and Effectiveness Committee is to provide assistance in facilitating a program of institutional effectiveness and outcomes assessment for the College.

Meeting Schedule: Once a semester or as called by the Chair.

2005-2006 Planning and Effectiveness Committee:

Ginny Miller, Faculty, Chair; Becky Askew, Chief Planning Officer; Lourie Barnett, Faculty; Adam Breerwood, Dean; Amy Daly, Faculty; Phyllis Daniels, Faculty; John Grant, Jr., Vice President for Instruction; Steve Howard, Chief Technology Officer; Anita Morrow, Faculty; Jennifer Seal, Faculty; Peggy Shoemake, Director of Financial Aid; Elaine Smith, Assistant Director for Career and Technical Education Programs; Martha Lou Byrd Smith, Institutional Research Specialist; Evelyn Wallace, Faculty; and Judy Wells, Faculty.

Objectives and Action Plans 2006-07

Objective 1: Publication of a Planning and Effectiveness Newsletter.

Action Plan:

- The PE Committee will continue to provide information and suggestions to the Office of Planning and Research to assist campus personnel regarding matters of importance throughout the year (i.e. schedules of evaluations, committee meetings, assessment charts, survey research results, distance education, accreditation information, etc...)
- This monthly document is prepared and sent by the Office of Planning and Research to campus administration, faculty, and staff via email and hard copies.

Objective 2: Continue assessment and oversight concerning the New "Principles of Accreditation: Foundations for Quality Enhancement" as proposed by SACS.

Action Plan:

- The PE Committee will continue to meet regularly in order to oversee the accreditation process and the execution of the functions required.

Objective 3: Assist the Policy and Procedure Committee as Needed.

Action Plan:

- The PE Committee will continue to assist the Policy and Procedure Committee in the Strategic Planning Process. This would include reviewing policy and procedure additions and amendments as well as assessing the progress of the Internal Performance Indicators.

Objective 4: Assist the Administration and Faculty by Reviewing Outcomes Research.

Action Plan:

- The PE Committee will review research outcomes as needed, participate in focus groups pertaining to these outcomes, and present ideas and recommendations to administration and faculty.
- The PE Committee will continue to assist in the development of the PRCC Factbook.
- The PE Committee will continue to monitor the progress and data collection toward meeting the 2006-2007 Internal Performance Indicators outlined for our institution.

Objective 5: Assist in the Development of a Staff Development Program.

Action Plan:

- The PE Committee will assist the Faculty and Staff Development Committee in order to institute additional faculty and staff enhancement opportunities throughout the coming years.

Objective 6: Assist in the Implementation of the Quality Enhancement Plan (QEP) for the College.

Action Plan:

- The PE Committee will continue to provide input and assistance to the President and the QEP committee as needed in the development and implementation of the Quality Enhancement Plan (QEP) for our institution.

**PEARL RIVER COMMUNITY COLLEGE
PLANNING AND EFFECTIVENESS COMMITTEE
2006-07 Accomplishments**

The Planning and Effectiveness Committee is chaired by a faculty member appointed by the President. Its members are the Vice-President for Instruction, Chief Planning Officer, Institutional Research Specialist, and others as appointed by the President.

The purpose of the Planning and Effectiveness Committee is to provide assistance in facilitating a program of institutional effectiveness and outcomes assessment for the college.

Accomplishments for the 2006-07 year were as follows:

- Reviewed and approved plans for evaluations of all Pearl River Community College faculty, staff, and administrators.
- Continued to distribute the Planning and Effectiveness Newsletter to all administration, faculty and staff.
- Monitored progress of the division program reviews.
- Monitored progress and revisions concerning assessment charts procedures.
- Continued necessary revisions in the "Review, Revision and Evaluation" portions of the Strategic Planning Policy.
- Approved the Strategic Planning Calendar for 2006-07 which included the month, activity, personnel involved and the coordinator responsible for each area.
- Monitored, reviewed and revised Internal Performance Indicators and facilitated the assessment and documentation needed for all of these areas of concern.
- Continued to monitor the progress toward the collection of data designed to meet the Internal Performance Indicators.
- Continued the planning and research needed to compile a fact book for the college.
- Reviewed the findings derived from evaluation instruments such as the Student Satisfaction Inventory (SSI), Institutional Priorities Survey (IPS), and the Campus Climate Opinion and Technology Use Survey.
- Recommended the use of focus groups to discuss the research instruments and to make suggestions and recommendations concerning the data collected.
- Discussed professional development ideas to implement during the annual faculty and staff professional development program.

POLICY AND PROCEDURE COMMITTEE OBJECTIVES

2006 - 2007

The purpose of the Policy and Procedure Committee is to provide planning that will enable the College to meet the needs of those served by the College. As part of this planning process, the Committee will recommend policies and related procedures for the governance of the College to the President, who will then submit them to the Administrative Council and the Board of Trustees.

The objectives of the Committee for the academic year 2006 - 2007 are to:

- meet at least once during each semester and at other times as needed.
- review existing policies and procedures.
- solicit from the faculty and staff items to be considered by the Committee.
- consider all matters presented to the Committee, including:
 - proposed new policies.
 - proposed changes in procedure attached to existing policies.
- present recommendations to the President of the College and to the Administrative Council for their consideration.

Policy and Procedure Committee

Accomplishments

2006 - 2007

The Policy and Procedure Committee met twice during the 2006 - 2007 academic year, on September 21, 2006 and on February 22, 2007. The recommendations of this committee to Dr. William Lewis, President, and the Administrative Council of the College are presented as follows.

Recommendations that followed the September 21 meeting addressed the College's Mission Statement and Strategic Goals, to revise three procedures, and to approve a new form. The Committee recommended that the Mission Statement and Strategic Goals be left intact. Changes in the procedures attached to the Evaluation Process, Grade Appeal, and Students with Disabilities Policies were recommended. A new Grants and External Funds Transmittal Form was recommended.

Following the February 22 meeting a new Criminal Background Investigation Policy and Procedure and a revision in the Grants and External Funds Transmittal Form that was approved earlier were recommended.

Fiscal Management Committee FY 2007

1. *Statement of Purpose*

To coordinate the funding needs in support of the educational mission of the college for operations and capital improvements.

2. *Objectives*

- To assure prudent use of college funds through monitoring, auditing and reporting methods.
- To assure financial stability of the college by seeking ways to expand and enhance various revenue sources.
- To evaluate capital improvement needs of the college and determine funding sources to accomplish those needs.
- To maintain operating fund balances at an adequate level to insure financial stability of the college.

3. *Action Plan*

- Implementation of a balanced budget using the zero-based budget approach.
- Promotion of annual audit process.
- Analyze current year financials in comparison to previous years to identify financial trends.
- Establish plans for long-range capital improvement needs projected through FY 2007.

FISCAL MANAGEMENT COMMITTEE
2006-2007

Budget Process for FY 2007

1. Request and assemble budget information from all areas.

Time frame: February

2. Meet with Deans and other administrative personnel to discuss and define budget request and issues as they relate to the institution's mission statement, goals and objectives.

Time frame: February – March

3. Compile budget request, defining projected expenditures and revenue

Time frame – March – April

4. Review initial budget product with the President, Deans and other administrative personnel

Time frame: April

5. Finalize budget product and present to the Board of Trustees.

Time frame: April - May

INSTRUCTIONAL PROGRAMS COMMITTEE OBJECTIVES

2006 - 2007

The Instructional Programs Committee exists to provide guidance for the instructional programs of the College and to evaluate and to approve changes in the curriculum.

The objectives of the Committee for the academic year 2006 - 2007 are to:

- meet at least once during each semester and at other times as needed.
- solicit from the faculty and instructional leadership items to be considered by the Committee.
- consider all matters presented to the Committee, including:
 - requests for approval of new degree or certificate programs.
 - requests for approval of new courses within existing programs.
 - changes in the name or number of existing courses.
 - changes in the number of hours of credit awarded for existing courses.
- present recommendations to the President of the College and the Administrative Council for their consideration.

PEARL RIVER COMMUNITY COLLEGE
Instructional Programs Committee
2006-2007 Accomplishments

The Instructional Programs Committee met on September 26, 2006 and on February 9, 2007. The following recommendations were made to the Administrative Council which subsequently approved the recommendations:

- To add PHI 2113, Introduction to Philosophy I, and PHI 2713, Logic, to the curriculum.
- To change MFT 1112, Introduction to Automation and Controls to MFT 1113, Introduction to Automation and Controls.
- To change INT 1214, Fluid Power, to INT 1213, Fluid Power.
- To add GIT 1212, Introduction to Arc GIS II, GIT 1113, Introduction to Programming Arc Objects VBA, and GIT 1211, Introduction to Arc GIS I to the curriculum to be taught at John C. Stennis Space Center.
- To add MAT 2323, Statistics, to the curriculum.
- To add BAD 2813, Business Communications to the curriculum.
- To add BAD 2713, Principles of Real Estate Law to the curriculum.
- To change WLV 1135, Gas Tungsten Arc Welding, to WLV 1136, Gas Tungsten Arc Welding; WLV 1255, Shielded Metal Arc Welding II, to WLV 1226, Shielded Metal Arc Welding II; and WLV 1115, Shielded Metal Arc Welding I, to WLV 1116, Shielded Metal Arc Welding I.
- To reinstate SOC 2163, Introduction to Social Work, to the curriculum.
- To change the required score on the mathematics portion of the enhanced American College Test (ACT) for MAT 1613, Calculus with Analytic Geometry I, from 18 to 25.
- To add MAT 1343, Precalculus, to the curriculum.
- To accept the new curriculum for Occupational Therapy Assistant Technology, pending final approval by the Research and Curriculum Unit at Mississippi State University and by the Mississippi State Board for Community and Junior Colleges.
- To adopt a new Honors course, pending an approved syllabus.
- To accept the updated Curriculum Proposal Form.

Faculty and Staff Development Committee Objectives and Action Plan for 2006 - 2007

The Faculty and Staff Development Committee is chaired by a staff member appointed by the President. Its members are the Vice-President for Instruction, Dean of Career-Technical Affairs, Chief Planning Officer, one vocational faculty member, one technical faculty member, one academic faculty member, one staff member, and others as appointed by the President.

The purpose of the Faculty and Staff Development Committee is to propose and plan activities for the development of the faculty and staff.

Objectives:

- < Continue to provide professional development programs for faculty and staff.
- < Plan faculty and staff development activities for fall orientation.
- < Plan special activities for new faculty members for fall orientation.
- < Discuss and finalize an annual summary report form for the purpose of documenting self improvement that faculty and staff continually obtain independent of workshops or formal training sessions.
- < Implement plans for a separate development workshop in fall '06 and spring '07 and for the support and maintenance staff.
- < Implement plans for a separate leadership development workshop for PRCC administrators and department heads for spring and fall semesters

Action Plan:

- < Work with the Office of Planning and Research in order to obtain a keynote speaker on a topic of importance to the faculty and staff for Fall Orientation.
- < Meet as a committee during the fall and spring semesters to improve special activities for new faculty members
- < Meet as a committee during the fall and spring semesters to develop an annual summary report form.
- < Evaluate the success of the Fall '06 special staff development workshop.

Faculty and Staff Development Committee 2006-2007 Accomplishments

Accomplishments:

- Provided professional development session on August 15, 2006, for faculty and professional staff. Session consisted of two keynote speakers.
- Implemented special schedule for new faculty members and professional staff with luncheon in Board Room and a general overview of expectations by Dr. William Lewis and Dr. John Grant.
- Reviewed the completed survey forms, administered by the Office of Planning and Research, concerning faculty and staff development.
- Developed recommendations for session topics related to the professional development of both faculty and staff during Fall 2006 Orientation.
- Implemented and provided leadership meeting on September 19, 2006, for PRCC administrators and supervisors, addressing the topic of Effective Leadership and also provided training on April 11, 2007, on topics requested in survey administered to PRCC administrators and supervisors at September meeting.
- Implemented Business Etiquette workshop sessions for support staff on the Poplarville Campus and at the Forrest County Center.
- Surveyed entire faculty to get feedback on concerns and issues that they might have in order to plan more effectively for professional development sessions in August 2007.

STUDENT SERVICES COMMITTEE

This committee is chaired by the Dean of Student Services. Its members are the Manager of Student Activities, Director of Intramurals, Director of Financial Aid, Director of Admissions, Director of Recruitment and Orientation, one faculty member from the academic division, one faculty member from Career and Technical Education, and others as appointed by the President. Members also include the President, Vice-President, and Secretary of the Student Government Association.

The purpose of the Student Activities Committee is to provide assistance in planning and evaluating activities to enrich and improve student life.

Objectives for the 2006-2007 year are as follows:

- To continue to place a strong emphasis on academic achievement related to eligibility for financial aid, student housing, as well as admission to specific programs at PRCC.
- To improve student services as it relates to students with disabilities. (Review ADA guidelines and make necessary changes.)
- To continue to provide a strong campus police department that will enhance the safety of our campus as well as proper student conduct and provide security with the necessary facilities to promote a professional approach to safety.
- To recruit and retain students from a diverse population.
- To deal with diversity issues on campus as well as the adoption of total quality management in all areas of Student Services.
- To improve physical facilities such as on-campus lighting, parking, streets, etc. Also, work toward the zoning of student parking on campus.
- To expand student services and student activities wherever possible to enhance student life at PRCC.
- To continue to expand and improve the delivery of Student Services at the Forrest County Center and Hancock Center.
- To maintain and keep the updated goals and assessment of these goals in Student Services. Also to make improvements and changes in Student Services as deemed necessary by documented data.
- To improve on campus living through more student activities and a strong intramural program.

Student Services Committee
Dr. Adam Breerwood, Chair

Accomplishments for the 2006-2007 school year are as follows:

Services were improved in a variety of areas this year.

1. The PRCC police Office was awarded a HB1 grant from SBJC which provided training to campus police officers, taser training, and certification.
2. The PRCC Police Office hosted Mississippi State Board of Standards and Training classes this year. This allowed our officers to be updated on new laws that govern schools and also reaffirm police certification.
3. Our first female officer was hired this year which gave the Police Department more access into the female dormitories and allowed us to provide a more safe and secure environment.
4. The PRCC Police Office now has a Director of Public Safety to oversee and coordinate security on all campuses.
5. An additional staff member was hired in the area of Intramurals. This effort continues to improve our arena of student retention. This position, along with numerous night time activities, provides students with a positive event-filled semester of fun activities to make their time a PRCC a memorable one.
6. Renovations were completed in Moody Hall to provide a recreational center for students.
7. Maintained balanced budget in Department of Student Services.
8. The Department of Student Support Services has completed the first Policy and Procedure Manual that dictates all required information and for ADA compliance guidelines.
9. The Department of Student Support Services has also reevaluated and updated an emergency action plan to include new procedural guidelines that were put into place for other emergency situations that may appear.
10. Renovation projects were completed in White Hall, Marion Hall, Huff Hall, and Lamar Hall to better accommodate our students.
11. A full time member of the campus police department was given the responsibility of reporting all safety hazards in dormitory directly to the Dean's Office
12. Two additional resident assistants were hired to maintain safety and security in our dorms.

WORKFORCE EDUCATION COMMITTEE

This committee is chaired by the Workforce Education Center Director. Its membership consists of the Workforce Education staff. The purpose of the Workforce Education Committee is to plan and deliver workforce training to businesses, industries, educational and public service entities in the PRCC six-county district.

Workforce Training

Objective 1: Plan and deliver workforce training

Action Plan:

- Program Managers develop and execute plans for offering workforce training to area businesses, industry and agencies.
- Committee will identify emerging technologies and businesses requiring new training programs.

Objective 2: Provide effective and efficient Program Managers

Action Plan:

- Program Managers will participate in development of programs and activities which keep them on the cutting edge of workforce training.

Objective 3: Assist businesses and industry with identifying their training needs

Action Plan:

- Assist customers with the development of long range training plans.
- Provide leadership training.

Objective 4: Keep business, industry and agencies within the PRCC district aware of the benefits of Workforce Education

Action Plan:

- Create and maintain a cutting edge web presence on the internet.
- Engage organizations, agencies and societies to create a dialog of training needs and resources.

Objective 5: Make the Advanced Technology Center the premier training center in Mississippi

Action Plan:

- Solicit and integrate state and national resources into increasing the ATC curriculum development capability, increase the development of alternative training techniques and to expand its physical training capability.
- Increase the outreach to business and industry to expand the use of the ATC as their training venue

**WORKFORCE EDUCATION STAFF/COMMITTEE
FISCAL YEAR 2006- 2007 ACCOMPLISHMENTS**

The Workforce Education Staff exists to plan and deliver workforce training assistance to businesses, industries, and education, and public service organizations in the Pearl River Community College six-county district. The staff meets to share information and lessons learned from project activities and plan for future training project operations and related activities. The staff meets as required, usually following PRCC Administrative Council meeting which are held the second Wednesday of each month:

The Workforce Education Staff/Committee is directly responsible for the following noteworthy accomplishments in Fiscal Year 2006-2007:

1. Forty-five (45) training projects planned and delivered to businesses, industries, educational and public service organizations in the Pearl River Community College six-county district.
2. Received, distributed and managed \$1,108,335.26 of state training funds
3. Trained sixty five hundred (6500) persons in the PRCC six-county district
4. Developed the Workforce Education Center's Strategic Plan for the next Fiscal Year.
5. Received \$100,000 in training funds from the Caterpillar Foundation and Puckett Machinery Co. This is part of a renewable grant matching program.
6. As part of the \$1.1 Million in a Pathways Grant designed as Reconstruction Center of Excellence, PRCC has trained approximately 400 individuals in various construction trades.
7. Began construction on the Heavy Equipment Training Facility on the main campus. This facility construction is made possible by the Huey Stockstill Corporation.
8. Received a Challenge Grant from the SBCJC in the amount of approximately \$250k to implement a Geographical Information Systems Laboratory at the Hancock Center. This lab construction is complete and functional.
9. Created the Electrical Utility Technology Program. This innovative program's structure is designed for ease of scheduling for non traditional students that desire to maintain employment while attending school. This program has been made possible by significant dedication from Chain Electric, Coast Electric Power Association, Mississippi Power Company, SMEPA, Entergy Mississippi and Pearl River Valley Electrical Co Op.

Organizational Charts

Pearl River Community College

Organizational Charts



President

Vice-President for Instruction

Dean of Student Services

Dean of Forrest County Center

Dean of Business Services

Dean of Administrative and Support Services

Chief Technology Officer

Director of Career and Technical Education (Poplarville Campus)

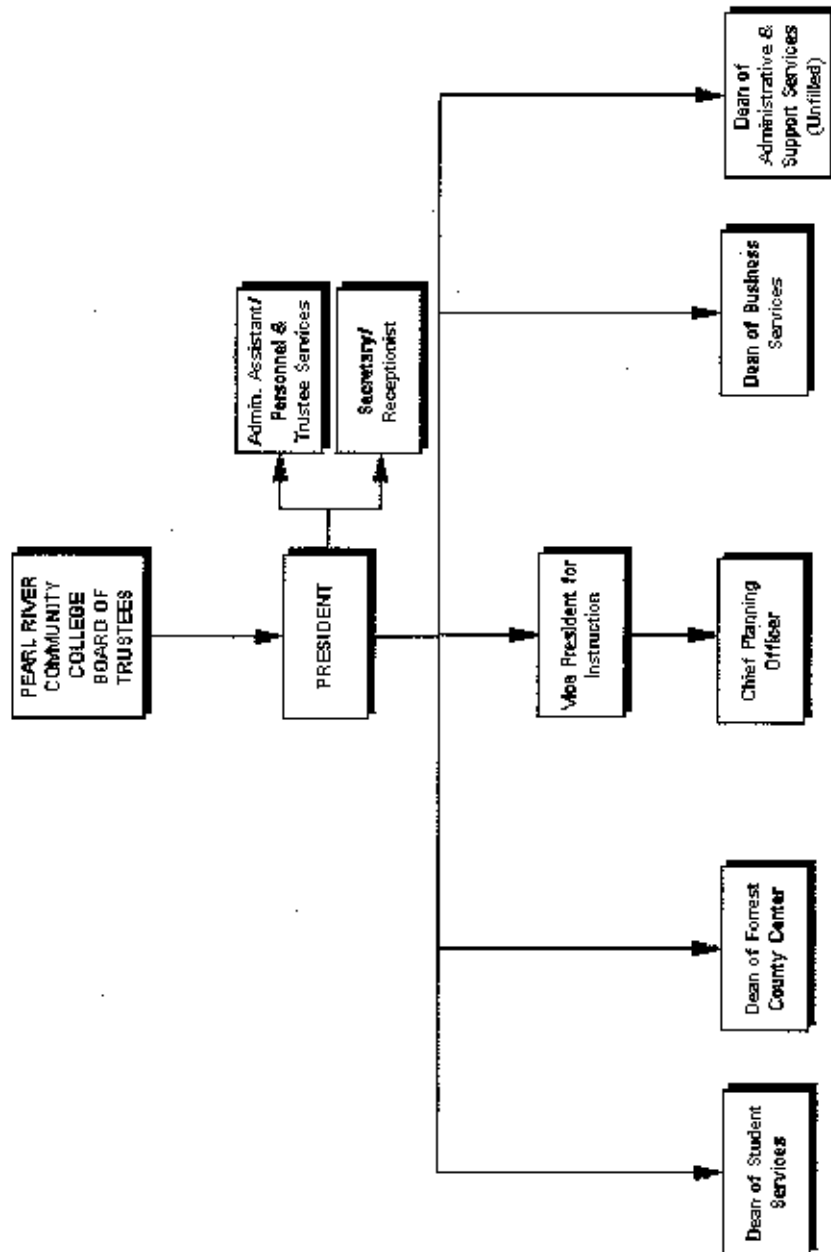
Director of Workforce Education

Director of Academic Instruction

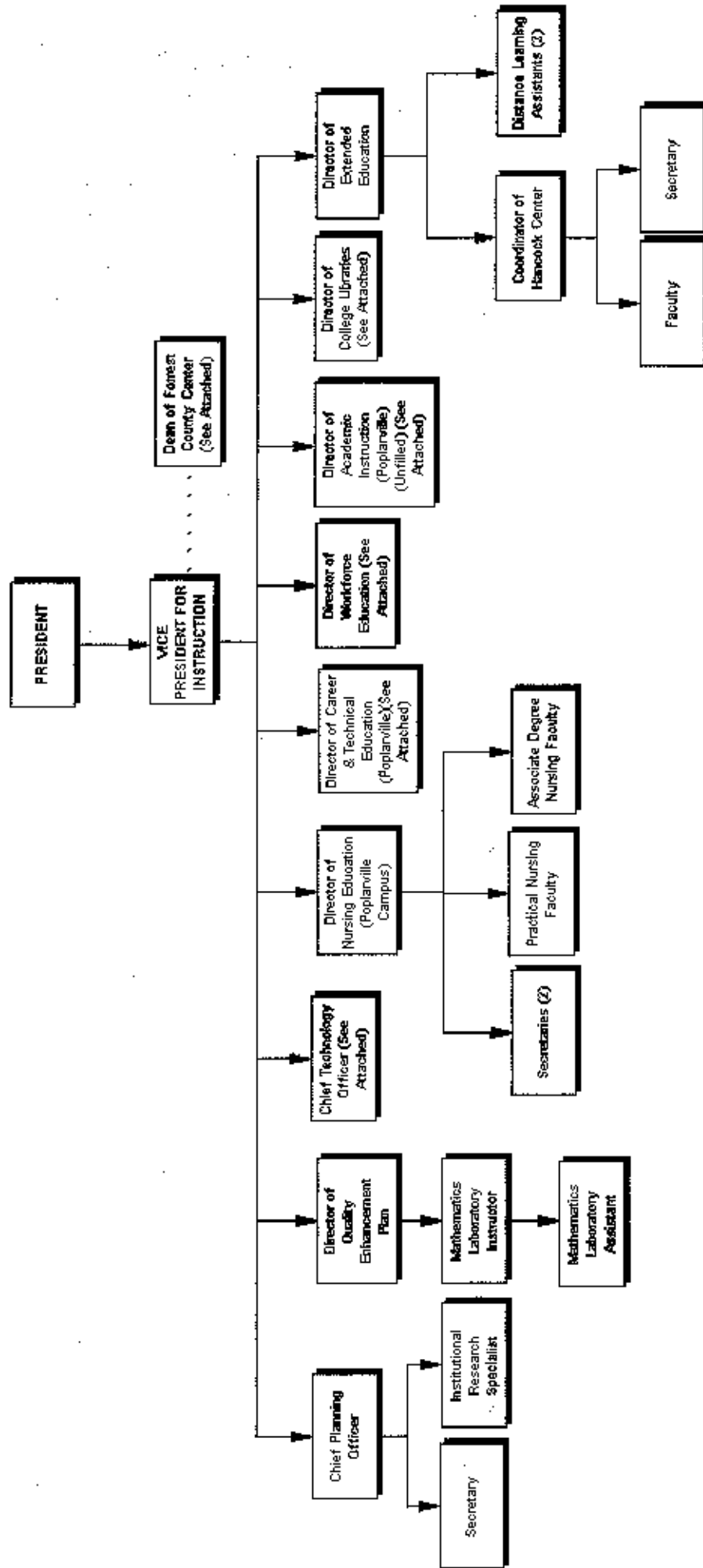
Director of College Libraries

Director of Athletics

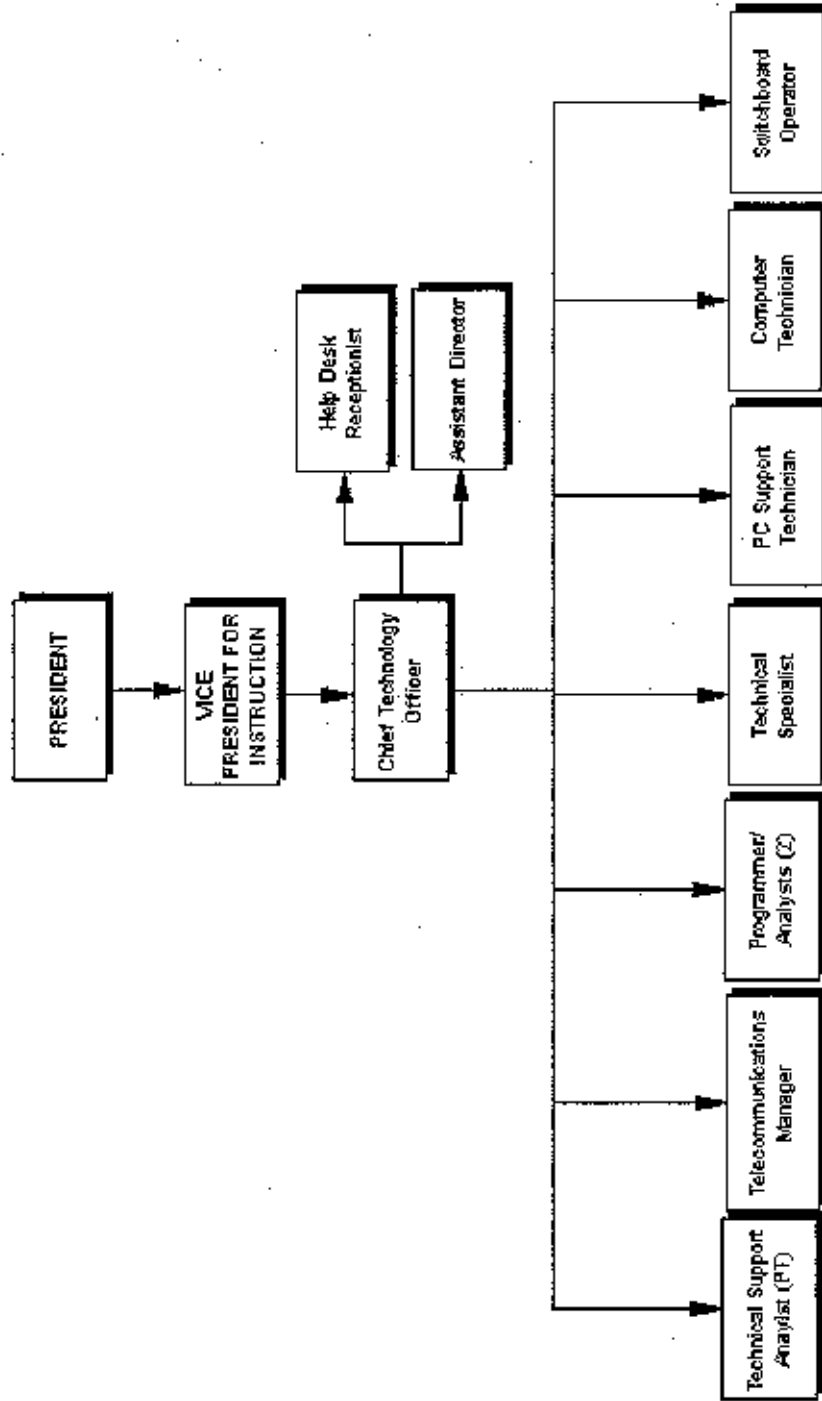
President's Office



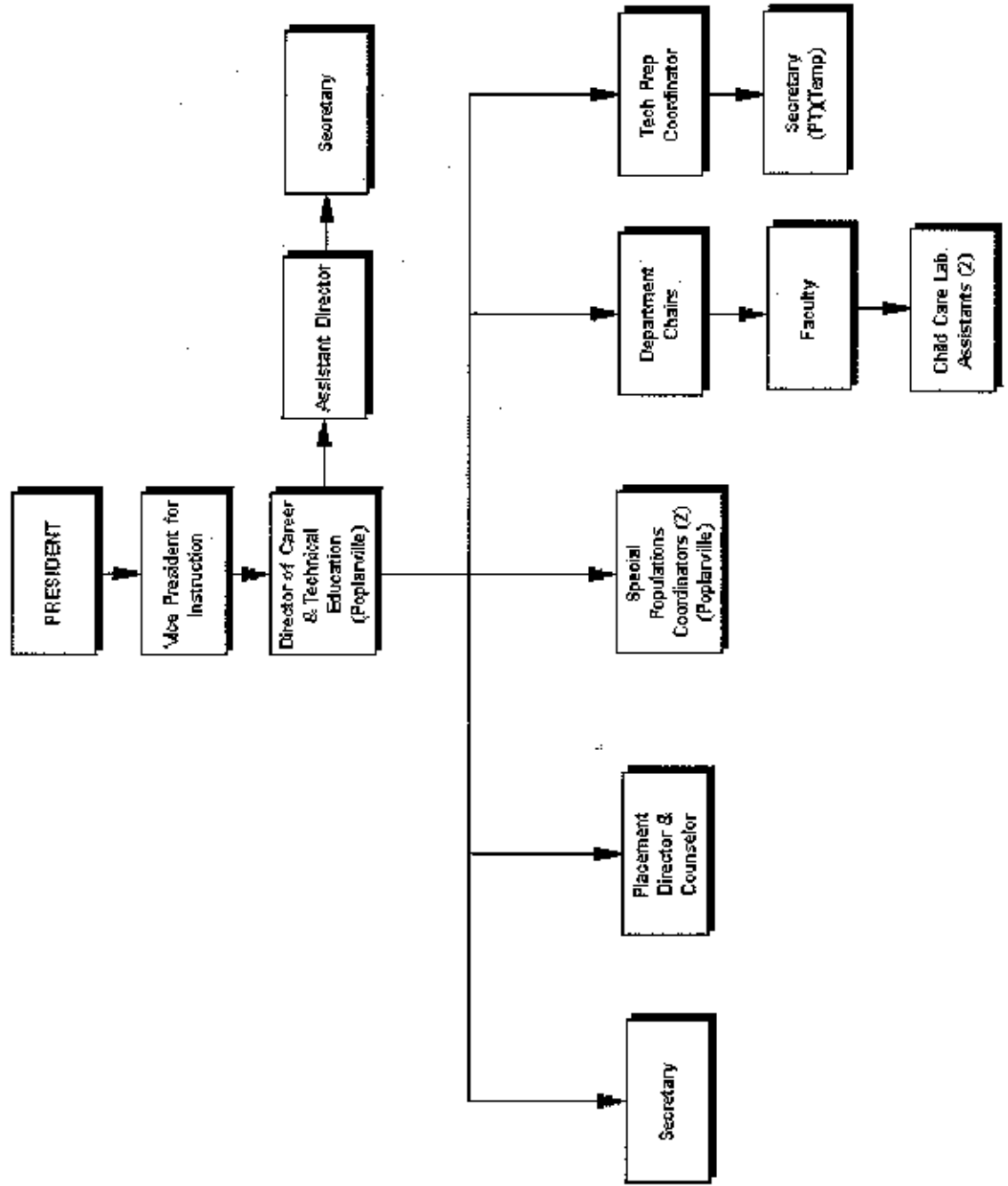
Vice President for Instruction



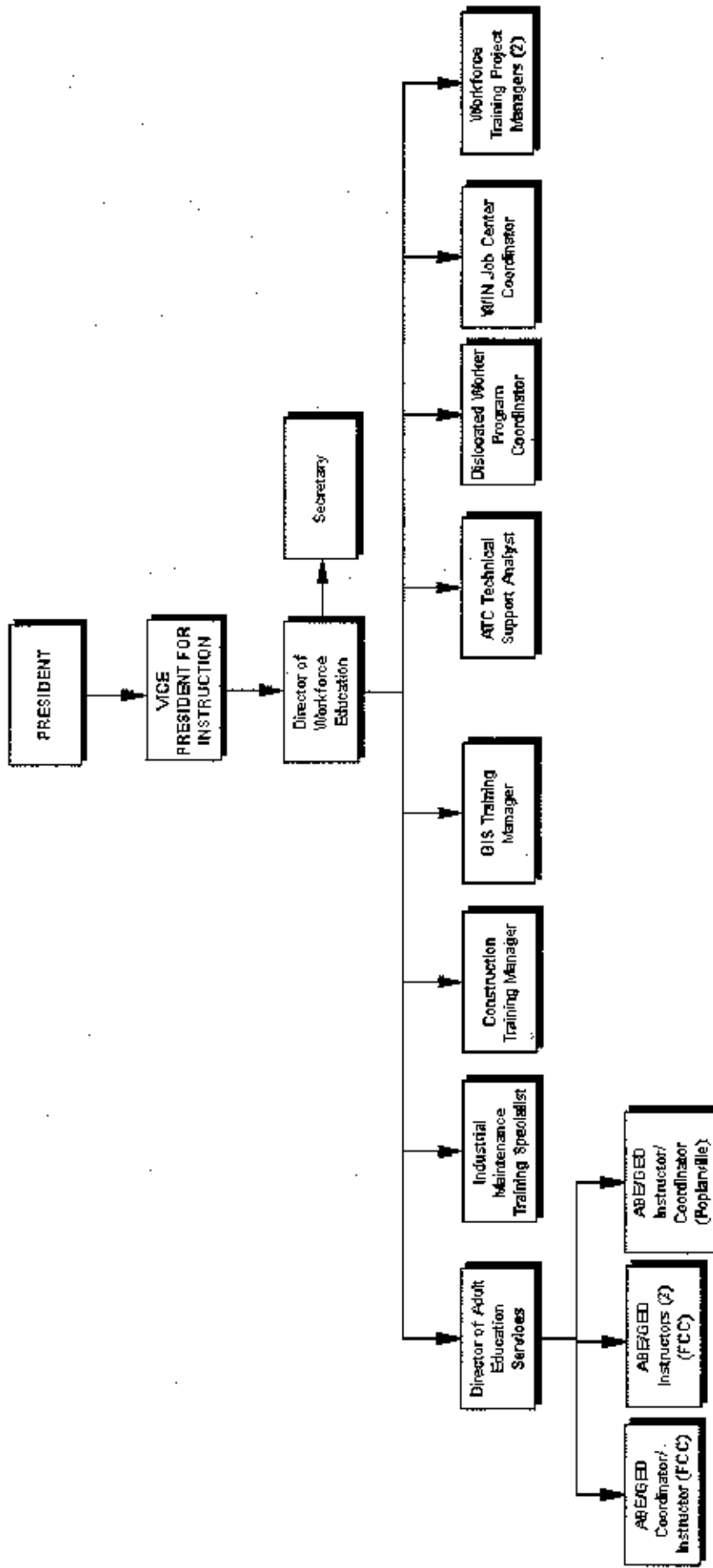
Chief Technology Officer



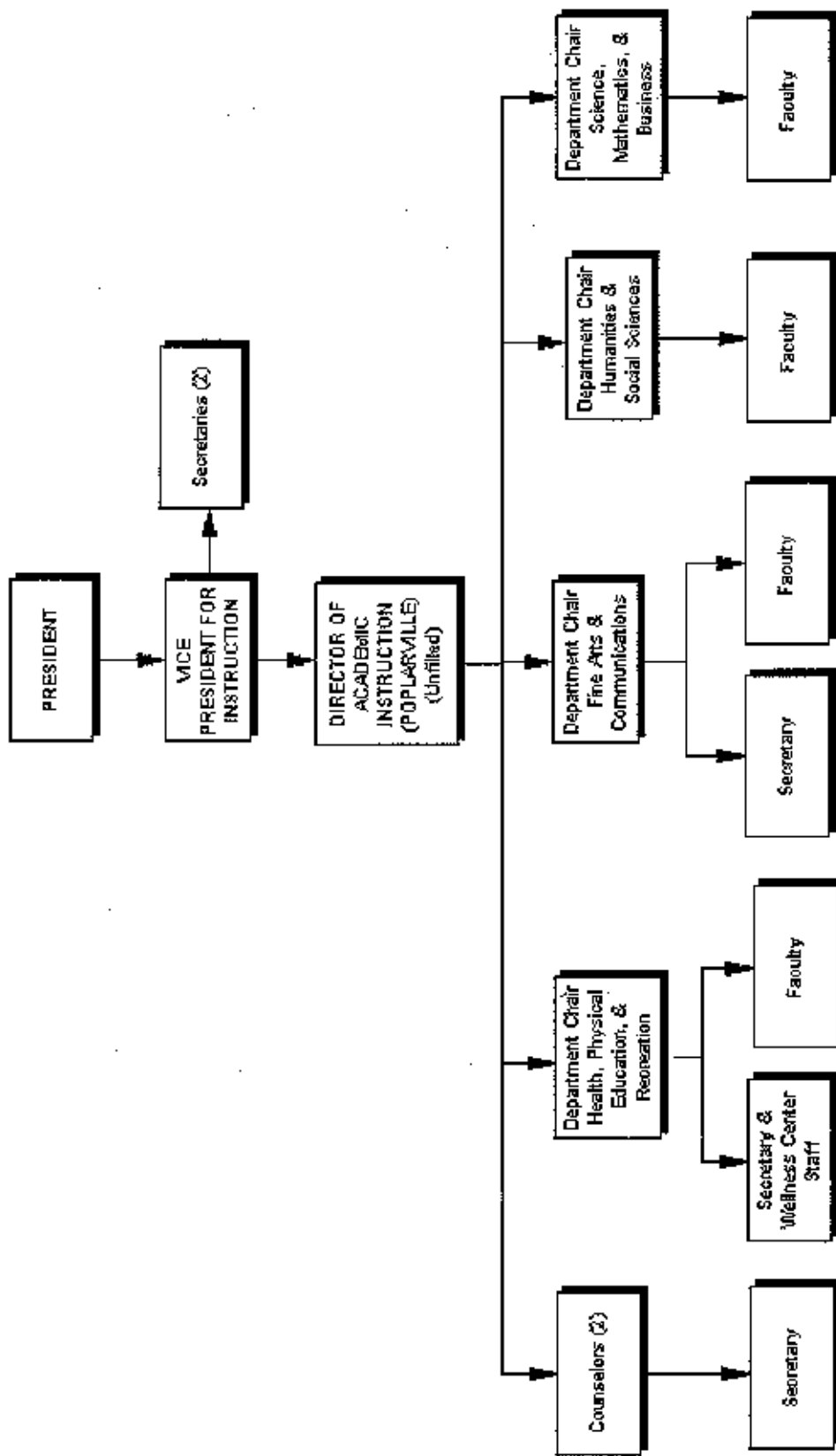
Director of Career and Technical Education (Poplarville Campus)



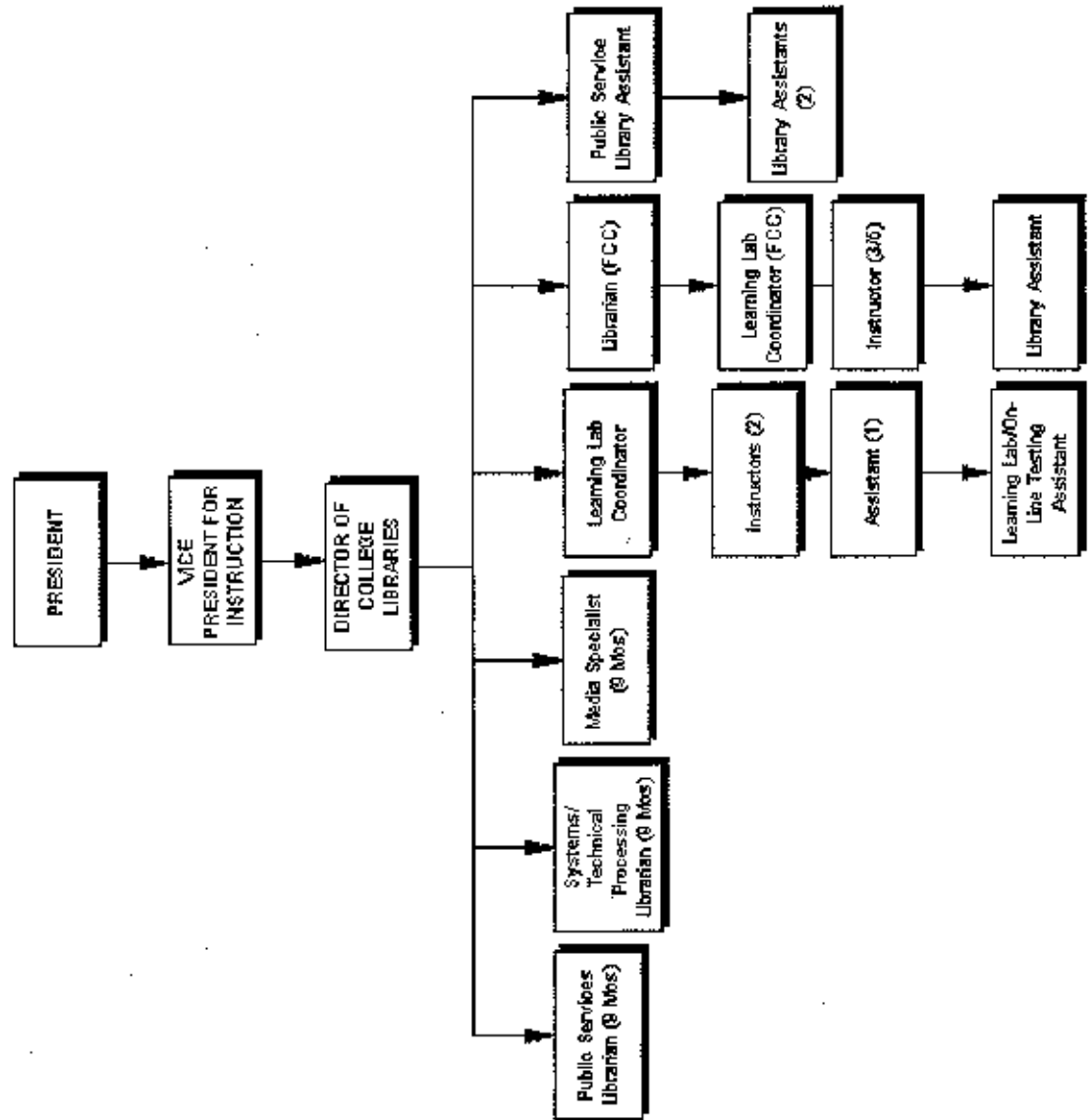
Workforce Development



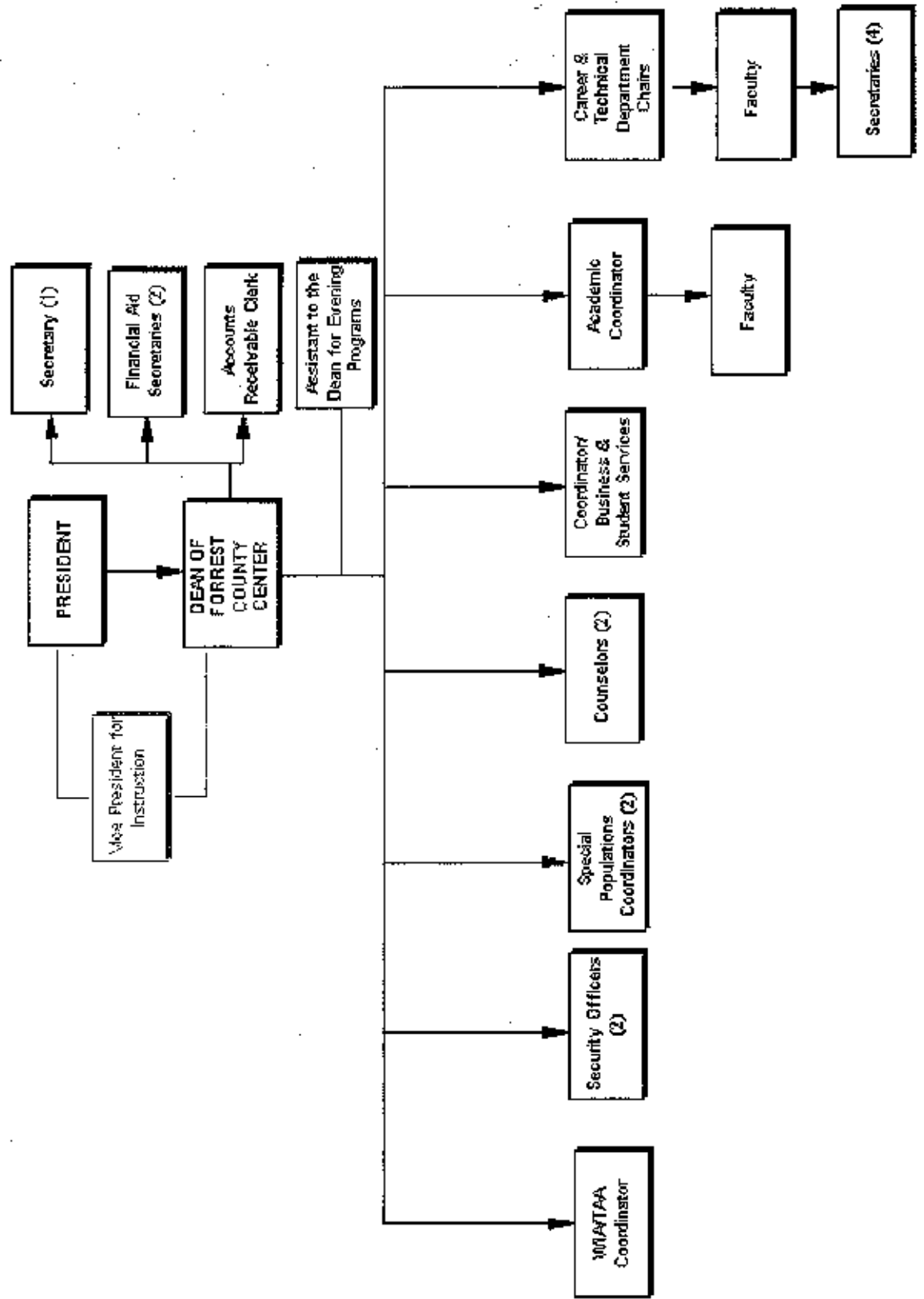
Academic Instruction - Poplarville



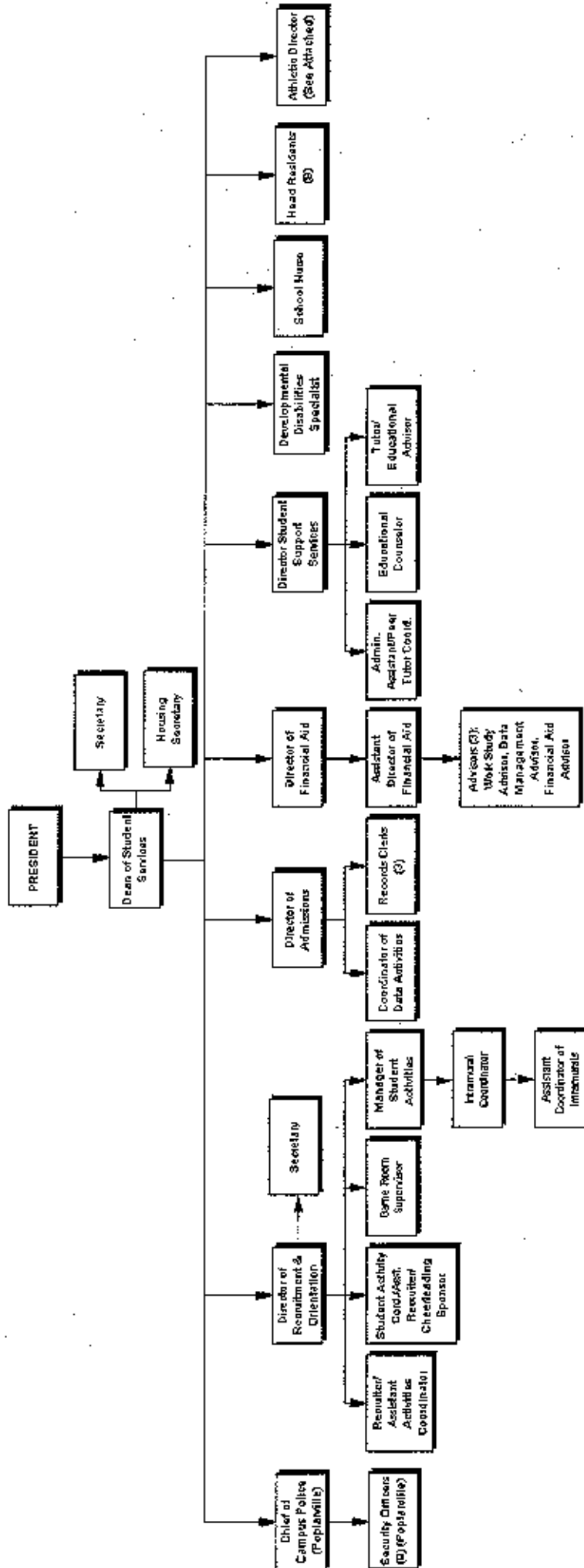
College Libraries



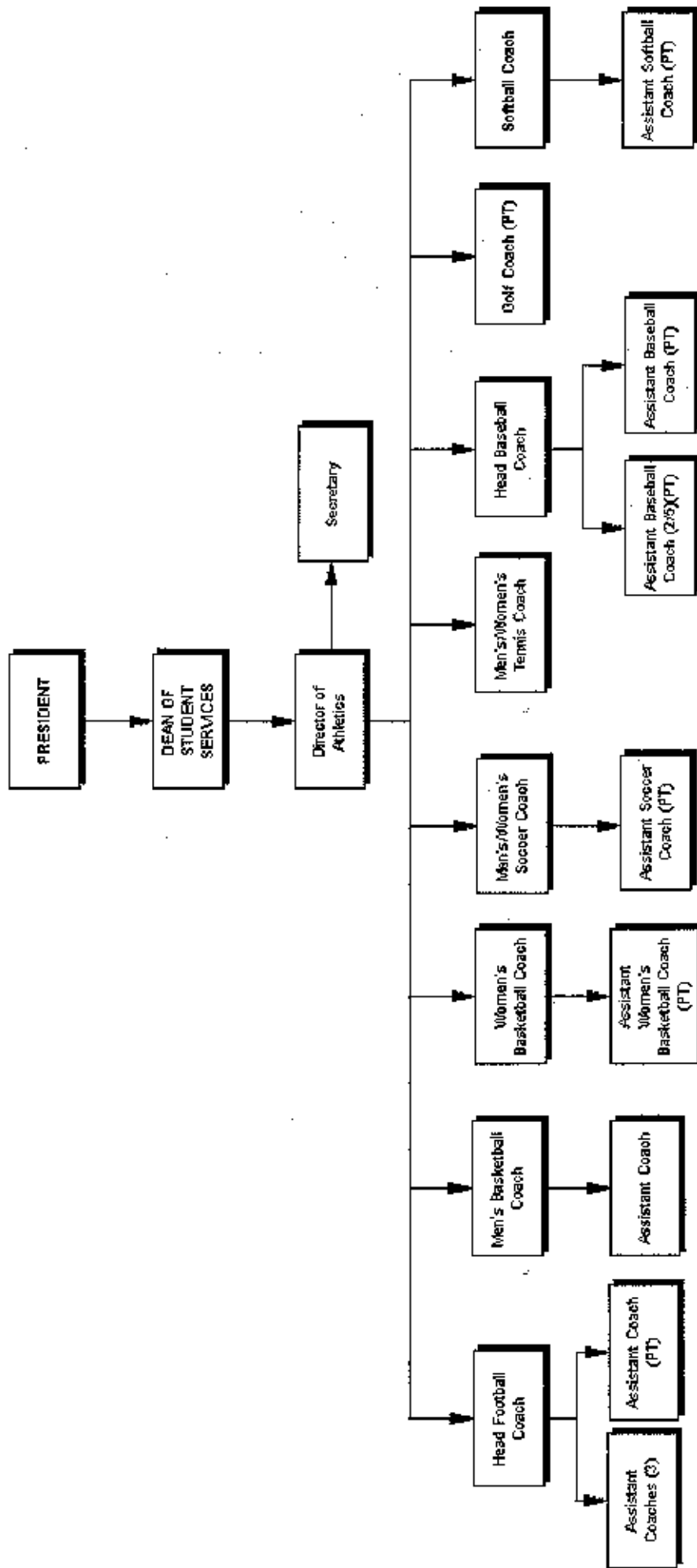
Dean of Forrest County Center



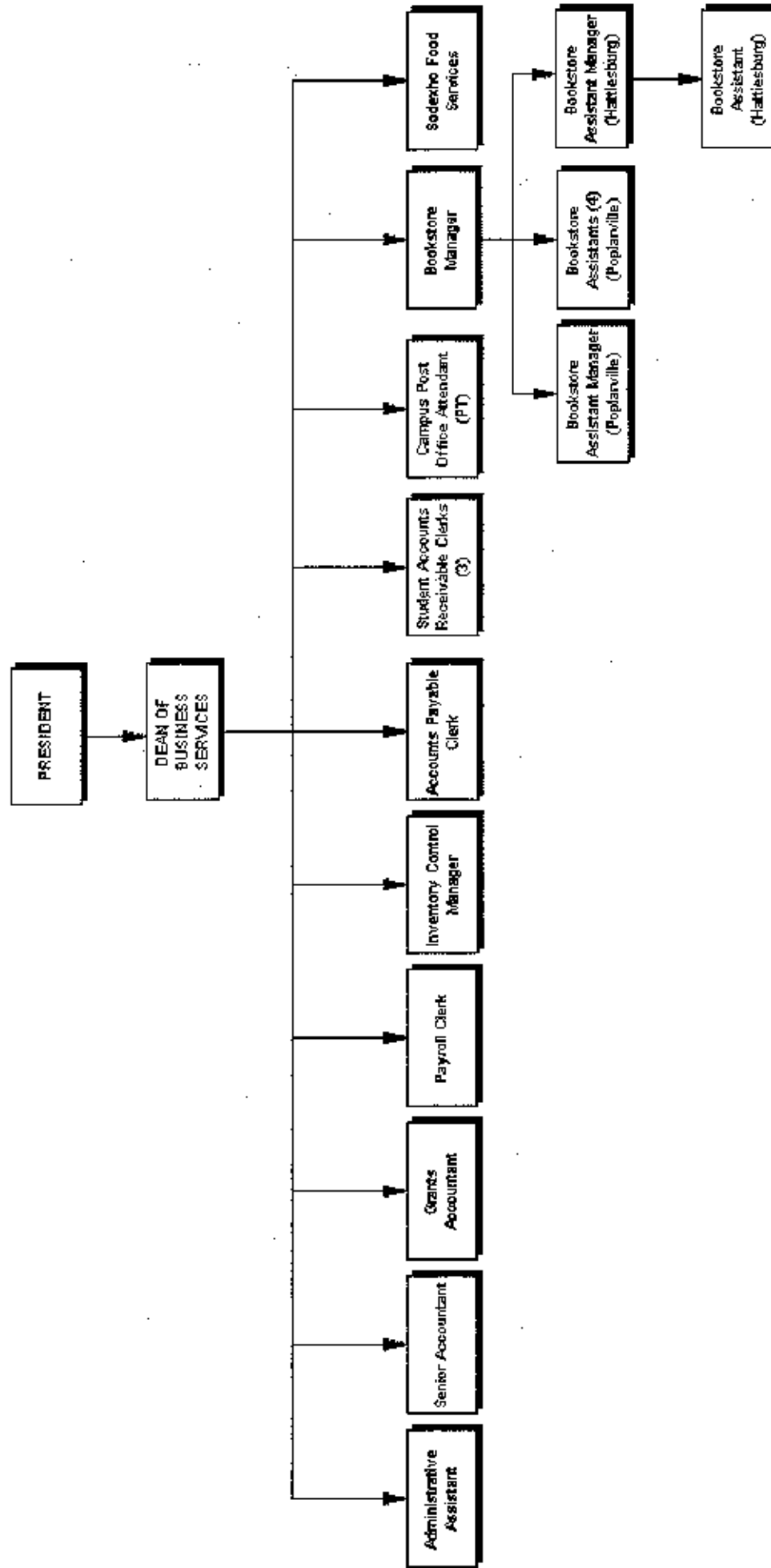
Dean of Student Services



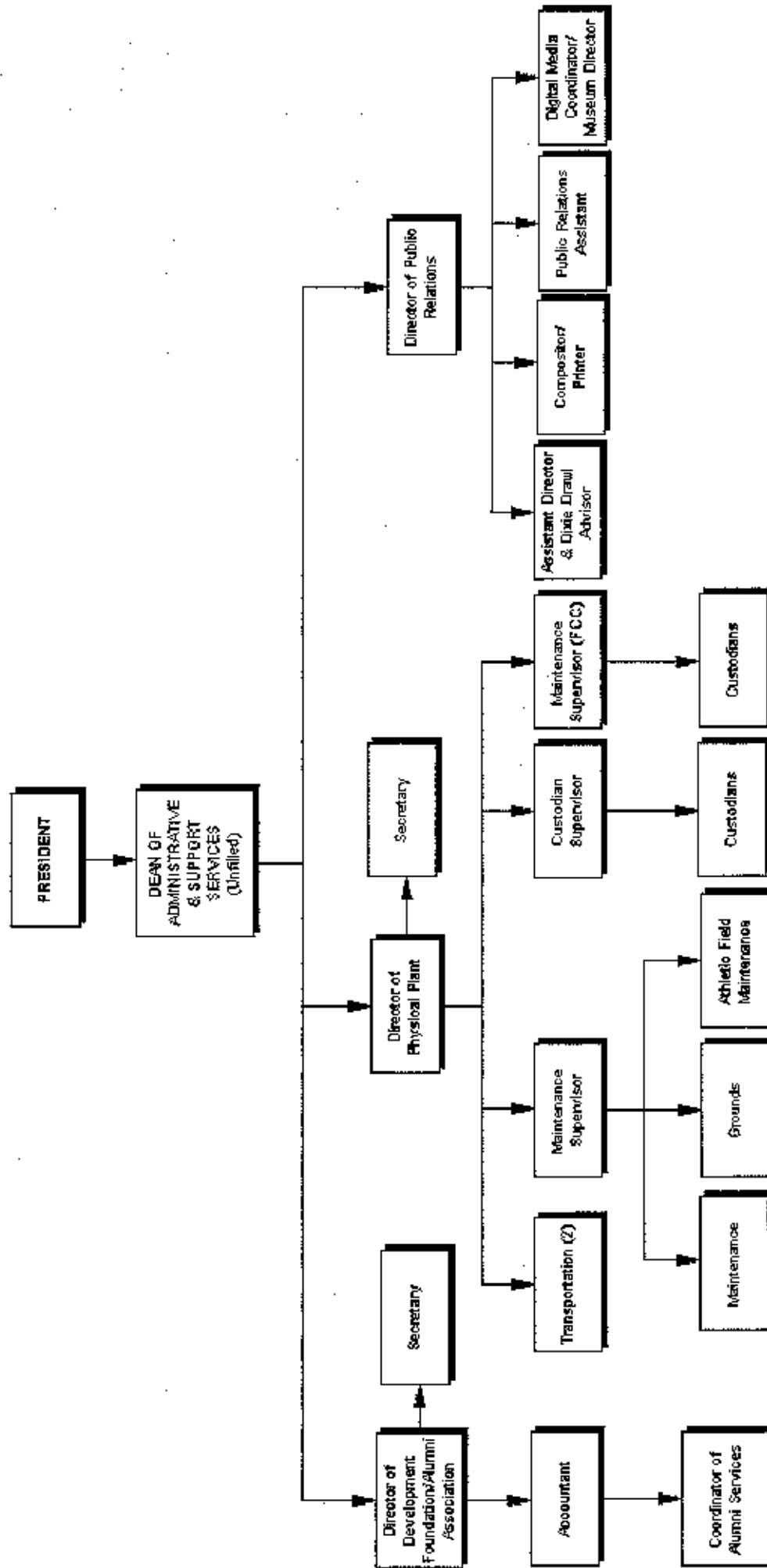
Director of Athletics



Dean of Business Services



Administrative and Support Services



Assessment Charts

Pearl River Community College

Assessment Charts

Section I – Administrative

Section II – Student Services

Section III – Instructional Programs

Section I

Administrative Assessment Charts

Section I

President's Report

Administrative Charts

Academic Coordinator (Forrest County Center)
Bookstore Manager
Chief Planning Officer
Chief Technology Officer
Coordinator of Hancock Center
Counselor - Academic
Counselor - Career and Technical
Dean of Business Services
Dean of Forrest County Center
Dean of Student Services
Director of Admissions and Records
Director of Athletics
Director of Career and Technical Education Programs (Poplarville)
Director of College Libraries
Director of Development Foundation and Alumni Association
Director of Extended Education
Director of Financial Aid
Director of Physical Plant
Director of Public Relations
Director of Recruitment and Orientation
Director of Student Support Services
Director of Workforce Education
Institutional Research Specialist
Intramural Coordinator
Manager of Student Activities
President
Special Populations Coordinator
Tech Prep Coordinator
Vice President for Instruction

PRESIDENT'S REPORT AND ADMINISTRATIVE GOALS

The College continues to struggle with the recovery from Hurricane Katrina. While the initial repairs and renovations have been completed, all of the major projects on the Poplarville campus (i.e., Coliseum, Performing Arts Center, student housing) remain on hold awaiting settlement of the insurance claim. The Hancock Center has been renovated and is fully operational.

The Workforce Education Program grew substantially this past year. Two new programs provided opportunities for increased service to local industries: (1) The Construction Equipment Operator Program began with development funds from a local industry, Huey Stockstill, Inc. and received an infusion of equipment and funding from the Caterpillar Foundation and Puckett Equipment Company. The initial graduates have found employment and there is currently has a waiting list for admission to the program. (2) The Utility Lineman Operator Program grew out of the great need for skilled workers in this profession. A number of major electrical utility providers came together to develop the program. With the financial support from a number of these providers, the program is developing significant interest from potential students. The College has submitted grant proposals to the National Science Foundation and to the Department of Labor for funding to assist with the long-term sustainability of the program. Both of these programs have received significant recognition for the College's response to workforce needs.

The Career and Technical Division and the Workforce Education Program have collaborated on a number of programming concepts and have developed and implemented non-traditional scheduling approaches to class offerings. These scheduling approaches have taken into consideration the work schedules for currently employed individuals who wish to return to the College for training and/or to earn an Associate's Degree. These scheduling options have been well-received by our students.

Other programs that continue to show significant strength are the courses offered through the Mississippi Virtual Community College and dual enrollment programs for high school students desiring to get a head start on earning college credits. Both of these programs are in growing demand and have been well-received by the students who have enrolled in these non-traditional learning opportunities.

As the College's enrollment continues to grow, there are increasing demands being placed on the various services provided to students and the community. The College continues to expand the services available to students through financial aid, admissions and the Business Office. Significant efforts have been made to enhance the ease of applying for admissions and financial aid by providing more on-line services. Much planning has gone into refining the registration process in order to allow for simple and quick service during peak enrollment times.

Providing a safe and secure learning environment is a major goal for the College. Much effort has been placed into evaluating current campus police operations and planning for future improvements. The College has increased the number of campus police officers that are employed as well as increased the training opportunities for the officers. Improvements have been made in the equipment and vehicles that are available to the campus police force.

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT **2006 – 2007**

POSITION: Academic Coordinator (Forrest County Center)

Supports PRCC Strategic Goal(s): 1, 2, 4, 5, 6

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

PURPOSE OF UNIT: To Coordinate and supervise academic course offerings on the Hattiesburg Campus.

RELATIONSHIP OF UNIT TO PRCC MISSION: To serve as the representative of the Vice President for Instruction's Office on the Hattiesburg Campus.

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|---|---|
| 1. To continue to assist in developing new academic course offerings at the Forrest County Center. | 1. To meet with administrative personnel to add academic courses other than those required for technical programs. | 1. Fall 2005 there were 112 sections of academic classes offered. Fall 2006 there were 140 sections of academic classes offered. Fall 2007 there were 169 sections of academic classes offered. | 1. New Classes are being offered. |
| 2. To continue to offer more counseling opportunities for students. | 2. To assist in providing academic counselors from the Poplarville campus on the Hattiesburg Campus. | 2. One half time academic counselor has been added in Hattiesburg. | 2. Counseling for academic students is more readily available for students. |
| 3. To assist in reorganizing the regular registration process and late registration process. | 3. To meet with administrative personnel to assist in securing computers for registration at the Forrest County Center. | 3. Registration has been reorganized and more space is being utilized | 3. Traffic flow at registration is much smoother as a result of more space |
| 4. To continue to seek new classrooms and teaching materials at the Forrest County Center. | 4. To meet with administrative personnel to achieve this goal. | 4. Five (5) new classrooms were added adjacent to Building 5 | 4. Allowed for more sections to be offered |
| 5. To continue to add more full-time faculty at the Forrest County Center. | 5. Consult with Vice President for Instruction to achieve this goal. | 5. One full-time faculty member was added in Fall 2007 and one instructor was made full-time by adding 1/4 | 5. Gave slightly greater flexibility to scheduling classes |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Bookstore Manager

Supports PRCC Strategic Goal(s): 2

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

PURPOSE OF UNIT: To provide textbooks, supplies and other materials to the students, faculty and staff of the College.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide materials to support the instructional programs of the College.

POSITION: Bookstore Manager

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|---|--|
| 1- To provide services which will assist students and college personnel in obtaining required textbooks and supplies on a timely and convenient schedule. | 1- Through the <i>Campus Climate Survey</i> (administered by Dean of Students) administered in Spring 2005, students and college personnel will indicate a level of satisfaction with the Bookstore staff that is 75% or greater. | 1. The campus climate survey indicated 84% of students surveyed on the Poplarville campus, 85% of students surveyed at the Forrest County Center, and 77% of students surveyed at the Hancock Center are satisfied with bookstore services. | 1. Use of survey results will enable the Bookstore to better serve our students and college personnel. We will continue to add the latest styles in collegiate apparel, school supplies, and reference materials in an attempt to assist our students to continue to be successful. |
| 2- Bookstore operations will be financially self-supporting. | 2- Through review of the 2003-2004 financial statements, revenue will exceed expenses. | 2. Although Bookstore operations continue to be financially self-supporting, FY 2006-2007 financial information will not be available until October, 2007. | 2. The Bookstore operations will continue to be financially self-supporting. However, FY 06-07 totals will not be available until October, 2007. |
| 3- Bookstores will maintain inventory records by completion of an annual physical inventory for auditing purposes. | 3- A satisfactory state audit will show the completion of an annual physical inventory for audit purpose with no findings. | 3. A review of the physical inventory by the state audit has not been done at this time. When the review has been completed, they will submit the findings. | 3. N/A |
| 4- Bookstores will assist students participating in the MSVCC with obtaining required textbooks and supplies on a timely and convenient schedule. | 4- Through the Spring 2005 MSVCC Student Opinion Survey, 75% of the students responding will give a 4 or above satisfaction level rating to the Virtual Bookstore services (with 5 being the highest rating). | 4. The Spring 2006 MSVCC Student Opinion Survey, showed that 87% of the students responding gave a rating of 4 or above (4 being satisfied! 5 being very satisfied). | 4. Through the use of this survey the Bookstore will continue to offer the highest quality of services to our MSVCC students. In addition, we will continue to work with the other community colleges in obtaining required textbooks as well as other materials required in a timely manner in an effort to assist them in achieving their goals. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Chief Planning Officer

Supports PRCC Strategic Goal(s): 1, 2, 3, 4, 5, 6, 7, 8

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

PURPOSE OF UNIT: To obtain additional funding to support various College programs and initiatives and to provide the College with information, practices, and procedures to meet requirements of the Commission on Colleges of the Southern Association of Colleges and Schools and other accrediting agencies which will lead to improvements in all areas of the institution.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide support that will assist in the improvement of instructional programs, teaching, learning, and services of the College.

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|---|--|
| 1. To establish an office which has the writing of proposals for grants as one of its primary goals. | 1. Organization of office files and materials, identification of prospective funders, attendance at workshops related to proposal writing and grants, and other related activities. | 1. Organized files and materials needed for grant proposals. Developed Grant Proposal Form. Identified numerous funders including the Mississippi Arts Commission, Lower Pearl River Valley Foundation, and the Gulf Coast Community Foundation. Attended at least six workshops/meetings related to grants and proposal writing. | 1. The need for additional assistance in identifying funding sources was addressed by receiving approval to participate in the Foundation Directory Program which will provide extensive information regarding funding sources. The new Grant Proposal Form was approved and distributed and made available online. Plans are being made to attend additional workshops in the fall. |
| 2. To assist areas of the College in meeting their resource needs by providing assistance in obtaining funding that is not normally provided through general appropriations by the Mississippi State legislature and/or that requires a request for funding (from an agency or from the private sector) proposal. | 2. a. Meetings to discuss objectives of various College departments and their additional support (resources) needed in order to reach their objectives. b. Meetings regarding proposal development. c. Proposals for grants to provide needed resources prepared and submitted to the appropriate agencies. | 2. Implemented plans for: a-b. Several small group and individual meetings to discuss needs of various College departments including the Library, Museum, Hancock Center, and Workforce Education. c. Submitted grant proposals to the following foundations/agencies: Mississippi Arts Commission, Lower Pearl River Valley Foundation, and the Gulf Coast Community Foundation. | 2. The following grants were among those approved for funding: Performing Arts Center-Mississippi Arts Commission -- \$350,000 Women's Health Symposium-Lower Pearl River Valley Foundation -- \$8,000 Associate Degree Nursing Equipment-Lower Pearl River Valley Foundation -- \$46,311.15 Hancock Center Equipment-Gulf Coast Community Foundation-- \$13,000 |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006 – 2007 (CPO continued)

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|---|
| 3. To coordinate the personnel evaluation process in order to assess achievement of educational goals. | 3. Preparation, distribution, collating, and processing of student evaluations of faculty forms and faculty/staff/administrator evaluation forms. | 3. The following evaluation forms were prepared and distributed: Student Evaluations of Instruction Supervisor Evaluations Personnel Evaluations | 3. As a result of a review of the Evaluation Policy, the process was revised with the frequency for evaluation of employees being changed to give consideration to the number of years served in a particular position. |
| 4. To serve as the SACS accreditation liaison. | 4. Attendance at meetings related to SACS accreditation requirements and compilation of appropriate documents. | 4. The annual SACS meeting in Orlando, Florida, was attended by College personnel. Official notice that the College was reaffirmed with no recommendations was received in July. SACS reports were completed as needed. | 4. Plans for the QEP at the Forrest County Center will be implemented throughout the 2007-2008 school year, and SACS reports will be completed as needed. The Substantive Review document associated with the Hancock Center will be completed during the Fall Semester, and plans for the On-Site Committee Visit will be implemented during the Spring Semester. |
| 5. To supervise coordination of annual professional development sessions for faculty, staff, and administrators. | 5. Attendance of professional staff and faculty at the August professional development program, of administrators and supervisors at professional development meetings, and of support staff at their professional development meeting. Written evaluations by faculty, professional staff, and support staff. | 5. Participation in the annual Faculty and Professional Staff Sessions was at the 87% level. Participation in the annual Support Staff Professional Sessions was at the 80% level. According to evaluations, the sessions were both informative and interesting. A new event, the Women's Health Symposium was organized and implemented in January with approximately 200 people attending. | 5. The new format which includes general sessions instead of concurrent sessions will be continued for the faculty and professional staff sessions. Additional communication will be planned in order to increase the percentage of employees attending all sessions. The Women's Health Symposium will be continued. |

**PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006 – 2007 (CPO continued)**

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|--|---|
| <p>6. To provide direction as needed for the review and improvement of the planning and evaluation processes of the institution.</p> <p>7. To coordinate publication of College policies and procedures.</p> | <p>6. Assistance as needed provided to the Institutional Research Specialist regarding meetings and discussions pertaining to planning, evaluation, and implementation of recommendations.</p> <p>7. Publication and distribution of the annual Policy and Procedure Manual.</p> | <p>6. The Planning and Effectiveness Committee met numerous times during the year with discussions focusing on the Mission Statement, Strategic Goals, Internal Performance Indicators, and Assessment Charts.</p> <p>7. The Policy and Procedure Manual was prepared and distributed, and the website Manual was updated.</p> | <p>6. Internal Performance Indicators were reviewed, with several being revised.</p> <p>7. This activity will be continued.</p> |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Chief Technology Officer

Supports PRCC Strategic Goal(s): 1, 2, 5, 6, 7

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

PURPOSE OF UNIT: To provide, coordinate and fully utilize current computer technology as a reliable, efficient resource for support of college-wide data and telecommunications.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide support to enhance and broaden the scope of computer systems and telecommunications for the college.

POSITION: Chief Technology Officer

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|--|--|
| <p>1. To provide up-to-date technology to meet the administrative computing needs of the college.</p> <p>2. To provide up-to-date technology to meet the growing telephone needs of the college.</p> <p>3. To provide up-to-date technology to meet the need for college wide internet access.</p> <p>4. To provide up-to-date technology to meet the email requirements for the college.</p> <p>5. To provide up-to-date technology to meet the requirements for additional ID card readers.</p> <p>6. To provide up-to-date software and systems training for faculty and staff.</p> <p>7. To provide up-to-date technology to meet the administrative and instructional needs of faculty and students.</p> | <p>Evaluation by the MS State Audit Department (applies to objectives 1-9)</p> <p>New software & hardware(applies to objectives 1-8)</p> <p>Software & hardware upgrades (applies to objectives 1-8)</p> <p>Evaluation of training sessions (applies to objective 7)</p> | <p>Completed installation of 15 "smart" classrooms in Seal Hall, Johnston Library, Nursing Facility, Science Building, and at the Forrest County Center. Each room contains a data projector, computer and other equipment to allow the instructor to deliver subject content in a multi-sensory format.</p> <p>Expanded the use of the Blackboard Learning Management System.</p> <p>Added additional wireless internet capability in the Science building, men's and women's suites.</p> <p>Added 90 additional personal computers, donated by Stennis Space Center to computer labs around campus.</p> <p>Issued all students enrolling in PRCC a college e-mail address.</p> <p>Re-established T-1 network services to the Hancock Center.</p> | <p>The addition of fifteen "smart" classrooms has provided for the delivery of instructional material to students in a format that enhances the learning environment. The QEP is measuring the effectiveness of this technology into the classroom.</p> <p>The Blackboard Learning Management System is providing a platform to facilitate greater faculty-to-student communication. It also provides space for a repository of supplemental course materials that can be accessed 24 hours a day.</p> <p>The installation of 90 additional PCs have provided for computer labs in Aviation Maintenance, FCC Computer Science and the FCC Computer Repair program. Additional PCs are located in instructor offices and are used for the preparation of classroom materials.</p> <p>College issued e-mail addresses are used to help insure timely communication between students and faculty.</p> |

POSITION: Chief Technology Officer

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|------------|---------------------|--|---|
| | | <p>Enhance network infrastructure.</p> <p>Completed migration to Banner version 7.</p> <p>Deployed Office 2007 and Vista software.</p> <p>Replaced aging UPS equipment.</p> <p>Deployed new voice mail system.</p> | <p>Connecting the Hancock Center to the campus network has provided a means to register students for classes and has provided administrators and instructors access to essential college information.</p> |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 – 2007

POSITION: Coordinator of Hancock Center

Supports PRCC Strategic Goal(s): 1, 2

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

PURPOSE OF UNIT: To provide quality post-secondary education and workforce development training to students within Hancock County and Stennis Space Center.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide integrated, innovative, and comprehensive services to students and communities within Hancock County and Stennis Space Center. These integrated services include coordinated efforts with the College departments on the Poplarville and Hattiesburg campuses to support the College mission.

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|---|--|
| 1. Provide an informative and meaningful new student orientation program that meets the transitional needs of new students. | 1. Assessment criteria as described in Orientation and Recruitment department's assessment chart targeting students, counselors and guests. | 1. Worked closely with Orientation and Recruitment Department to recruit at Hancock High School, Bay High School, Our Lady Academy, and St. Stanislaus. | 1. Fall 2008 participation doubled and this will be used to improve the process of upcoming semesters. |
| 2. Provide prospective students information on the admission process, academic programs, and campus life that will aid in prospective students' recruitment and future enrollment. | 2. Conduct recruitment events where participants are provided the opportunity to visit with college personnel from all academic and career programs, receive information on the admission, financial aid, and scholarship process. | 2. Visited schools in Hancock and Pearl River counties to provide contractors with information on the Aviation Maintenance program and other courses offered in Hancock County. Had booths at MS Gulf Coast College & Career Expo, Poplarville High School Career Day, Hancock County Career-Technical Appreciation Day, Bridge Fest, and Hancock County Education Committee's Teacher Appreciation Dinner. | 2. To improve prospective students' understanding of the college admissions process, so they will know of opportunities for careers and financial assistance. To let students know of the educational opportunities offered to them in Hancock County. |
| 3. Provide strategic data driven decision-making grounded in reliable data analysis to support enrollment goals and initiatives | 3. Student and staff survey forms and direct observation by Hancock Center Coordinator and others responsible for institutional effectiveness. | 3. Have scheduled faculty meetings to get feedback from faculty on areas of improvement. Have used campus surveys to determine effectiveness of instruction and course offerings in Hancock County. | 3. Faculty meetings have resulted in a more positive attitude and a sense of community with more communication among the instructors. Feedback from students has resulted in new course offerings and has provided inspiration for future growth after SACS Substantive Change Review. |
| 4. Increase the number of students enrolled in courses at sites in Hancock County and Stennis Space Center. | 4. Collect and analyze student enrollment data for all sites in Hancock County and Stennis Space Center. | 4. Enrollment has steadily increased at the Hancock Center since Katrina. Use 2 nd part of #3 to determine what students needed in Hancock County. | 4. Enrollment data and student surveys will continue to be used to increase enrollment and course offerings at the Hancock Center after the SACS Substantive Change Review. |
| 5. Increase College's visibility throughout the business community within Hancock County and Stennis Space Center. | 5. Expand initiatives in partnership with local business and the College Workforce Development Division. | 5. Worked closely with the following: a. Hancock County Arts Association to house the Wave Art Gallery b. Hancock County Port and Harbor Commission to establish relationships with | 5. To continue to upgrade course offerings at the Hancock Center and the Stennis Space Center in order to serve the educational needs of the business community and the people of |

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| <p>6. To provide quality instruction in courses which parallel the first two years of a Bachelor's degree and parallel courses offered on the main campus for all areas of instruction offered on the Hancock Center Campus.</p> <p>7. Provide technology to improve student learning and enhance faculty performance and instructional effectiveness in the classroom.</p> | <p>6. Students will demonstrate mastery of subject matter in courses offered on the Hancock Center campus.</p> <p>7. Expand the library holdings, provide a computer in each classroom for faculty use for instructional enhancement along with either an Interactive Whiteboard or a combination flat-screen television/DVD/VHS capability, and installation of a Learning Laboratory.</p> | <p>new businesses moving into Port Blenville and Stennis Space Center</p> <p>c. the Hancock County Chamber of Commerce Education Committee to support quality education in Hancock County.</p> <p>d. the Bay-Waveland Dream Team Committee and the Hancock County School District Dropout Prevention Team to show support from the Hancock Center to issues facing secondary schools in Hancock County.</p> <p>e. the Manufacturing Subcommittee of the Governor's Commission and attended Education/Training Subcommittee meetings to identify training needs of industry in Hancock County.</p> <p>f. the WIN Job Center to encourage students to apply for ITA Special Allocation funds to help with educational expenses.</p> <p>g. the PRCC GRD Division to help students continue to achieve higher education goals.</p> <p>h. the PRCC Workforce Education Division to offer space and classes for local businesses to extend education opportunities for their employees.</p> <p>6. Each new instructor is provided a copy of a syllabus of an instructor from the main campus to use as a guide for the same type instruction on the Hancock Center Campus.</p> | <p>the Hancock County and lower Pearl River County areas. An educated community attracts more industry to the area. The Hancock Center needs to be on the cutting edge of the educational opportunities which are needed by business and industry leaders and the prospective students of the Hancock County Area.</p> <p>6. Student surveys help determine areas of weakness in instruction and instructors. These and other observation tools are used to determine the quality of instruction.</p> <p>7. Students on the Hancock Center campus have access through the learning lab to the library holdings provided in the Garvin H. Johnson Library. Plans are underway to provide a Library/Learning Lab combination for the students at the Hancock Center. Instructors are encouraged to use PowerPoint presentations and technology in the classroom to stimulate the interest of students and encourage learning at the Hancock Center.</p> |
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7. The Hancock Center Library holdings have increased to approximately 700. The learning lab has twenty-four computers, and work is still underway to offer the same amenities as the Learning Lab on the Poplarville Campus. A 32 inch flat screen television has been installed in three of the classrooms with a printer, internet capabilities, and VHS/DVD capabilities. A Poly-Vision board with a projector and lap top has been provided in the fourth classroom.

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006 – 2007

POSITION: Counselor -- Academic

Supports PRCC Strategic Goal(s): 1, 2

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

PURPOSE OF UNIT: To provide a variety of guidance and other helping services to assist students in achieving their educational, occupational, and personal goals.

RELATIONSHIP OF UNIT TO PRCC MISSION: To serve as a vital component in carrying out our mission of student services.

POSITION: Counselor – Academic

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|--|---|
| 1. To provide academic advisement services. | 1. Number of students receiving academic advisement | 1. Fall 2006 = 1,039, Spring 2007 = 945, Summer 2007 = 82. | 1. These data highlight the need for more counseling personnel in the Center. These data have a very low ceiling in that, once appointments are filled, we cannot accommodate more students. This is a major problem on all campuses. |
| 2. To provide advisement training for all academic faculty members. | 2. Number of faculty members receiving advisement training. | 2. 25 | 2. Training must be made mandatory for all full-time faculty. |
| 3. To provide career exploration/development services and testing services. | 3. Number of students using information and testing services provided in the Counseling Center. | 3. 872 | 3. We will continue to offer our comprehensive testing services. |
| 4. To provide personal counseling services. | 4. Number of students referred by faculty and/or self-referred for assistance with personal issues. | 4. 27 | 4. In the coming year will we develop more specific policies regarding faculty referral and our overall personal counseling services. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Counselor B Career and Technical

Supports PROC Strategic Goal(s): 1, 2, 7

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

PURPOSE OF UNIT: To provide individual and group services to prepare students for careers which meet the needs of business and industry.

RELATIONSHIP OF UNIT TO PROC MISSION: To provide counseling services which assist in enhancing the educational experience and career development of our students.

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|---|---|
| 1. To organize and implement a guidance program. | 1. Develop a yearly plan (Program of Work). Include a calendar of activities beginning July 1, 2006 to June 30, 2007. | 1. Plans were developed by Dr. Ann Moore for the Poplarville campus and by Dr. Joe Wesley for the Hattiesburg campus. | 1. Plans are coordinated with the College calendar by Dr. Moore and Dr. Wesley. The planning process outlines large group sessions for job placement orientation, career fair schedules, the State Testing Program, graduation, and all other counseling activities. |
| 2. To provide individual and group guidance services to assist students in the development and use of cognitive and affective skills for understanding of self and others in the world of work. | 2. Conduct individual advisement and scheduling sessions on an as needed basis. Conduct small and large group sessions for career decision making, orientation, class scheduling, employability skills development, and job placement skills. | 2. Individual advisement and building schedules for students are on-going processes which were conducted by appointments and on a walk-in basis. Small and large group sessions were conducted on employability skills and job placement. Dr. Wesley conducted a job placement workshop at the Forrest County Center in November, 2006, serving approximately 60 students. A large group placement workshop was conducted in February 2007 on the Poplarville campus with approximately 190 students participating. | 2. Individual advisement and development of class schedules for students will continue during the 2007-08 school year. Employability skills and job placement workshops will be held annually on both campuses in preparation for annual Career Fairs and for entrance into the job market upon graduation. |
| 3. To coordinate student assessment, employability skills training, retention, placement, and follow-up activities in cooperation with instructors. | 3. Conduct an organized testing program. Administer Occupational Specific examinations to fall and spring graduates. Utilize ACT and TABE scores in class placement. Administer regularly scheduled GED testing sessions for the | 3. Occupational Specific examinations were administered in November 2006 and April 2007 to graduating students. Scores from TABE and ACT during the admission process were used for proper placement and for assessing academic gain and skill proficiencies on graduating | 3. Academic gain and skill proficiencies of graduating students were measured from TABE/ACT scores and MS-CPAS or state or national certification examinations. Career Fairs and employability skills workshops will continue to be held annually. |

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| <p>4. To assist in integration of academic and career-technical skills.</p> | <p>people of the district. Conduct Job/Career Fairs on Poplarville and Hattiesburg campuses. Develop assessment charts on enrollment, retention, program completion, graduation, placement, occupational skills assessment, and academic gain. Maintain appropriate records.</p> | <p>students. GED examinations were administered to 535 examinees at locations in Poplarville, Hattiesburg, Columbia, Picayune, Waveland, Lamar and Marion County prisons. The percentage for passing the examination in 2006-07 was 68. The C-PAT exam was administered to prospective students who did not possess a regular high school diploma or passing scores on the GED. A career fair was held at the Forrest County Center November, 2006 with 35 industries and approximately 380 students participating. The Poplarville campus career fair was held February 2007, with approximately 1000 students and 85 businesses participating. Sixty companies participated in the career fair evaluation which focused on employability skills, conduct, and attire. Eighty-nine percent agreed or strongly agreed that our students were employable. Those who did not approve of resume preparation, attire, and conduct of students were .02 percent.</p> <p>4. Students are urged to schedule a blend of academic classes with career technical classes in which registering each semester.</p> | <p>Administrators attended in-service training to try to assist faculty in improving instruction to prepare students for the Occupational Skills Exam. GED testing services will be provided at specified locations throughout the six-county district.</p> <p>Enrollment in GED instructional programs and passing scores are expected to increase as conditions for the population affected by Hurricane Katrina continue to improve. Special Populations Coordinators will continue to work with counselors to help students understand the importance of a good resume and pursuit of excellence in employability skills.</p> <p>4. The exception to the blending of academic classes with career technical classes will be made in Electronic, Automation and Controls, Electrical, Heating Air Conditioning, Computer Programming, Networking, and Web Development technologies on the Poplarville Campus. Classes in those seven programs will be taught in two week blocks to accommodate the needs of students working in industry and to promote internships. The 2006 – 2007 school years will be the first year of this experiment. Electronic Technology classes at the Forrest County Center will not participate in the experiment; therefore, instruction will be presented in the traditional manner which allows students to blend academic courses with technical when making schedules.</p> |
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**PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2005 - 2006 (C-CT continued)**

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|---|--|
| 5. To assist in student recruitment including special population students. | 5. Serve on Recruitment Committee. Conduct recruitment visits to schools, technical centers, and assist with their visits to our campus. | 5. Recruitment visits to schools within the PRCC District were conducted. All district schools were invited to participate in Spring Fest. Campus tours are arranged and conducted. | 5. Recruitment and retention of students are expected to be emphasized because of the FTE funding formula. |
| 6. To assist special needs learners in obtaining skills for success in career-technical programs. | 6. Schedule learners with special needs in related studies and developmental courses which lead to success. Accommodations for special needs students are sought and often approved in the GED testing program. | 6. Special needs students were tested with Form 9 Test of Adult Basic Education and C-PAT exams and were placed in appropriate educational settings to improve chances of college success. Services of the ADA Coordinator were utilized to assist students with disabilities. | 6. Counselors will continue to assist special needs learner with class placement and referrals for tutoring by the Student Support Service Program. A proposed procedure for assisting in the placement of students with disabilities has been submitted for approval. |
| 7. To provide occupational, educational, personal, and social information for decision-making and problem solving. | 7. Supply and upgrade occupational, educational, personal, and social information in the counselors' offices and career center library as budget permits. | 7. The Form 9 of the TABE Test was purchased to upgrade. Lap-top computers were purchased for two academic counselors and the new advisor on the Poplarville campus. Counselors proposed the purchase of ACT COMPASS and SIGL. | 7. Testing for placement purposes will continue. Counselors will ask Tech. Prep for additional funds to have brochures printed advertising counseling services to students. |
| 8. To participate in professional growth opportunities. | 8. Participate as a member in state and district professional organizations. | 8. Counselors continue to participate in staff development. Dr. Moore continues to teach graduate courses in the counseling program at USM to extend professional growth. | 8. Both counselors will continue to participate in staff development and in-service training to improve performance. |
| 9. To use community resources for meeting student needs. | 9. Maintain contact with community Service representatives to assist in meeting student needs. | 9. Academic counselors, hired in the last two years, are licensed clinical counselors. They are readily available to serve students experiencing emotional distress. We will continue to refer students to community resources for needs that are beyond the scope of this institution. | 9. Our response to the needs of our students is much more rapid and efficient because we now provide clinical services. This has been especially helpful after a natural disaster that left many homeless. |

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| <p>10. To conduct annual program performance evaluations for improvement.</p> | <p>10. State performance evaluations Student/staff evaluations.</p> | <p>10. Counselors are expected to meet the standards of performance set by the State, and assist faculty with annual program performance evaluations.</p> | <p>10. Counselors have met or exceeded the required performance standards without recommendations for many years.</p> |
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PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Dean of Business Services

Supports PRCC Strategic Goal(s): 2, 4

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

PURPOSE OF UNIT: To provide necessary funding to support the educational mission of the college for operations and capital improvements. To coordinate the development of budgets and monitor results. To maintain financial records in accordance with national and state standards.

RELATIONSHIP OF UNIT TO PRCC MISSION: To support, through adequate funding levels, the mission of the college.

POSITION: Dean of Business Services

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|---|---|
| 1. To assure prudent use of college funds through monitoring, auditing, and reporting. | 1. Produce balanced budget Annual audit Produce Financial Statements | 1. Balanced budget produced Annual audit completed. Financial Statements completed. | 1. Sufficient fund management for various departments accomplished. Strengths & weaknesses addressed. |
| 2. To assure financial stability of college by seeking ways to expand revenue sources. | 2. Compare current year revenues to prior years and analyze results. | 2. Revenue sources consistent. | Financial position of college analyzed. 2. Institution financially sound. |
| 3. To hire and evaluate competent and qualified business office personnel. | 3. Evaluate job descriptions of all business office personnel. Evaluate performance of each employee relative to job descriptions. | 3. Job descriptions up to date and required evaluations completed. | 3. Business Office staffing sufficient. |
| 4. To evaluate capital improvement needs of the college and provide necessary funds to meet those needs. | 4. Use of long range capital needs plan developed by the architects | 4. Long range capital plans hindered by storm recovery efforts. | 4. Revision of long range capital plans. |
| 5. To maintain operating fund balances at an adequate level to insure financial stability of the college. | 5. Financial Statements and Audit Reports | 5. Financial statements & annual audit process completed. | 5. Adequate fund balances maintained by institution for current operations. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2007 – 2008

PROGRAM: Dean of Forrest County Center

Supports PRCC Strategic Goal(s): 1, 3, 7, 8

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

PURPOSE OF PROGRAM: To Administer the Career-Technical, Academic and Student Services Divisions of the Forrest County Center.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: The unit provides state of the art occupational training as well as college transfer programs for the students within the college district.

| PROGRAM: Dean of Forrest County Center | | | |
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| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 1. To encourage high quality in all instructional programs by monitoring curricula and instruction for both the academic and career technical divisions at the Forrest County Center. | 1. Faculty will be evaluated annually by the Supervisor and students. Assessment criteria in each departments chart will be reviewed. | 1. Faculty members are performing satisfactorily with high ratings by students. Enrollment growth indicated a need for more full time faculty. | 1. Faculty members were recommended for reemployment. Two new full-time faculty members and one part-time faculty members were employed. |
| 2. To encourage and assist all departments in the process of budget planning and utilization. | 2. Review and approve all budgets and requisitions for purchases submitted by faculty. | 2. Budget management and the requisition process allowed most departments to meet their supply needs and finish the year in the black. | 2. Needs for additional funds were requested through the Needs Assessment process. |
| 3. To encourage departments in all areas of planning. | 3. All instructional program changes will be submitted for review annually. If approved, those changes will be recommended to the Instructional Programs Committee. | 3. The most significant programmatic changes involved the request for additional academic faculty. | 3. Two full time and 2 3/5's academic faculty were approved for the Forrest County Center. |
| 4. To encourage all departments to stay abreast of up-to-date instructional methodologies and equipment. | 4. Program training aides and equipment will be reviewed by respective program craft committees and/or department coordinators. | 4. Respective Craft Committees for Career and Technical Education met and recommended equipment purchases. | 4. The recommendations as presented by the CT Department Chairs were purchases using Carl Perkins funds and State equipment funds. |
| 5. To supervise the activities of the office of student services which includes Admissions, Financial Aid and Business Office at the Forrest County Center | 5. Review and approve services provided for student admissions and assistance. Monitor and approve all expenditures for administration and instructors. | 5. The need for an additional Police Officer became evident. | 5. A third Police Officer was approved for the Forrest County Center to better meet the safety needs of our students. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Dean of Student Services

Supports PRCC Strategic Goal(s): 2

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

PURPOSE OF UNIT: To provide those student services in the Division of Student Services that will promote and enhance the comprehensive student development concept. (Physical, social, recreational, and educational.)

RELATIONSHIP OF UNIT TO PRCC MISSION: To supervise and administer those student services which promote and enhance the educational mission of PRCC.

POSITION: Dean of Student Services

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|---|--|
| 1. To supervise the Director of Admissions, Director of Financial Aid, Housing Supervisors, Chief of Campus Police, Director of Recruitment / Orientation, Director of Student Support Services, Director of Athletics and college nurse. | 1. Direct observation, daily commitments, and daily supervision of employees. Also formal evaluations of each employee. | 1. Supervision from formal and informal methods indicated student services staff to be very student oriented and doing an excellent job. Additional training was given to the Head Residents and Resident Assistants. | 1. A new Director of Public Safety was hired in 2007. Additional personnel were hired in the campus police department. |
| 2. To promote and enhance programs in student services that embrace the comprehensive student development concept. | 2. Use of mission statement, goals, and objectives of student services to enhance programs. | 2. Surveys and input from faculty, staff and students indicated strong satisfaction with student services, as well as all areas of student services being used on a regular basis. | 2. Additional personnel were added to the area of student activities and intramural. |
| 3. To review by formal and informal methods the use, satisfaction and perception of student services. | 3. Student surveys, suggestion boxes, input from student organizations, and well as discussion with faculty, staff, and students. | 3. Reviewed all policies and procedures related to student services. | 3. Met with appropriate staff and student leaders to make changes as deemed necessary and appropriate to improve student services at PRCC. Several meetings were held this year to discuss ways to improve the registration - orientation. New orientation plans were implemented. |
| 4. To maintain accurate and correct published information related to student services (student handbook). | 4. Documented policy changes and well as comments and suggestions from students, faculty, and staff as it related to student services. | 4. Student Officers met with the Dean of Student Services on several occasions to improve the arena of Student Services. | 4. Students, faculty and staff members were trained in the area of suicide prevention and a new mental health counselor was requested for next year. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Director of Admissions and Records

Supports PRCC Strategic Goal(s): 1, 2

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

PURPOSE OF UNIT: To assist in the fulfillment of the mission of the College as it is related to admission and record keeping of students.

RELATIONSHIP OF UNIT TO PRCC MISSION: The Office of Admissions and Records serves as the primary access point between the College and the student related to the admission of students to Pearl River Community College.

POSITION: Director of Admissions and Records

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|---|
| 1. To assist applicants in the process of formal admission to the college. | 1. Applicant to Enrollment Ratio | 1. Used to implement on line application | 1. On line application implemented |
| 2. To initiate and complete the scheduling of classes in a timely and efficient manner, including distance learning classes. | 2. Student surveys information, On , anecdotal line surveys | 2. On line registration sessions extended through out holiday and weekends | 2. Results of on line registration used in planning for implementation of continual year round registration |
| 3. To provide continual and immediate access to permanent academic records for students. | 3. Feedback from Students, Universities, and Employers seeking Official Records of Formal Education | 3. Assessment indicated need to remove SSN as student ID | 3. Initial plans for removal of SSN as student ID initiated |
| 4. To complete accurate and timely enrollment audits as required by state and federal authorities. | 4. Annual enrollment audit performed by the State Board of Junior and Community Colleges | 4. Audits completed as scheduled | 4. complete |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Director of Athletics

Supports PRCC Strategic Goal(s): 2, 4, 5

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

PURPOSE OF UNIT: To enhance student life on the campus and to foster support for the College through the development of highly competitive athletic programs.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide activities which enrich the educational, recreational, and cultural opportunities provided by the College

| POSITION: Director of Athletics | | | |
|--|--|--|--|
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 1. To identify and employ a highly qualified athletic staff which will instill in the program a sense of integrity, competitiveness, and concern for the development of the student athlete. | 1. College employees and alumni with a demonstrated allegiance to the College will assist in screening and nominating head coaches when vacancies occur. | 1. New head coaches have been hired in football, baseball, softball, tennis, and golf within the last five years. Two of the five are PRCC graduates. | 1. The football team won its fourth straight state championship. Soccer won the women's south state championship. Softball finished second in Region 23. |
| 2. To increase attendance at all athletic events through improved media exposure. | 2. Radio, television, and newspaper exposure is noticeable and consistent. | 2. Notable increase in local, state, and national coverage. | 2. Significant increases in home attendance in all sports. |
| 3. Improve emphasis on student achievement with our athletes. | 3. Academic performance and progress towards graduation to be monitored on a regular basis. | 3. Overall graduation and/or student placement rate has improved. | 3. Recruitment of quality athletes has improved classroom performance. |
| 4. Improvement of athletic facilities. | 4. Athletic facilities will become an asset in the recruitment process. | 4. Significant improvements have been made in baseball, softball, soccer, and tennis. A new tennis facility was constructed. | 4. Improvements have helped in our ability to recruit quality athletes. |
| 5. Improve external fund raising. | 5. External funds will be used to support athletic programs and scholarships. | 5. External funds raised by all sports to provide much-needed equipment, supplies and awards as well as additional travel monies for teams and coaches | 5. Equipment, supplies and awards were purchased to supplement institutional budgets. |
| 6. Develop evaluation plan for athletic program. | 6. Strengthen leadership for various sports programs. | 6. Hired experienced coach as athletic director | 6. Provided leadership and oversight to all athletic programs. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006-2007

POSITION: Director of Career and Technical Education Programs (Poplarville)

Supports PRCC Strategic Goal(s): 1, 3, 4, 5, 7

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

PURPOSE OF UNIT: To prepare and upgrade students for careers to meet the needs of business and industry in the college district.

RELATIONSHIP OF UNIT TO PRCC MISSION: The unit provides state of the art occupational training programs for the students within the college district.

POSITION: Director of Career and Technical Education Programs (Poplarville)

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|---|---|
| 1. To encourage high quality in all Career and Technical programs by monitoring curricula and instruction. | 1. Career and Technical faculty will be evaluated annually by the Supervisor and students. | 1. Faculty developed a plan of improvement if evaluation results reflected notation of improvement need (scoring of significance "Below Average Rating"). | 1. Reviewed according to performance. |
| 2. To encourage all Career and Technical departments in the process of budget planning and utilization | 2. Review and approve all budgets and requisitions for purchase submitted by Career and Technical faculty. | 2. The acquisition of materials, supplies and services to meet instructional objectives. | 2. Reviewed and modified budgeted resources to effectively achieve goals. |
| 3. To encourage Career and Technical departments in all areas of planning. | 3. Program changes will be submitted for review annually. | 3. Upon approval of Career & Technical Directors, the plan was submitted to the appropriate college committee and SBCJC. | 3. Approved plans assisted budgeting and program development. |
| 4. To encourage all Career and Technical Departments to stay abreast of up-to-date training aides and equipment as per industrial standards. | 4. Program training aides and equipment will be reviewed by respective program craft committees. | 4. Upon approval of Career & Technical Director, the requested training aides and equipment was submitted to the appropriate college committee and SBCJC. | 4. Approved request was budgeted for process and purchasing. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 – 2007

POSITION: Director of College Libraries

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

Supports PRCC Goal(s): 3, 7

PURPOSE OF UNIT: To support the College in its educational and cultural endeavors by providing primary and secondary materials, both print and non-print, to meet the needs of the curriculum, students, and faculty, both on and off campus.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide materials, both print and non-print, to support the academic, technical, and vocational programs; workforce training; and remedial education.

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|----------------|------|-------|-------|------|-------|----------------|----|------|-----------|---|------|-----------|---|-----|----------|---|-----|----------------|---|-----|-------|----|----|------|---|---|---------|----|-----|--------|---|---|-------------|---|----|----------------|---|---|----------------|---|------|--------------|-------------|--------------|--------|------|-------|-----------|------|-------|-------|-----|------|----------------|-----|-----|----------|----|-----|-------|----|----|------|---|----|---------|----|----|--------|---|----|------------|---|---|----------------|---|-----|--------------|-------------|-------------|--------|------|-------|--|
| 1. To acquire, organize, and make available for use the sources of information needed to support the instructional programs of the College and the institutional and individual needs of the students, faculty, and staff. | 1. Number of print and non-print materials added to the collection each year. | <p>1. Items cataloged for 2006-2007 are</p> <table><tr><th>GHJ ITEMS</th><th>Adds</th><th>Total</th></tr><tr><td>Books</td><td>1341</td><td>52253</td></tr><tr><td>B. Periodicals</td><td>25</td><td>7353</td></tr><tr><td>Microform</td><td>0</td><td>7008</td></tr><tr><td>Cassettes</td><td>0</td><td>459</td></tr><tr><td>CD-ROM's</td><td>6</td><td>310</td></tr><tr><td>Computer Disks</td><td>0</td><td>128</td></tr><tr><td>DVD's</td><td>26</td><td>57</td></tr><tr><td>Kits</td><td>0</td><td>4</td></tr><tr><td>Manuals</td><td>23</td><td>397</td></tr><tr><td>Slides</td><td>0</td><td>6</td></tr><tr><td>Sound Disks</td><td>4</td><td>43</td></tr><tr><td>Transparencies</td><td>0</td><td>9</td></tr><tr><td>Videocassettes</td><td>3</td><td>4103</td></tr><tr><td>TOTAL</td><td>1428</td><td>72130</td></tr><tr><td>eBooks</td><td>3639</td><td>25412</td></tr></table> <table><tr><th>FCC ITEMS</th><th>Adds</th><th>Total</th></tr><tr><td>Books</td><td>844</td><td>5637</td></tr><tr><td>B. Periodicals</td><td>107</td><td>107</td></tr><tr><td>CD-ROM's</td><td>29</td><td>110</td></tr><tr><td>DVD's</td><td>18</td><td>38</td></tr><tr><td>Kits</td><td>1</td><td>39</td></tr><tr><td>Manuals</td><td>13</td><td>18</td></tr><tr><td>Slides</td><td>0</td><td>27</td></tr><tr><td>Sound Disk</td><td>8</td><td>9</td></tr><tr><td>Videocassettes</td><td>0</td><td>521</td></tr><tr><td>TOTAL</td><td>1020</td><td>6506</td></tr><tr><td>eBooks</td><td>3639</td><td>25412</td></tr></table> | GHJ ITEMS | Adds | Total | Books | 1341 | 52253 | B. Periodicals | 25 | 7353 | Microform | 0 | 7008 | Cassettes | 0 | 459 | CD-ROM's | 6 | 310 | Computer Disks | 0 | 128 | DVD's | 26 | 57 | Kits | 0 | 4 | Manuals | 23 | 397 | Slides | 0 | 6 | Sound Disks | 4 | 43 | Transparencies | 0 | 9 | Videocassettes | 3 | 4103 | TOTAL | 1428 | 72130 | eBooks | 3639 | 25412 | FCC ITEMS | Adds | Total | Books | 844 | 5637 | B. Periodicals | 107 | 107 | CD-ROM's | 29 | 110 | DVD's | 18 | 38 | Kits | 1 | 39 | Manuals | 13 | 18 | Slides | 0 | 27 | Sound Disk | 8 | 9 | Videocassettes | 0 | 521 | TOTAL | 1020 | 6506 | eBooks | 3639 | 25412 | 1. Planned to continue purchasing materials for faculty and student use. |
| GHJ ITEMS | Adds | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Books | 1341 | 52253 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B. Periodicals | 25 | 7353 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Microform | 0 | 7008 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cassettes | 0 | 459 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CD-ROM's | 6 | 310 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Computer Disks | 0 | 128 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DVD's | 26 | 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kits | 0 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Manuals | 23 | 397 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Slides | 0 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sound Disks | 4 | 43 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Transparencies | 0 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Videocassettes | 3 | 4103 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 1428 | 72130 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| eBooks | 3639 | 25412 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FCC ITEMS | Adds | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Books | 844 | 5637 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B. Periodicals | 107 | 107 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CD-ROM's | 29 | 110 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DVD's | 18 | 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kits | 1 | 39 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Manuals | 13 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Slides | 0 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sound Disk | 8 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Videocassettes | 0 | 521 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 1020 | 6506 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| eBooks | 3639 | 25412 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006 – 2007 (continued)**

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------|---------------------|--|----------------|------|-------|-------|------|-------|----------------|-----|------|-----------|---|------|-----------|----|-----|----------|----|-----|----------------|---|-----|--------|----|-----|------------|---|----|----------------|----|-----|--------------|------------|------------|-------------|------|-------|----------------|---|---|----------------|----|------|--------------|-------------|--------------|--------|------|-------|--|
| | | <table><tr><th>HAN ITEMS</th><th>Adds</th><th>Total</th></tr><tr><td>Books</td><td>539</td><td>805</td></tr><tr><td>B. Periodicals</td><td>0</td><td>0</td></tr><tr><td>CD-ROM's</td><td>3</td><td>26</td></tr><tr><td>DVD's</td><td>43</td><td>51</td></tr><tr><td>Kits</td><td>0</td><td>0</td></tr><tr><td>Manuals</td><td>0</td><td>0</td></tr><tr><td>Slides</td><td>0</td><td>0</td></tr><tr><td>Sound Disk</td><td>0</td><td>0</td></tr><tr><td>Videocassettes</td><td>10</td><td>34</td></tr><tr><td>TOTAL</td><td>595</td><td>916</td></tr><tr><td>eBooks</td><td>3639</td><td>25412</td></tr></table> | HAN ITEMS | Adds | Total | Books | 539 | 805 | B. Periodicals | 0 | 0 | CD-ROM's | 3 | 26 | DVD's | 43 | 51 | Kits | 0 | 0 | Manuals | 0 | 0 | Slides | 0 | 0 | Sound Disk | 0 | 0 | Videocassettes | 10 | 34 | TOTAL | 595 | 916 | eBooks | 3639 | 25412 | | | | | | | | | | | | | |
| HAN ITEMS | Adds | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Books | 539 | 805 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B. Periodicals | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CD-ROM's | 3 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DVD's | 43 | 51 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kits | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Manuals | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Slides | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sound Disk | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Videocassettes | 10 | 34 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 595 | 916 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| eBooks | 3639 | 25412 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table><tr><th>PRCC ITEMS</th><th>Adds</th><th>Total</th></tr><tr><td>Books</td><td>2724</td><td>58695</td></tr><tr><td>B. Periodicals</td><td>132</td><td>7460</td></tr><tr><td>Microform</td><td>0</td><td>7008</td></tr><tr><td>Cassettes</td><td>0</td><td>459</td></tr><tr><td>CD-ROM's</td><td>38</td><td>446</td></tr><tr><td>Computer Disks</td><td>0</td><td>128</td></tr><tr><td>DVD's</td><td>87</td><td>146</td></tr><tr><td>Kits</td><td>1</td><td>43</td></tr><tr><td>Manuals</td><td>36</td><td>415</td></tr><tr><td>Slides</td><td>0</td><td>33</td></tr><tr><td>Sound Disks</td><td>12</td><td>52</td></tr><tr><td>Transparencies</td><td>0</td><td>9</td></tr><tr><td>Videocassettes</td><td>13</td><td>4658</td></tr><tr><td>TOTAL</td><td>3043</td><td>79552</td></tr><tr><td>eBooks</td><td>3639</td><td>25412</td></tr></table> | PRCC ITEMS | Adds | Total | Books | 2724 | 58695 | B. Periodicals | 132 | 7460 | Microform | 0 | 7008 | Cassettes | 0 | 459 | CD-ROM's | 38 | 446 | Computer Disks | 0 | 128 | DVD's | 87 | 146 | Kits | 1 | 43 | Manuals | 36 | 415 | Slides | 0 | 33 | Sound Disks | 12 | 52 | Transparencies | 0 | 9 | Videocassettes | 13 | 4658 | TOTAL | 3043 | 79552 | eBooks | 3639 | 25412 | |
| PRCC ITEMS | Adds | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Books | 2724 | 58695 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B. Periodicals | 132 | 7460 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Microform | 0 | 7008 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cassettes | 0 | 459 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CD-ROM's | 38 | 446 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Computer Disks | 0 | 128 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DVD's | 87 | 146 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kits | 1 | 43 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Manuals | 36 | 415 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Slides | 0 | 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sound Disks | 12 | 52 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Transparencies | 0 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Videocassettes | 13 | 4658 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 3043 | 79552 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| eBooks | 3639 | 25412 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006– 2007 (continued)**

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|---|---|
| <p>2. To provide students and faculty with orientation of the Libraries and the services provided so that such resources will be used more effectively and efficiently.</p> | <p>2. Number of orientation sessions provided to students and faculty.</p> | <p>2. Students continue to use the Libraries and Labs as faculty members increasingly seek new ways to present their subject material, to incorporate the use of technology into their classrooms and assignments, and to individualize instruction even though more library services are available on line. Door count for Johnston Library and Learning Lab was 88,018 and for Forrest County Center Library and Lab was 44,429. The Johnston Library staff provided 94 orientation sessions to students, and the learning lab staff provided 69 in lab orientation sessions and 12 in class orientation sessions. FCC Library staff provided 45 orientation sessions to students and the FCC Lab staff provided 37 orientation sessions. Orientation sessions were provided to students for English, College Skills, History, etc. upon teacher request. The Hancock Center Coordinator/English instructor conducted 13 orientation sessions. The Media Specialist provided Photoshop and Photoshop Elements workshops for faculty and students. The Johnston Learning Lab staff proctored 1,661 online tests, and the FCC Lab staff proctored 1,880 tests for a total of 3,541 tests. Library and Lab links were updated on the web site to be used by both online and traditional students. Information about the Hancock Center was also updated on the web site.</p> | <p>2. Planned to continue orientation sessions and workshops. Planned to continue upgrading library's web site.</p> |

**PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006 – 2007 (continued)**

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|--|--|
| 3. To provide audio visual and microform equipment, copiers and computers to support instruction. | 3. Number of new pieces of equipment added to Libraries and utilization of services. | 3. New technology/equipment added to all Libraries and Labs are listed below: Johnston Library 10 student computers 1 color printer 1 book detection unit 1 fax machine Johnston Learning Lab 24 student computers 1 handicapped student computer 1 TV/VCR/DVD player 4 TV/DVD players Johnston Media Services 1 laminator Forrest County Center Library 1 TV/VCR/DVD player 1 DVD player 1 fax machine Forrest County Learning Lab No new equipment purchased Hancock Center Library No new furniture or equipment purchased through library budget | 3. Number of new pieces of equipment added to Libraries and utilization of services. |
| 4. To increase periodical collection. | 4. ACRL standards. | 4. Found that the Library needed to add 200 print periodical titles if it wanted to meet ACRL print standards. However, PRCC students have access to thousands of online journals and magazines through the MAGNOLIA project and other online databases to which the college subscribes. | 4. Requested additional funding for online full-text periodicals for 2007-2008 school year since online products have the capability of serving more students than print in-house periodicals can serve. |
| 5. To increase the Libraries budget to 6% of the school budget. | 5. ACRL standards. | 5. Found that the Library needed to add 2.23% to the existing budget. | 5. Requested additional funding for 2007-2008 school year. |

**PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006 ~ 2007 (continued)**

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|--|--|
| 6. To increase the electronic database collection. | 6. ACRL standards. | 6. A subscription was acquired to one new book database: 1. NetLibrary's Shared Collection VI containing 3,639 eBooks. | 6. Requested additional funding in the 2007-2008 budget for additional online databases. |
| 7. To provide a staff which is qualified and concerned with meeting the needs of the institution, students, and faculty. | 7. Number of staff employed with degrees or training appropriate for positions held. | 7. Director of College Libraries has a master's degree plus 30 hours. Both librarians at the Johnston Library have master's degrees as does the FCC librarian. The GHI Learning Lab Coordinator has a master's degree as do both lab instructors. The Media Specialist has a bachelor's degree. The college moved into a new Library on the Forrest County Center Campus in the summer of 2006. A new Learning Lab was also established at this time. At the new FCC lab, the coordinator has a master's degree and the lab instructor has an educational specialist degree. There is also a clerical staff member at the new FCC lab. All clerical staff members at both locations are qualified by education and experience for their positions. | 7. Requested that the frozen Library clerical position be fully reinstated for the 2007-2008 school session. |
| 8. To provide opportunities for faculty and staff to take part in professional development activities. | 8. Number of faculty and staff participating in professional development activities. | 8. Two GHI librarians attended a SOLINET meeting at the Mississippi Library Commission and an online resources meeting at the State Board for Community and Junior Colleges office. The Library director attended a state library directors' meeting. One GHI library staff member attended college Disabilities Committee meetings. One GHI and one FCC Lab staff members attended | 8. Planned to provide professional development activities for 2007-2008. |

**PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006 -- 2007 (continued)**

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|---|
| <p>9. To continually weed the GHJ Nursing collection and the FCC Allied Health Collection.</p> | <p>9. Usage count and copyright date of materials.</p> | <p>the state Creating Futures through Technology Conference and the state Blackboard Conference. Three GHJ and two FCC Lab staff members attended InSite training. This training was also attended by the College Libraries Director. Three GHJ Lab staff and the College Libraries Director attended Harbrace (Thompson Now) and Turnitin Software training. The FCC Lab Coordinator attended an MSVCC Proctor training in Jackson and an online Excel class.</p> | <p>9. Planned to purchase additional nursing and allied health materials in 2007-2008 to replace discarded items.</p> |
| <p>10. To cooperate with other institutions, libraries, and agencies to meet the information needs of the college.</p> | <p>10. Cooperative agreements with other libraries.</p> | <p>9. Discarded 15 books from the Johnston nursing collection, and purchased 103 books for the nursing collection. Forrest County Library discarded 18 books from the Nursing and Allied Health Collection and added 114 books to that collection.</p> <p>10. The library participates in the Mississippi Community Colleges Library Information Partnership (MCCJLP), which facilitates cooperation and sharing of resources between Mississippi's community college libraries and Mississippi State University Libraries; participates in a reciprocal lending cooperative for community colleges participating in the Mississippi Virtual Community College Program; and participates in SIRSI's Mississippi users consortium. The library has formalized lending agreements with the University of Southern Mississippi and the public libraries within its six county district.</p> | <p>10. Planned to continue cooperative agreements for 2007-2008.</p> |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Director of Development Foundation and Alumni Association

Supports PRCC Strategic Goal(s): 5

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

PURPOSE OF UNIT: To provide resources to assist the College in accomplishing its mission.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a variety of activities, both friend-raising and fund raising, which will increase public visibility and thus increase interest and financial support in the College through the Office of the Development Foundation and Alumni Association.

| POSITION: Director of Development Foundation and Alumni Association | | |
|--|--|--|
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS |
| 1. To generate individual and corporate donations to support the programs and services of the College. | 1.1. Minutes of the College Board of Trustees | <p>The respective audits and minutes of the board will document the achievement of the college foundation as it pertains to the assessed criteria.</p> <p>1.1 Scholarships for students were funded totaling \$180,538.27. This represents a \$14,410.27 increase over the prior year.</p> <p>1.2 Faculty Development funds were provided in the amount of \$7,500.00. This is a \$1,500 increase over the prior year.</p> <p>1.3 The endowment fund increased by 7.9%, (\$2,899,650.00), over the prior year.</p> <p>1.4 The total funds raised were (\$769,228.00). Out of this total the Annual Fund was \$632,903.59. The funds raised were %.4% above the goal set.</p> |
| | 1.2. Minutes of the PRCC Development Foundation | |
| | 1.3. Annual Audit of Pearl River Community College | |
| | 1.4. Annual Audit of the PRCC Development Foundation | |
| 2. To provide opportunities for alumni to continue their involvement in the programs of the College. | 2.1. Minutes of the College Board of Trustees | <p>2.1 Alumni Chapters raised over \$10,000 for scholarships</p> <p>2.2 Homecoming Activities Included Reunions and the Alumni Luncheon with over 300 attending.</p> <p>2.3 The foundation employed a full-time</p> |
| | 2.2. Minutes of the PRCC Development Foundation | |
| | 2.3. Minutes of the PRCC Alumni | |
| | | USE OF RESULTS |
| | | <p>We evaluate accomplishments set for by the board and used this to assist in setting goals for the coming year.</p> <p>We evaluate the results of the Alumni Committee plan and accomplishments and use for planning the coming year.</p> |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006 – 2007

| POSITION: Director of Development Foundation and Alumni Association | | | |
|---|--|---|----------------|
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| | Association | Coordinator of Alumni Affairs | |
| | 2.4. Quarterly editions of the alumni magazine, RiverSide | 2.3 A foundation committee was established for the Centennial | |
| | 2.5. Creation of a full time position for a Coordinator of Alumni Services | | |
| | 2.6. Creation and distribution of a quarterly alumni newsletter | | |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Director of Extended Education

Supports PRCC Strategic Goal(s): 1, 2, 3, 5

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

PURPOSE OF UNIT: To provide educational opportunities to constituencies who live within the various community and junior college districts in Mississippi and to others beyond those boundaries. Through the Mississippi Virtual Community College (MSVCC), students may take courses from colleges anywhere in Mississippi while getting support services from a local college.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide broader access to the educational opportunities offered by PRCC. By actively participating in the Mississippi Virtual Community College (MSVCC) cooperative, PRCC can leverage our distance learning resources -- including faculty, course, support services, and technology -- to benefit students throughout Mississippi and beyond.

| POSITION: Director of Extended Education | | | |
|--|--|---|--|
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 1. To improve the retention of students in online classes. | 1. Enrollment forms; withdrawal forms | 1. Unrollment forms and withdrawal requests are on file for each student for Fall 2006 and Spring 2007. The records have aided with particular student, instructor, and Consortium inquiries. | 1. Maintenance of these forms will continue to be a priority in order to identify characteristics that lead to withdrawal from online classes. |
| 2. To evaluate all distance education courses for which the Office of Extended Education is responsible. | 2. Documented evaluations | 2. Evaluations are on file in the Office of Extended Education. | 2. Evaluations are used to provide feedback to instructors for purposes of improvement. |
| 3. To increase the enrollment in night classes at Poplarville, Picayune, Jeff Davis County, and Columbia by 10%. | 3. Student enrollment data | 3. From 2005 - 2006 to 2006 - 2007, enrollment information indicates a 6% decrease in Poplarville night class enrollment, a 61% decrease in Picayune night class enrollment, a 47% decrease in Columbia night class enrollment, and a 100% increase in Prentiss night class enrollment. | 3. This data is used to support additional recruitment requests in these locations. |
| 4. To provide initial and ongoing training in the appropriate LMS for faculty teaching online. | 4. Documented evaluations; training calendar | 4. Training was provided for faculty. | 4. Feedback from faculty indicates that additional training is appropriate. This training will be conducted during Fall 2007 and Spring 2008. |
| 5. To create and fill the position of Distance Learning Coordinator | 5. Employee data | 5. This position of Electronic and Distance Learning Coordinator was created and filled. | 5. This person will function as the coordinator of online classes. |

POSITION: Director of Extended Education

| POSITION: Director of Extended Education | | | | |
|---|-----------------------|--|---|--|
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS | |
| 6. To establish an ongoing community education / lifelong learning program. | 6. Calendar of events | 6. Continuing Education Units are processed beginning in the Office of Extended Education; however community education and lifelong learning programs have not been established. | 6. Inquiries from the community indicate that there is a need for and desire for community education to be provided by Pearl River Community College. Since the budget for the Office of Extended Education does not include funding for such ventures, alternative avenues will be explored. | |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006-2007

POSITION: Director of Financial Aid

Supports PRCC Strategic Goal(s): 2, 4, 5

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

PURPOSE OF UNIT: To provide those student services in the Division of Student Affairs that will promote and enhance the "comprehensive student development concept" (physical, social, recreational, and educational).

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide financial assistance to enable the achievement of personal, educational, and occupational goals of students.

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|--|---|
| 1. To award financial aid to students based on eligibility and aid program availability to help meet the costs of their education. | 1. Determine student's eligibility for the type of aid requested and award aid based on the availability of the funds. | 1. No findings to date. | 1. No change needed. |
| 2. To review all institutional, state, and federal guidelines in maintaining compliance with each program in these areas. | 2. Keep abreast of federal, state and institutional updates on policy and procedure changes related to programs through mail, electronic, and e-mail postings. | 2. No findings to date. | 2. No change needed. |
| 3. To continue pursuit of the school joining the Clearinghouse for reporting issues with higher education entities. | 3. This will require working with the Institutional Research and Planning office to acquire this processing. | 3. Progress has been made on this objective; however, there are still some steps that are needed for full implementation. A meeting with the Clearinghouse was attended in May 07 by Research and Planning, Financial Aid, and Institutional Technology personnel. | 3. Coordination between the departments of Financial Aid, Research and Planning, Institutional Technology, and Admissions needs to continue the few steps to wrap up putting this process in place during the 2007-08 year. |
| 4. To research the possibility of mass packaging of student loans within the next 2 academic years. | 4. Plan on hosting MGCCC Financial Aid Personnel to demonstrate and furnish where they expedite this process within the Banner system. | 4. Financial Aid personnel from MGCCC did come to our office in December 2006 and consulted us in this area. There are internal issues for set-up that are needed to begin this process. | 4. Further consultation with SunGuard Banner and the data management position in our office needed to put this into place. |
| 5. To internally restructure office personnel for more efficiency in job responsibilities and better service to our students. | 5. Begin with a master calendar and the review/rewriting of job descriptions. | 5. This has had to be moved forward to 2007-08. | 5. Move forward to 2007-08. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Director of Physical Plant

Supports PRCC Strategic Goal(s): 2, 3, 4, 5

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

PURPOSE OF UNIT: To provide physical resources and facilities in order to support the educational programs, support services, and activities of the College.

RELATIONSHIP OF UNIT TO PRCC MISSION: To increase the access to and the quality and efficiency of campus physical resources and to develop and maintain a transportation system that meets the travel needs of students, faculty, and staff at PRCC.

POSITION: Director of Physical Plant

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|---|--|
| 1. To maintain the accessibility and cleanliness of all buildings. | 1. Inspection and evaluation by janitorial supervisor weekly. | 1. Weekly inspection and evaluation process so buildings will be clean. | 1. Prioritize results to improve successful outcomes. |
| 2. To provide routine preventative maintenance of all buildings. | 2. Inspection and evaluation by supervisor of maintenance and contractors. | 2. Preventive maintenance and repairs completed as needed | 2. To improve efficiency and minimize down time for projects. |
| 3. To maintain campus grounds. | 3. Inspection and evaluation by appropriate personnel. | 3. Daily assessment of attractive, neat grounds | 3. Evaluation of personnel. |
| 4. To maintain all utilities. | 4. Inspection and evaluation by appropriate personnel (Public Service Commission, fire marshal, etc.). | 4. Inspection findings repaired there by all utilities will be kept in proper working order and operating as efficiently as possible. | 4. Prioritized needs and responded accordingly. |
| 5. To plan and identify immediate needs for all facilities. | 5. Constant inspections leading to request for improvements. | 5. Request submitted for budget approval. | 5. Implemented need requests upon approval of necessary funding. |
| 6. To plan and identify long range needs. | 6. Inspection and evaluation by appropriate personnel (contractor, engineers, staff). | 6. Plan of action ready for activation upon availability of funds. | 6. Daily staff meetings. Attend education seminars as identified. |
| 7. To provide a safe and quality transportation system as it relates to approved travel for students, faculty, and staff. | 7. Schedule use of vehicles for approved travel. | 7. Published weekly travel requests, reviewed budget monthly, and made reports related to mileage to Business Office. | 7. Used number travel requests, budget expenditures, and amount of mileage to determine additional need for upcoming year. |
| | | 8. Daily supervision of mechanics as | |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006 - 2007

| POSITION: Director of Physical Plant | | | |
|---|--|--|---|
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 8. To employ efficient and effective mechanic personnel. | 8. Evaluation of mechanics in charge of transportation done formally and informally. Also, daily supervision of mechanics. | well as formal evaluation indicated excellent performance of employed mechanics. | 8. Expanded criteria of mechanical personnel to include driving buses as needed for school activities. |
| 9. To provide updated fleet of vehicles whenever needed in a professional and courteous manner. | 9. Purchase of new vehicles on regular basis as budget permits. | 9. Review budget related to number of needed vehicles | 9. Made changes related to requests for vehicles, amount charged for mileage, and reporting procedures related to transportation. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Director of Public Relations

Supports PRCC Strategic Goal(s): 2, 4, 7

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

PURPOSE OF UNIT: To disseminate information about the activities and programs of Pearl River Community College.

RELATIONSHIP OF UNIT TO PRCC MISSION: To communicate the philosophy and mission of Pearl River Community College to its constituents, which in turn helps the college in the areas of recruitment and retention.

POSITION: Director of Public Relations

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|---|---|
| 1. To enhance the image or public perception of the college by sending out news releases to all media: print, TV, and radio on all college activities. | 1. The print media are sent 20-25 news items per month for publication. TV media sent minimum of four coverage advisories per month. | 1. Nearly 200 news items (news, sports, features, notices, etc.) were sent to media outlets. Approximately 90 percent were used, some in story form and some in brief form. TV advisories resulted in an average of one visit to one of our campuses per month. | 1. Items not published in some newspapers were examined as to why they were not published, and efforts were made to localize those stories so they could be used. |
| 2. To enhance the school's website by updating and adding additional information about programs so that students and perspective students, as well as parents and the general public, can learn information about the school. | 2. Increase the number of hits on the school's official website. | 2. From July, 2005 to July, 2006, the college's website had 403,008 hits. From July, 2006 to July, 2007, the number of hits increased to 549,803. | 2. Students who browse the website either applied for admission, requested schedule information at PRCC or sought information on upcoming events. Information passed on to office of recruitment. |
| 3. To enhance the image and student perception of the college through the use of recruitment video that features faculty, students and many activities that go on. | 3. Increase interest in the college through requests for information about academic and career/technical programs, financial aid and housing. | 3. Increased visibility to potential traditional and non-traditional students, as well as enhancing the public image of the college in South Mississippi. | 3. Evaluated the effectiveness of past recruitment CDs, and determined in conjunction with the office of recruitment, that we continue production of the CD for distribution to high school students. |
| 4. To enhance the image and student perception of the college through the use of informative brochures, news letters and magazines. | 4. Update, print and distribute literature to increase interest in the college. | 4. Printed information distributed via local shopping mall cart, racks in local retail outlets and libraries, and mail outs resulted in increased visibility with potential students. | 4. Evaluated effectiveness in distributing printed information and determined that it is a viable tool for getting information out about the college. |
| 5. To improve and expand advertising efforts to enhance the image and student perception of the college. | 5. Balance advertising efforts on TV, in newspapers and magazines, on radio and in high-traffic areas throughout the district. | 5. Increased interest with potential students, resulting in an increase in applications for admissions. | 5. Evaluated effectiveness of advertising efforts through informal discussions with current students. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006 - 2007

| POSITION: Director of Public Relations | | | |
|--|---|---|--|
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 6. To enhance the school's distance education enrollment through the publication of timely brochures and news releases about course offerings and registration procedures. | 6. Increase interest in the college's distance education offerings by updating brochures each semester. | 6. Increased enrollment: Fall, 2005 enrollment (prior to Hurricane Katrina) 579. Fall, 2006 enrollment hit 597. | 6. Evaluated effectiveness of brochures and distribution efforts and determined that it would be helpful to increase the number and increase distribution to all PRCC outlets in the district. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

SERVICE: Director of Recruitment and Orientation - Orientation

Supports PRCC Strategic Goal(s): 2, 4, 7

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

PURPOSE OF UNIT: To provide activities to ease the transition from high school and work to the academic arena.

RELATIONSHIP OF UNIT TO PRCC MISSION: To coordinate efforts of the College in order to provide orientation activities for PRCC students.

SERVICE: Orientation

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|---|
| 1. To plan, coordinate, and direct orientation activities for new PRCC students. | 1. Review the results of orientation surveys. Review the number of students and parents/guardians attending. | Overall ratings on evaluations from both parents and students were excellent. A. 89 Students and 60 parents attended an April Early Orientation and Registration. B. 799 attend July Orientation sessions. (approximately 101 attended the Forrest County Center Orientation) C. 325 Parents attend a separate Orientation session. D. 66 Students attended in August. E. 13 Students attended the Hancock Center Orientation. F. 52 students attend in January. | 1. Orientation session before Fall and Spring semester were shortened to 1 session instead of 2. |
| 2. To encourage all prospective students to attend an orientation session. | 2. Prepare and mail orientation literature to prospective students. | 2. Prepared and mailed out approximately 4,000 pieces of Orientation applications to all students on HS senior list and students who applied to the college. Handed out 1200 Orientation forms during awards days and 101 at Scholars Night. Parent Orientation was included on same brochure as the student application. | 2. A check-in system for students was streamlined. Representatives from financial aid, admissions, yearbook photos, and parking decals were all in the cafeteria to answer general questions and offer services for students in one location. |
| 3. To encourage parents/guardians of prospective students to attend summer orientation. | 3. Prepare and mail orientation literature to parents/guardians of prospective students. | | 3. Yearbook photos were added. |
| 4. To provide students with a fundamental understanding about college life transitions through trained Guest speakers. | | Approximately 500 conformation postcards were mailed to both parents and students. | 4. The Friday session was eliminated. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

SERVICE: Director of Recruitment and Orientation - Recruitment

Supports PRCC Strategic Goal(s): 2, 4, 7

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

PURPOSE OF UNIT: To provide information to students to enable them to learn about the College and ease the transition from high school or work to the academic arena

RELATIONSHIP OF UNIT TO PRCC MISSION: To coordinate efforts of the College to increase enrollment and allow students to experience the mission of the College.

| SERVICE: Recruitment | | | |
|---|--|---|---|
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 1. To increase enrollment by 5%. | 1. Review number of students enrolled. | 1. Still recovering from Katrina, PRCC had a 4.8% decrease in new students from the previous fall. Fall 05 had the largest enrollment in college history. | 1. Provided information on a regular basis for PRCC display in the Turtle Creek Mall. |
| 2. To improve and expand the recruiting efforts so that more students will be enrolled from the district. | 2. Participate in various recruitment activities. Prepare and mail information to prospective students. | 2. Private visits were made to all schools in the 6 county district. A PRCC rep attends all fall and spring programs for both in and out of district. Fill the Stadium, Scholars Night and Spring Fest were held for seniors. 20 Awards Day ceremonies were attended. Mailed scholarship requirements, Fill the Stadium Postcard, Scholars' Night invitation and welcome letter from Dr. Lewis to all high school seniors in the PRCC district. (Approximately 2,450 seniors) Arrange tours of campus and made appointments with appropriate faculty and staff. Mailed information packets daily, Through out the year private and group tours were given on campus. | 2. Made PRCC information available to prospective students. Decided methods and activities were successful based on the number of students who attended and the enrollment percentage. |
| 3. To improve recruiting efforts of non-traditional students. | 3. Provide information for various activities for non-traditional students. | 3. Prepared and mailed packets to prospective students upon request; provide high school counselors with | 3. Provide new and prospective students with a variety of PRCC information. Attending training session for |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006 - 2007

| SERVICE: Recruitment | | | |
|---|--|--|--|
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| <p>4. To improve and update recruiting literature to attract students.</p> <p>5. To meet with high school counselors and other personnel to provide awareness of the quality educational opportunities available at PRCC.</p> | <p>Provide PRCC information upon request.</p> <p>Provide campus tours.</p> | <p>Information to share with the adults in the community.</p> <p>Distributed materials in areas where non-traditional students could obtain information. (WIN job centers, unemployment agencies, stores, doctor's offices, etc.)</p> | <p>Instructional staff of GED classes in the PRCC district and distributed admission and scholarship materials.</p> |
| | <p>4. Update, print, and distribute recruitment literature.</p> <p>Collect and review view books and other college/university publications to get new ideas for next year.</p> <p>5. Take PRCC literature/supplies to all district high schools.</p> <p>Plan and organize special activities to give PRCC information to off-campus personnel.</p> | <p>4. Distribute brochures to high school students during individual high school visits/activities, and tours.</p> <p>5. Distributed new PRCC materials and applications to all school in the district during August. During private visits left additional materials with counselors.</p> | <p>4. Provided PRCC district students with college information.</p> <p>Create an application pack for the 70-08 seniors.</p> <p>Provided district counselors with catalogs, applications for admission, scholarship information, and other PRCC information and supplies.</p> <p>Printed and distributed new PRCC Recruitment brochures.</p> <p>Produce a housing brochure with public relations.</p> <p>5. Provided PRCC literature to and met with facility, staff, and students in all district high schools to keep them informed of the opportunities at PRCC</p> |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT 2006-2007

POSITION: Director of Student Support Services

Supports PRCC Strategic Goal(s): 1, 2

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

PURPOSE OF UNIT: To help disadvantaged students find success in college by offering the following services: tutoring, financial aid advising, educational, career, and personal advising, and transfer assistance.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide academic support for disadvantaged students in the areas of remedial education and student services.

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|--|--|
| 1. To assure that 60% of each cohort of entering students, beginning (2005-2006 through 2008-2009), shall be retained (or will have graduated or transferred) to the third semester (or second year). Continuing persistence is projected as follows: to the fifth semester (or third year), 5% to the seventh semester (or fourth year), 2%. | 1. Retention rates of those students who persisted in their education. | This information is unavailable until the Fall semester is underway. We will report on this, as soon as the data is available from IT. | |
| 2. Of all SSS participants for each project year beginning the 2005-2006 project year through the 2008-2009 project year, 85% will maintain a cumulative grade point average of 2.0 or above, the college's standard for satisfactory and/or "good academic standing". | 2. Mid-term and final grade reports from instructors at PRCC. | Approximately 75% of our students (120 out of 161) maintained a 2.0, or above, GPA for the 2006-2007 project year. | Although our ambitious goal of 85% was not achieved, 75% of our SSS students maintained a good academic standing, which is a "successful" program accomplishment, considering our students are disadvantaged coming into the program, with poor academic and study skills. Most of this year's project participants are incoming freshman. This is also higher by 15% from the past project cycle (which was 60%). |
| 3. Of each year's designated cohort group of new SSS participants beginning 2005-2006 through 2008-2009, 25% will graduate within the completion of their third year with a two-year Associate of Arts (AA) degree, and/or Associate of Science (AAS) degree. | 3. Tracking the number of students who enter the program and graduate, from data maintained by PRCC Information Technology Department and the SSS Student Access software program. | Cohort group 05 (2005-2006) 04% graduated last year (their first year) and 07% and 7% graduated this year, for a total of 11%. | The results are used to determine progress on our third year graduation goal of 25%. Most of our students graduate in their third year, so we have to achieve our 25% goal next year. |

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|--|
| <p>4. Of each designated cohort group of new participants beginning 2005-2006 through 2008-2009, 30% will transfer to a four-year college or university within the completion of their third year.</p> | <p>4. Needs assessment and survey of SSS students intending to transfer to a four-year college.</p> | <p>This information is unavailable until the Fall semester is underway (September 1, 2007). Most of our students graduate in their third year, so we hope to achieve our 25% goal next year.</p> | |
| <p>5. The PRCC SSS project will meet 100% of the administrative requirements including record keeping, reporting and financial accountability.</p> | <p>5. Documentation of SSS records and an annual self-evaluation of records requested by Federal regulations, sent to the US Department of Education.</p> | <p>The Annual Performance Report was submitted in February 2007 and corrections were made to data submitted in May of 2007. All other required reports were submitted, as required.</p> | <p>The results were used to conclude that all records were maintained accurately and submitted to the U.S. Department of Education.</p> |
| <p>6. During the 2005-2006 project year and succeeding years of the project cycle through 2009, the SSS program will identify and serve a sufficient number of low-income, first generation, and students with disabilities to achieve the project enrollment of 160 eligible participants per year within the first 90 days of each project year. Two-thirds (2/3) of the participants (107) will be individuals with disabilities and/or low income individuals who are first generation college students; the remaining 1/3 of the participants (53) will be individuals who qualify as low-income, first generation and/or disabled. At least 1/3 of the individuals with disabilities will be low-income. All the participants will have demonstrated need for academic assistance as determined by the SSS Program/PRCC in order to be successful in post-secondary education.</p> | <p>6. SSS enrollment figures and number of active students served.</p> | <p>160 students were served during the 2006-2007 project year. 106 (66-25%) were low income and first generation (2/3s). 30 students were disabled and 21 of these were low income. All students had a demonstrated academic need.</p> | <p>The results were used to determine the number of eligible students who were served during the 2006-2007 project year. This goal was achieved. Two thirds (2/3) of our eligible students that we served were both low income and first generation. One-third of the students with disabilities that we served were low income.</p> |

| | | | |
|--|---|--|--|
| <p>7. One hundred percent (100%) of SSS project participants in consultation with their assigned SSS project counselor/advisor will develop an individualized education plan (college success plan). This will summarize short and long-term goals and SSS services by addressing academic, personal and social concerns which may inhibit the student's success in college. Plans will be completed or revised by the end of their first full semester of participation in the project and reviewed annually.</p> | <p>7. The Director will sign off on each plan to ensure each student has a plan. Student records will be entered each semester by staff to ensure a plan is current and in each "active" student file record.</p> | <p>All students served in SSS completed an individualized education (student success) plan.</p> | <p>The results were used to conclude that all students received individualized educational planning and to ensure systematic educational advisement on their plan.</p> |
| <p>8. At least 50% (including the Director) of the SSS project staff/team will serve on at least one PRCC Committee related to academic and/or administrative functions (Disability Advisory, Information Management, Retention, Financial Aid, etc.) and one committee outside the college to foster an institutional climate supportive of the students eligible for the SSS Program.</p> | <p>8. Documentation of staff's participation in PRCC's committees and/or community committees (outside of the college).</p> | <p>50% of the staff (Director and Educational Counselor) serves on PRCC and/or community committees/boards outside of the college.</p> | <p>Our objective was achieved ensuring PRCC SSS provides professional input representing disadvantaged PRCC college students off and on campus.</p> |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Director of Workforce Education

Supports PRCC Strategic Goal(s): 8

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

PURPOSE OF UNIT: To provide workforce training assistance to businesses, industries, educational and public service entities in the Pearl River Community College six-county district

RELATIONSHIP OF UNIT TO PRCC MISSION: To serve as the PRCC agency for providing workforce training.

POSITION: Director of Workforce Education

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|---|
| 1. To provide an Adult Education Program that serves the needs of persons attempting to acquire the basic skills necessary to become employable, advance their educational level and/or receive a GED. | <p>A. Staff development programs provided for the Adult Education staff.</p> <p>B. Basic Skills training for pre-employment testing provided</p> <p>C. Identification of workforce skills requirements for WDC customers in businesses, industries, education, and public service agencies.</p> <p>D. English-as-Second-Language (ESL) programs provided to teach Non-English Speaking Adult Education students to read and speak English.</p> <p>E. Classes to prepare individuals with the academic skills necessary to pass the GED test offered in all six counties served by PRCC.</p> | <p>A. Staff development programs were provided to Adult Education Staff.</p> <p>B. Curriculum was implemented in all adult education classes that allow individuals to improve their basic skills.</p> <p>C. Adult Education and other ATC staff achieved a high level of awareness of workforce basic skills needs.</p> <p>D. Partnership with Hattiesburg Public School Adult Education was formed to offer ESL classes.</p> <p>F. Classes were offered in all six counties of the PRCC district to provide training for individuals who were seeking to advance their educational level and/or receive a GED.</p> | <p>A. Used to adapt and/or modify staff development programs in order to maintain or improve programs.</p> <p>B. Companies made referrals of employee to Adult Education who needed assistance for job retention or advancement.</p> <p>C. Basic skills requirements were met by current Adult Education program.</p> <p>D. ESL classes were able to continue with a partnership that met all federal and state guidelines for enrollment.</p> <p>E. For 2006-2007, 1105 individuals obtained services from the adult education program with 250 receiving a GED.</p> |
| 2. To create short term demand driven training opportunities for individuals experiencing career changes or for industries that have high demands for skilled workers. | <p>A. Partner with the WTN Mississippi Job system to stay current with high demand employment.</p> <p>B. Identify industry partners that will</p> | <p>A. As a result of Katrina, focused training has been conducted for the geospatial industry, construction, commercial drivers and others.</p> | <p>A. The position of dislocated worker specialist in the Workforce Education division works with each WIN Job Center the district with a goal of staying up to date of high demand industry workforce needs.</p> |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006 - 2007

| POSITION: Director of Workforce Education | | | |
|---|---|---|--|
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 3. To provide an effective and efficient system for planning and delivering workforce training to businesses, industries, education and public service agencies in the PRCC district. | assist in creating training and programmatic needs focusing on their training demands. | B. Huey Stockstill Inc., Puckett Machinery Co. and Caterpillar have helped PRCC initiate an equipment operator training program and a diagnostic technician program. The equipment operation program is underway and 24 students have graduated, and we are at full enrollment | B. These programs will assist the high growth construction industry. Plans are underway to grow the program. Discussion are underway with John Deere |
| | C. PRCC, via a grant from NASA, has created a GIS Program housed at the Center for Higher Learning at Stennis Space Center. The geospatial industry in South Mississippi has been identified as the largest cluster of such industries in the US. PRCC will continue to devote resources to support this cluster. | C. Workforce Ed is partnering with Career Tech to create a GIS credit program to meet the needs of both traditional and non traditional students. | C. An effort has begun to try and identify funding sources to assist with creating this credit program. |
| | A. Staff development activities provided. B. Effective delivery of workforce training. | A. Staff meetings are conducted monthly. B. Delivered 60 workforce training projects to businesses, industries, educational and public service agencies following SBCJC guidelines. Also, delivered non SBCJC funded projects sponsored by SMPDD, NASA and the DOL. Workforce Ed has a goal of searching for other sponsors of programs that will allow the Flexibility of building resources at the college, rather than the project by project approach offered by SBCJC, which is fine for some applications but often time long term resources are needed. | A. Ideas are shared among staff to improve workforce training. B. Used in determining that WDC is successfully meeting workforce training needs in PRCC district. |
| | C. Expansion and improvement in pool of personnel available for use as trainers. | C. Workforce Ed has begun to partner with Career Tech to offer programs to both traditional and non traditional | C. Career/Workforce Ed partnership has trainers available in many skill areas required by local industry. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006 - 2007

POSITION: Director of Workforce Education

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|------------|--|--|---|
| | <p>D. Leadership training program for businesses and industries.</p> <p>E. Spatial Technologies training program</p> <p>F. Industrial Skills, (i.e., PLC's, controls, pneumatics, hydraulics, electricity, CADD Design, etc)</p> | <p>students. The Career Tech Dept has many qualified teachers that are interested in partnering in programs offered through Workforce.</p> <p>D. Program has continued success, 93 individuals served.</p> <p>E. Workforce now has a full time staff member located in the Center of Higher Learning at Stennis Space Center. Responsibilities include training opportunities for existing workers as well as non traditional students. A goal is to have a fully established GIS program at PRCC.</p> <p>F. Workforce Ed has again partnered with Career Tech to offer dual enrollment engagements to traditional and non traditional students in these fields. Classes are being populated in Poplarville currently, but the goal is to have offerings at many locations district wide. We're forming a line worker program in partnership with Chain Electric, Mississippi Power, Coast Electric, and Entergy to create a Utility Line Worker Technology Program.</p> | <p>D. Used in determining that program was successful among customers served.</p> <p>E. MDA notes that it is believed that south Mississippi has the largest cluster of GIS companies in the USA. We have a fully functional GIS laboratory at the Hancock Center and are offering GIT with an emphasis in GIS at Stennis Space Center.</p> <p>F. The number of locations having adequate enrollment numbers will determine this pilot program's success. We had a program at Pearl River Central High School with 24 students and plan to broaden this. Plans are currently being implemented for the Utility Line Work Technology Program</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006-2007

POSITION: Institutional Research Specialist

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

Supports PRCC Strategic Goal(s): 5, 6

PURPOSE OF UNIT: To support informed decision-making at Pearl River Community College by providing data collection and statistical analyses.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide data that will enhance quality decision-making.

POSITION: Institutional Research Specialist

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|---|--|
| 1. To develop and maintain databases to support on-going assessment of College operations and services. | 1. Databases developed | 1. Databases are compiled using the Six Week Audit Files, End of Semester Files, and End of Late Registration Files. | 1. The annual Factbook and the Internal Performance Indicators provide pertinent information for faculty and staff. Semester grade distributions are available for department chairs and instructors to review upon request. |
| 2. To develop and publish an annual Factbook containing key statistical information about the College and the PRCC District. | 2. Factbook published | 2. The annual Factbook was published during Fall 2006 and information is already being prepared based on the 2006-2007 school year to be published in October 2007. | 2. Trends can be analyzed by faculty and staff to determine strengths and challenge areas. |
| 3. To advise campus entities regarding assessment, data collection, and statistical analysis. | 3. Evidence that advisement was provided | 3. Institutional newsletters provide latest information concerning assessment, data collection, and statistical analysis. | 3. Faculty and staff are apprised of latest data to utilize as needed. |
| 4. To assist with campus surveys, analyze findings, and publish results. | 4. Survey results published | 4. The Office of Institutional Research implements surveys as requested by various College entities. Survey results are published in institutional newsletters. | 4. As requests are made to the Office of Institutional Research, assistance is provided with design, implementation, and analysis of surveys. |
| 5. To determine, with campus input, Internal Performance Indicators and Action Plans for the PRCC Strategic Plan. | 5. Internal Performance Indicators and Action Plans published | 5. Internal Performance Indicators were reviewed during the 20070-2008 school year, and this document is available in the Office of Planning and Research. | 5. Suggestions from the Planning and Effectiveness Committee for proposed changes to IPIs will be submitted to Administrative Council for review. |
| 6. To continue review and improvement of the planning and evaluation processes of the institution. | 6. Coordination of meetings and discussions regarding planning, evaluation, and implementation of recommendations. | 6. Discussions for improvement of the planning and evaluation processes are ongoing. | 6. No action needed at this time. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006-2007

POSITION: Institutional Research Specialist

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|---|
| 7. To prepare appropriate documents for the institution. | 7. Preparation and distribution of Program Reviews and assessment books. | 7. Program Reviews and assessment books have been prepared. | 7. Additional data and information is available for faculty and staff to utilize. |
| 8. To prepare and implement a calendar for planning and evaluation purposes. | 8. Preparation and distribution of calendar. | 8. Calendar was prepared and distributed via the Institutional Newsletter. | 8. Publication of Institutional Calendar provides information concerning scheduled surveys and evaluations. |
| 9. To coordinate PROC's participation in the National Student Clearinghouse. | 9. Accelerated processing of loan verification information in the Financial Aid Office. | 9. Progress has been made in establishing participation in the National Student Clearinghouse, and PROC is now a participating member. | 9. Data collection and information are easily accessible. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Intramural Coordinator

Supports PRCC Strategic Goal(s): 2, 7

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

PURPOSE OF UNIT: To help serve the students of our campus with a quality intramural program.

RELATIONSHIP OF UNIT TO PRCC MISSION: To assist in providing quality student services through intramural programs.

POSITION: Intramural Coordinator

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|---|--|
| 1. To provide a quality intramural program. | 1. Number of intramural programs and number of participants. Volleyball Sand Volleyball Flag Football Fun Run/Walk (1 mile) Disc Golf 3 on 3 Basketball 5 on 5 Basketball Pool Ping Pong Softball | Cancelled Cancelled Cancelled Held Extramural Flag Football Championship - 152 participants, over 100 spectators 50 participants at Track Meet Ultimate Frisbee Co-Rec games provided four times a semester - apx. 50 participants each game March Madness Basketball Tournament - 100 participants - catered pizza and drinks; t-shirts and trophies presented to winners Provided revenue for refreshments for future activities cancelled Extramural JUCO Softball Championship 75 participants | Renovations are currently underway in Moody Hall to provide a recreational center for students; plans are being developed to add outdoor basketball courts. We created extramural flag football, softball 5-on-5 basketball Junior College Championship with JCJC, MGCCC, Co-Lin, Southwest and plans are to continue championships in the future featuring teams from every community/junior college in the state. Conducted Texas Hold-em Tournament in lieu of some cancelled activities and had 40 participants Plans are to scrimmage with PRCC Basketball team red shirts Provided Electronic Gaming Tournaments with over 50 participants throughout year. Plans are to incorporate electronic games into renovated Moody Hall, utilizing projection equipment, X-box, Play station 1 and 2. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Manager of Student Activities

Supports PROC Strategic Goal(s): 2, 7

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

PURPOSE OF UNIT: To help serve the students of our campus with a quality activity program.

RELATIONSHIP OF UNIT TO PRCC MISSION: To assist in providing quality student services through special activities.

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|---|---|
| 1. To develop a comprehensive program of student activities that meets the needs of students. | 1. Student Activity Programs and Participant numbers | | |
| | A. Back to School Barbeque (Poplarville) | - Approx. 500 students enjoyed music provided by a local band of students and enjoyed BBQ food provided by Sodexho Foods. | - Students were given the opportunity to meet one another and see what campus life is all about, as well as being informed about the P.O.C. |
| | B. Meet the Wildcats Night (Poplarville) | - Over 200 Students, Faculty and Staff attended to meet the fall athletes with performances by the band, dance team, and cheerleaders for entertainment. | - Students had the opportunity to meet the fall athletes for the upcoming season. |
| | C. Fall Fest (Poplarville & Hattiesburg) | - This event involved the presentation of the 2006-2007 Homecoming Court at a school wide pep-rally. Approx. 500 students, faculty and staff attended and were served pizza from Cici's. | - This activity helped encourage students to get involved during our homecoming festivities as well as introduce some of our student leaders. |
| | D. Homecoming Display Contest | - Nine (9) Student Organizations gathered together to create Homecoming Displays. Pizza and drinks were provided by the P.O.C. Organizations paired up to make 9 wonderful displays with approx. 75 students participating. | - The purpose of the display night was to unify student organizations and increase the participation in homecoming festivities. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006 - 2007 (MSA continued)

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|------------|--|---|--|
| | E. Homecoming Pep-rally & Bonfire | <ul style="list-style-type: none"> - The student bonfire did not take place this year. However, we still had a Homecoming tailgating party where over 100 students who attended dressed in school colors received free pizza. | <ul style="list-style-type: none"> - This event was the same day as the homecoming game and was put in place to encourage students to attend homecoming and support their team. |
| | F. Fall Fest (Hattiesburg) | <ul style="list-style-type: none"> - This Halloween fall fest was more like a carnival which included games, skits, competitions and costume contests. Pizza was served to over 200 students and faculty members who attended. Drinks were supplied by Coca Cola Company. | <ul style="list-style-type: none"> - The purpose of this event was to keep up the tradition of bonding the students on the Hattiesburg campus and giving them a much needed break from the classroom. |
| | G. Miss PRCC Wildcat Scholarship Pageant (Poplarville and Hattiesburg) | <ul style="list-style-type: none"> - Twenty-one students from both the Poplarville and Hattiesburg campus competed for the title of Miss PRCC Wildcat 2007. Interviews, on stage questions and modeling took place during the pageant. A scholarship was given to the winner of the pageant. | <ul style="list-style-type: none"> - This event showcased some of the talented, intelligent women on our campus. There were over 100 student, faculty and staff who attended. |
| | H. ARiver Idol® (Poplarville) | <ul style="list-style-type: none"> - After lots of advertising throughout the school for the "river idol" we only had one person sign up. | <p>Consideration is being given as to whether to continue this activity.</p> |
| | I. Woman-less Beauty Pageant (Poplarville) | <ul style="list-style-type: none"> - Cancelled due to lack of participation | <ul style="list-style-type: none"> - Consideration is being given as to whether to try to continue this activity. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006 - 2007 (MSA continued)

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|------------|--|--|---|
| | J. Dinner & A Date Valentine Movie Special (Poplarville) | - 40 students showed up for Pizza, Chips and a movie to celebrate Valentines Day which was provided by the P.O.C. and hosted at BSU. Popcorn and candy was served to students during the movie in heart shaped dishes. | - This gave students an opportunity to stay on campus and celebrate Valentines Day. |
| | K. End of School Crawfish Bash & Battle of the Bands (Poplarville) | - An end of the year celebration which included over 1200 lbs of crawfish was provided to student, faculty and staff who attended. We estimate that there were over 550 people in attendance. | - Students were rewarded at the end of the school year for their hard work, as well as, being sent away from PRCC with many lasting memories. |
| | L. Movie Night every other Monday (Poplarville) | - Moved to Tuesday nights and continued to be a huge success. We provided themes around movies such as Wedding Theme Night with over 100 students and provided wedding cake and drinks for refreshments; Comedy Theme Night with over 200 students; Grey's Anatomy Marathon and pajama party for girl's dorm with over 30 attending; | - This gave students an opportunity to stay on campus and enjoy campus life. It gave those students living in the dorms something to look forward to each week. |
| | M. School Wide Pop-rallies (Poplarville) | - We had several school wide pep-rallies this year to support our football team. The band, dance team and cheerleaders performed in front of the cafeteria during lunch to promote school spirit. | - This gave students an opportunity to get together in support of our team. Pep-rallies also serve as an awareness tool for students in promotion of attendance at sporting events. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2005 - 2006 (MSA continued)

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|------------|--|--|--|
| | <p>N. Tail-gating Party for State-Playoffs</p> <p>O. Party at the Park (Poplarville)</p> | <p>- We conducted Spirit Night at four (4) home games the night before the football game with over 75 students participating in each activity.</p> <p>- During our first home district baseball game, pizza and sunflower seeds were provided to students to promote a healthy, tobacco free campus. Over 150 students were served and student attendance to the game was more than usual. The P.O.C. sponsored the event.</p> <p>Provided additional activities as follows:</p> <p>Fall Dance – over 120 students in attendance</p> <p>Spring Dance – over 50 students attended</p> | <p>- Encouraged student's attendance for the games, especially for students living on campus.</p> <p>- This event was not only to promote a tobacco free campus and healthy lifestyle without tobacco, but also to encourage students to attend more baseball games and support our team.</p> <p>Will continue to plan and offer different activities to enhance campus life for students.</p> |

* This year we will be having movie nights every Tuesday night on campus since they were a huge success last year. We feel this gives students an opportunity to get together each week on campus and socialize without having to leave. We have a school calendar full of student activities for the upcoming year!

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: President

Supports PRCC Strategic Goal(s): 1, 2, 3, 4, 5, 6, 7, 8

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

PURPOSE OF UNIT: To provide visionary leadership and managerial guidance to insure the accomplishment of the published institutional goals.

RELATIONSHIP OF UNIT TO PRCC MISSION: To direct the fulfillment of the institutional mission.

| POSITION: President | | | |
|---|---|--|--|
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 1. Increase College's visibility throughout the district. | 1. Work with public relations director to develop public information strategy with limited resources. | 1. Post Hurricane Katrina enrollment numbers have improved. | 1. Increased enrollment improves the college's financial revenue stream. |
| 2. Increase funding for Workforce Education through grants and external funding. | 2. With the assistance of the Workforce Education Director, develop and submit grant proposals to seek additional funds for targeted programs, i.e. GIS & Remote Sensing. | 2. DOL grants available following Hurricane Katrina focused on developing job skills in certain trades that could assist in rebuilding following the storm. | 2. Noticeable enrollment increases in workforce education program assists in strengthening funding stream. |
| 3. Develop new classrooms for Academic and Career & Technical programs on the Poplarville Campus. | 3. New Career & Technical Building and additional Academic classrooms are created. | 3. New building under construction and to be completed in January 2008. | 3. Improvement of the teaching-learning environment. |
| 4. Provide for student input into improvement of the College. | 4. Identify students recognized by their peers as leaders to be participants in this process. Create dormitory council to help address on-campus issues. | 4. Dormitory councils elected in each of the student housing facilities. | 4. Provides forum for discussion of campus issues. |
| 5. Implement plan for the improvement of the Campus Police Department. | 5. Identify critical elements of Police Department evaluation report. Create a strategic plan for improvement of the Department. | 5. Campus Police report presented to the Board of Trustees by consultant. The Board adopted the report as a plan of action for the improvement of the Police Department. | 5. Increased safety and security on each of our campuses. |

**PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006 - 2007**

| POSITION: President | | | |
|---|--|---|---|
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 6. Improve facilities for football program. | 6. Prepare plans and identify funding sources for new dressing rooms, weight room, and coaches' offices. | 6. Board approved hiring of architect for renovation project. | 6. Improved facilities will assist in recruiting student-athletes. |
| 7. Develop effective use of Brownstone funds (possibly a new Fine Arts Center). | 7. Prepare and develop plan for use of endowed monies. | 7. Board commits to using major portion of Brownstone funds for new Fine Arts Center. | 7. The creation of a Fine Arts facility will enhance the college's Arts programming and will bring numerous groups and individuals to the Poplarville campus. |
| 8. Develop plan to improve student services at campus sites removed from the main campus. | 8. Evaluate needs for various support services at off-campus sites. Budget for appropriate personnel. | 8. No progress | 8. No progress |
| 9. Seek SACS approval for degree offerings at the Hancock Center. | 9. Develop and submit to SACS a Request for Substantive Change for coursework offered at the Hancock Center. | 9. Timetable for completion of report established. Work on Substantive Change Report begun. | 9. To ensure full accreditation for the Hancock Center and to provide for graduation opportunities through the Center. |
| 10. Evaluate Career & Technical programs to maximize new state funding formula. | 10. Prepare study of course enrollments and current level of funding to determine cost effective programs. | 10. Reports prepared for Allied Health Programs. | 10. More efficiency in the financial management of these programs. |
| 11. Develop focus area for the recruitment and retention of adult students. | 11. Evaluate current services available to adult students. | 11. No progress | 11. No progress |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006-2007

POSITION: Special Populations Coordinator

Supports PRCC Strategic Goal(s): 1, 2, 7

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

PURPOSE OF UNIT: To enable special population's students to experience success in their chosen vocational/technical education program.

RELATIONSHIP OF UNIT TO PRCC MISSION: To serve as a support component to the vocational/technical programs at PRCC.

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|---|--|
| 1. To ensure that special populations are provided equal access to recruitment and enrollment in vocational/technical programs. | <p>1. Visits to PRCCs district high schools and GED programs will provide admission and program information for special populations students.</p> <p>Parents and prospective special populations students who visit PRCC's campus will be provided information about programs and services.</p> <p>Serve as advisory members on PRCC's district craft committees and transitions councils in order to ensure link from secondary education to postsecondary education.</p> | <p>1. District high schools and GED programs were provided admission and program information for special populations students.</p> <p>Information was made available upon request to all parents and prospective special populations students.</p> <p>Information concerning services provided for special populations students was made available in all general venues of the college for maximum accessibility.</p> <p>Special populations personnel served as members on PRCC advisement committees, district craft committees and transition councils upon request for their students interested in attending PRCC.</p> <p>PRCC: Annual Health Program Tour Day was held for PRCC district allied health program students and instructors.</p> | <p>1. Student success in program offerings was evaluated, feedback from students, teachers, counselors, instructors regarding recruitment brochures, visits, and on-going campus activities was sought to maintain equal access for special populations students.</p> <p>Information provided enabled special populations students to enroll at PRCC as well as access to appropriate services.</p> <p>Secondary educators were provided information that allowed them to help their students make informed decisions. Special populations personnel will continue to serve on institutional committees, craft committees and district transitions councils as requested to ensure successful enrollment, learning and inclusion.</p> <p>PRCC: Allied Health Tour Day was successful. Two out-of-district schools were included. No improvement needed at this time.</p> |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2005 – 2006 (SPC continued)

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|---|--|
| 2. To identify currently enrolled special populations students | 2. ACT results; TABE results; Special Populations Survey/Initial Needs forms; Student Intake forms; Pell Grant lists; Instructor referral. | 2. Special populations students were identified through ACT and/or TABE test scores, survey forms, student intake forms, Pell Grant lists and instructor referral | 2. The data compiled from the survey forms, needs assessments and test results will be used to identify and categorize current and/or potential career/technical students as special populations. These students will be contacted and informed of available institutional support services. |
| 3. To provide special populations students equal access to retention, completion, placement activities, and support services | 3. Confer with students and parents as needed (individually or group) regarding types and availability of services. Serve as a resource to instructors for ways in which to enhance students' success. | 3. FCC: Letters were sent to each student identified as special populations informing them of available services and contact information. Presentations were given to students enrolled in developmental classes, as well as meetings with students, parents, instructors and appropriate service providers to explain the purpose and available services offered through special populations personnel as to ensure that students received needed services. Encouraged participation in bi-annual job fairs and employability skills workshops. Served as a liaison between healthcare providers, recruiters and local employers. FCC: Related Studies lab now has computerized TABE testing and Aztec software which offers remedial assistance to those students identified as academically disadvantaged. Group and individual instruction is provided to insure academic progress. | 3. Special populations students will continue to be provided with available support services, individualized instruction and tutorial services, employment opportunities and skill enhancement workshops. Instructors will be provided with progress resulting from tutorial efforts. Efforts to increase retention, completion, and placement of special populations students will be continued. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2005 – 2006 (SPC continued)

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|---|---|
| <p>4. To serve as a liaison between academic and vocational/technical instructors, counselors, administrators and various agency personnel for the purpose of ensuring special populations' success in vocational/technical programs.</p> | <p>4. Provide necessary information concerning special populations students to appropriate personnel.</p> <p>Provide faculty development and information that reflects educational classroom accommodations related to the needs of identified students.</p> | <p>4. Met with academic and career-technical instructors to ensure appropriate services and classroom accommodations were provided when necessary for special populations students. Enlisted the services of community agencies as needed. Advocacy was also provided those students. Additional scholarships have been made available to students enrolling at PRCC. Special populations personnel attended ADA/504 compliance workshops in an effort to provide appropriate classroom accommodations.</p> | <p>4. Classroom accommodations are maintained for those students with disabilities. Feedback from instructors of special populations students will be used to determine if follow-up of tutorial assistance is necessary. Special populations students, parents and educators will continue to be provided appropriate information relative to provision of support services. Contacts and referrals with community agencies will continue. Special populations personnel plan to attend and participate in future workshops.</p> |
| <p>5. To provide guidance, counseling, and career development services to special populations students.</p> | <p>5. <i>CHOICES</i> and <i>ABILITY PROFILER</i> computer software, as well as numerous exploration opportunities via internet access are maintained in the related studies lab. Additional occupational and educational information is placed in special populations personnel offices, the counseling center and related studies lab.</p> | <p>5. The special populations personnel maintained this support in their offices, as well as the related studies lab.</p> | <p>5. Students, parents and instructors are able to access this information through the offices of special populations personnel.</p> <p>Brochures and information packets regarding services will be assembled and distributed to currently enrolled students, parents and instructors as needed.</p> |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Tech Prep Coordinator

Supports PRCC Strategic Goal(s): 1, 6

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

PURPOSE OF UNIT: To provide technical assistance to the College and the six-county district secondary schools in technology preparatory education

RELATIONSHIP OF UNIT TO PRCC MISSION: To serve as a support component to the academic, vocational, and technical programs at the College

POSITION: Tech Prep Coordinator

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|--|--|
| <p>1. To establish and maintain an organizational structure for planning and implementation of a six-county Technology Preparatory Education Program.</p> <p>2. To educate the community, parents, teachers, counselors, and youth concerning Tech Prep Education by implementation of an awareness, promotion, research and development system.</p> | <p>1. Tech Prep Coordinator will conduct evaluations of meetings with consortium administration, directors, counselors, Career Center Managers and teachers to determine district needs related to Tech Prep.</p> <p>Tech Prep Coordinator will maintain regular communication with schools through visits, telephone and email communication.</p> <p>2. School administrators/teachers will be questioned about tech prep publicity issues. A variety of marketing activities will be used to promote tech prep program:</p> <ul style="list-style-type: none"> • Minimum of two (2) newspaper articles • Tech Prep brochures and updates will be provided schools • Annual Report will be published | <p>1. Administrator surveys indicated an interest in leadership material "Coaching for Increased Achievement". Counseling surveys indicated an interest in continued updates from business and industry leaders</p> <p>Special Populations indicated an interest in Choices training</p> <p>2. Administrators indicated some questions by new faculty concerning the new direction for Tech Prep and the incorporation of Career Pathways. Tech Prep was promoted through newspaper, brochures, and updates. Annual Report was published</p> | <p>1. A leadership meeting for administrators was hosted in Spring '07 and this topic was addressed.</p> <p>A meeting was held in Spring '07 and electrical company representatives presented job trends in this area and future outlook.</p> <p>Special Populations will be invited to future Choices training</p> <p>2. Materials were purchased and distributed to administrators concerning Career Pathways so they could relay information to staff as they deemed necessary. Marketing material will be reviewed and updated to include Career Pathways information.</p> |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Tech Prep Coordinator

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|--|
| 3. To plan and develop a Tech Prep strategy to encourage articulated courses of study from secondary to post-secondary level. | 3. Curriculums meeting State academic standards in mathematics, science, communication. Programs link secondary schools and community college through non-duplicative sequences of courses in career fields. | 3. Teachers indicated a need for CPAS training in order to help students achieve success. Articulation agreements are in place. Additional articulation meetings need to be conducted. | 3. Two CPAS workshops were conducted during summer '07. Articulation meetings were conducted for Auto Mechanics, BCT/BOT and Drafting/Design |
| 4. To provide in-service and joint training for administrators, teachers and counselors to effectively implement Tech Prep Education Program curricula, stay current with business and industry needs, recruit, advise, and support students so they are ensured program completion and appropriate employment | 4. Evaluations will be administered at following in-service training provided for administrators, teachers and counselors in the Tech Prep consortium: <ul style="list-style-type: none"> A minimum of two administrator's meetings will be conducted Summer Institute will provide a variety of technology and applied/contextual training A minimum of two meetings for counselors, career center managers and special pops will be conducted to provide career and employment information to students Business Internships/Job Shadowing opportunities will be offered to area school | 4. Counselors and special populations need to meet with state program supervisors for updates. More business/industry interaction is needed. | 4. State Program supervisors were invited to conduct sessions in Spring '07 to update counselors and special populations Electrical companies were invited to attend Spring '07 meeting to discuss trends and job opportunities in electrical field Additional opportunities with business/industry will be provided |
| 5. To develop and deliver a service and support system which assures equal access and individual needs planning to special populations through training, resource services, outreach, and assessment services. | 5. The consortium provides equal access to the full range of technical preparation programs to individuals who are members of special populations. The consortium provides for preparatory services that assist participants in Tech Prep programs. <ul style="list-style-type: none"> Special pops will be included in a minimum of two professional development sessions Evaluations will be analyzed | 5. Special populations coordinators had no special requests other than an interest in Choices training | 5. Notification will be made to Special Populations Coordinator when future Choices training is scheduled. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Vice President for Instruction

Supports PROCC Strategic Goal(s): 1, 2, 3, 4, 5, 6

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

PURPOSE OF UNIT: To administer the Instructional Programs of the College and to oversee College Libraries, the Office of Planning and Research, and the Office of Information Technology.

RELATIONSHIP OF UNIT TO PROCC MISSION: The Office of the Vice President for Instruction directly supports the College's Mission of providing education and service opportunities.

| POSITION: Vice President for Instruction | | | |
|--|--|---|--|
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 1. To administer the programs offered by the instructional departments of the College, including certificate and degree programs, adult basic education, extended education, and workforce education. | 1. Assessment criteria as described in each department's assessment chart. | 1. Departmental assessment charts were reviewed. | 1. The Quality Enhancement Plan is being extended as planned to the Forrest County Center (FCC). Certain technical courses are now being taught on block schedules. Credit for equivalent technical courses is now awarded for students in Workforce courses. A new Utility Lineman Technology program has been approved. New instructor positions have been filled in mathematics (FCC) and Criminal Justice (FCC and Poplarville). |
| 2. To oversee College Libraries and the Offices of Planning and Research and Information Technology. | 2. Student and staff survey forms and direct observation by department directors of staff performances and use of the departmental facilities | 2. Criteria for performance were reviewed. The Hancock Center Library needs to be expanded. | 2. Funding is being sought to enable Hancock Center Library expansion. |
| 3. To oversee the evaluation of student applications for graduation and to authorize the granting by the College of Associate in Arts Degrees, Associate in Applied Science Degrees, and Certificates. | 3. Student applications for graduation and requirements for graduation as published in the College Catalog | 3. All applications for graduation were reviewed by appropriate clerical staff. | 3. The Vice President for Instruction, Dean of Forrest County Center, or Director of Career and Technical Education (Poplarville) made appropriate decisions as needed with documentation for each decision. |
| 4. To publish, with assistance of the Catalog Committee, a revised edition of the College Catalog every other year. | 4. Comments and suggestions from students, faculty, administration, and staff concerning the Catalog and documented changes in College Policy and Procedures | 4. Copies of the Catalog with annotations of needed changes are maintained in the Office of the Vice President for Instruction. | 4. The Catalog Committee will meet in the Fall of 2007 and revision of the Catalog will begin. A new edition of the Catalog will be published in 2008. |

Section II

Student Services Assessment Charts

Section II

Student Services Report

Student Services Charts

Admissions and Records

Campus Police

Financial Aid

Health Services

Housing

Orientation

Recruitment

Student Conduct

STUDENT SERVICES REPORT

The Pearl River Community College Department of Student Services is committed to meeting the various needs of PRCC students on a daily basis. The task is undertaken through a well defined set of goals and objectives established by the department. In addition, meaningful relationships between the Office of Student Services and the faculty, staff, and students, along with the use of innovative approaches in performing the functions of this office, assist in meeting the needs of the PRCC family.

The Office of Student Services includes, but is not limited to, the following: admissions (including registration and student records), financial aid (federal, state, institutional, and private programs), campus police, student housing, health services, recruitment and orientation, student support services and student conduct (rules and regulations related to student behavior).

In accordance with its mission statement and purpose, PRCC's Office of Student Services embraces the concept of student development—that is the intellectual, cultural, social, moral, and physical development of its students—and employs it as a guiding principle in its delivery of services and programs to students. In doing so, it recognizes the need to understand and know the extent and levels of effectiveness and efficiency.

The Office of Student Services experienced a great school year with a wide range of improvements in a variety of areas. The PRCC Police Office hosted Mississippi State Board of Standards and Training classes this year. This allowed our officers to be updated on new laws that govern schools and also reaffirm police certification. The PRCC Police Office was awarded a HB1 grant from SBJC which provided training to campus police officers, taser training, and certification. Our first female officer was hired this year which gave the Police Department more access into the female dormitories and allowed us to provide a more safe and secure environment. A full time member of the PRCC Police Department was given the responsibility of reporting all safety hazards in dormitory directly to the Dean's Office. Two additional resident assistants were hired to maintain safety and security in our dorms. The PRCC Police Office now has a Director of Public Safety to oversee and coordinate security on all campuses. The PRCC administration and Board of Trustees recognizes the importance of, and are committed to continue to provide, a safe and secure environment for all faculty, staff, students and visitors of Pearl River Community College.

An additional staff member was hired in the area of Intramurals. This effort continues to improve our retention of students arena. This position along with numerous night time activities will hopefully provide students with a positive event filled semester of fun activities to make their time a PRCC a memorable one. Shivers Gymnasium continues to provide an excellent outlet for student to pursue a wide variety of activities. This facility had approximately 85 students per day visit to participate in basketball, volleyball, billiards, ping-pong and play video games. Renovations were completed in Moody Hall to provide a recreational center for students.

The Office of Recruitment instituted a student recruitment team in 2005. Training seminars have been planned to continue to update students on new important information to help these students assist the recruitment office in several on campus activities as well as provided additional help visiting schools and giving campus tours. These students also continue to assist the Office of Recruitment also provided our current student with numerous on campus activities this year.

The Athletic Department experienced another successful and exciting season. The football team won its fourth straight state championship. Soccer won the women's south state championship. Softball finished second in Region 23.

Under the direction of our President, Dr. William Lewis, and the PRCC Board of Trustees a new dorm project was completed and ready to house students in August of 2006. These state of the art facilities provide our students with the best on campus living environments in the state. Renovations projects were completed in White Hall, Marion Hall, Huff Hall, and Lamar Hall to better accommodate our students.

With enrollment reaching a record number this year we have many challenges that lie ahead in the near future. The expansion of student services to the Forrest County Center and the Hancock center, the continued expansion of the scholarship programs especially to recruit and retain a diverse student population and to continue to provide a strong student activity and intramural program to enhance the quality of student life at PRCC.

The department of Student Support Services completed the first Policy and Procedure Manual that dictates all required information and for ADA compliance guidelines. The Department of Student Support Services has also reevaluated and updated an emergency action plan to include new procedural guidelines that were put into place for other emergency situations that may appear.

The vital role the Office of Student Services plays on our campus is necessary to provide quality educational opportunities for all PRCC students. As we look to the future, this role will increase and greater demands will be placed on this office. In order to meet these demands, we must never lose sight that students are our top priority and their education is our primary concern.

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

POSITION: Admissions and Records

Supports PRCC Strategic Goal(s): 1, 2

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

PURPOSE OF UNIT: To assist in the fulfillment of the mission of the College as it is related to admission and record keeping of students.

RELATIONSHIP OF UNIT TO PRCC MISSION: The Office of Admissions and Records serves as the primary access point between the College and the student related to the admission of students to Pearl River Community College.

POSITION: Director of Admissions and Records

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|---|
| 1. To assist applicants in the process of formal admission to the college. | 1. Applicant to Enrollment Ratio | 1. Used to implement on line application | 1. On line application implemented |
| 2. To initiate and complete the scheduling of classes in a timely and efficient manner, including distance learning classes. | 2. Student surveys information, On , anecdotal line surveys | 2. On line registration sessions extended through out holiday and weekends | 2. Results of on line registration used in planning for implementation of continual year round registration |
| 3. To provide continual and immediate access to permanent academic records for students. | 3. Feedback from Students, Universities, and Employers seeking Official Records of Formal Education | 3. Assessment indicated need to remove SSN as student ID | 3. Initial plans for removal of SSN as student ID initiated |
| 4. To complete accurate and timely enrollment audits as required by state and federal authorities. | 4. Annual enrollment audit performed by the State Board of Junior and Community Colleges | 4. Audits completed as scheduled | 4. Complete |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

SERVICE: Campus Police

Supports PRCC Strategic Goal(s): 2, 4

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

PURPOSE OF UNIT: To provide those student services in the Division of Student Services that will promote and enhance the Acomprehensive student development concept. @ (physical, social, recreational, and educational).

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a comprehensive security program and services which meets the needs of students and all PRCC personnel.

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|--|--|
| <p>1. To provide a well-qualified security staff and policies to enhance the safety, proper supervision of students, and protection of life and property at PRCC.</p> <p>2. To provide for safe campus environment and crisis management system.</p> <p>3. To maintain a current crime report / security report.</p> <p>4. To make improvements in campus security when deemed necessary.</p> | <p>1. In-service training for security, as well as Law Enforcement Training for non-qualified officers. * Evaluate and continue to refine security job description.</p> <p>2. To publish a safety plan and crisis procedure manual to be current and disbursed on campus. Also, regular review of all above procedures related to campus safety and crisis management.</p> <p>3. Report statistical data on campus crime as required by law.</p> <p>4. Review daily log, discipline problem reports, incident reports, and all other forms related to security work.</p> | <p>1. Daily supervision and regular meetings to review concerns and roles related to the security of the PRCC campus.</p> <p>2. File College campus incident reports, maintain daily log, and reports of discipline violations to the Dean's Office. In the Spring 2007 the Emergency Action Plan was completed and will be distributed to all PRCC faculty and staff members at all assigned professional development sessions.</p> <p>3. Maintain accurate student discipline reports related to violation of college rules, as well as Judicial Committee hearings. Reported all CLERY Act information to Federal agencies.</p> <p>4. Continue to improve the area of Security of the PRCC campus. Increase training and levels of certification.</p> | <p>1. Awarded a HB1 grant from SBCJC which will provide training to campus police officers and also tester training and certification.</p> <p>2. Reevaluated and updated emergency action plan to include new procedural guidelines that were put into place for other emergency situations that may appear.</p> <p>3. The Campus Police are connected to the NCIC Computer System. The National Crime Information Center provides valuable information on suspects in custody.</p> <p>4. In the fall of 2006 hired office manager for PRCC Police Dept. who is responsible for maintaining daily logs, reports, and filing of all incidences. Approved to hire 1 additional officer in Poplarville and 1 additional officer at Forrest County Center. Also promoted current officer to Director of Public Safety.</p> |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006- 2007

POSITION: Financial Aid

Supports PRCC Strategic Goal(s): 2, 4, 5

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

PURPOSE OF UNIT: To provide those student services in the Division of Student Affairs that will promote and enhance the "comprehensive student development concept" (physical, social, recreational, and educational).

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide financial assistance to enable the achievement of personal, educational, and occupational goals of students.

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|--|---|
| 1. To award financial aid to students based on eligibility and aid program availability to help meet the costs of their education. | 1. Determine student's eligibility for the type of aid requested and award aid based on the availability of the funds. | 1. No findings to date. | 1. No change needed. |
| 2. To review all institutional, state, and federal guidelines in maintaining compliance with each program in these areas. | 2. Keep abreast of federal, state and institutional updates on policy and procedure changes related to programs through mail, electronic, and e-mail postings. | 2. No findings to date. | 2. No change needed. |
| 3. To continue pursuit of the school joining the Clearinghouse for reporting issues with higher education entities. | 3. This will require working with the Institutional Research and Planning office to acquire this processing. | 3. Progress has been made on this objective; however, there are still some steps that are needed for full implementation. A meeting with the Clearinghouse was attended in May 07 by Research and Planning, Financial Aid, and Institutional Technology personnel. | 3. Coordination between the departments of Financial Aid, Research and Planning, Institutional Technology, and Admissions needs to continue the few steps to wrap up putting this process in place during the 2007-08 year. |
| 4. To research the possibility of mass packaging of student loans within the next 2 academic years. | 4. Plan on hosting MGCCC Financial Aid Personnel to demonstrate and furnish where they expedite this process within the Banner system. | 4. Financial Aid personnel from MGCCC did come to our office in December 2006 and consulted us in this area. There are internal issues for set-up that are needed to begin this process. | 4. Further consultation with SunGard Banner and the data management position in our office needed to put this into place. |
| 5. To internally restructure office personnel for more efficiency in job responsibilities and better service to our students. | 5. Begin with a master calendar and the review/rewriting of job descriptions. | 5. This has had to be moved forward to 2007-08. | 5. Move forward to 2007-08. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

SERVICE: Health Services

Supports PRCC Strategic Goal(s): 2

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

PURPOSE OF UNIT: To provide those student services in the Division of Student Services that will promote and enhance the comprehensive student development concept @ (physical, social, recreational, and educational).

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide health services which are adequate in meeting the health care needs of students, faculty, and staff at PRCC.

SERVICE: Health Services

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|---|---|
| 1. To provide efficient medical care for illness and injury of PRCC students, faculty, and staff; to provide emergency medical care for serious illness or injury until additional medical help arrives; to provide literature to inform campus about health concerns, and adequate health care. | 1. Number of clinic visits (daily record). 2. College nurse's involvement in health related events (health fairs, etc). 3. Maintain office hours to provide availability of health care. 4. Provide information and hand-outs on all health matters to campus population. | 1. Dissemination of health issues on regular basis to campus population by college nurse. 2. College Nurse worked with all health agencies, doctors, and hospitals related to additional medical attention for students. 3. Evaluation of job responsibilities and role played by college nurse on campus. Supervisor rated the school nurse excellent in all categories. 4. Maintain accurate health records at clinic for the weekly campus report. The number of treated students, faculty and staff has increased again this year. | 1. Presentations were made to several different academic classes on Alcohol, Tobacco, STD, Cancer and Substance Abuse. 2. All student athletes, nursing students and those in select career educational programs were drug tested in 2007. 3. School Nurse attended workshops and seminars to remain updated on all procedures related to health issues. 4. Computerized reports were given to the Dean's office throughout the year to provide information of the needs and sicknesses of students. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

SERVICE: Housing

Supports PRCC Strategic Goal(s): 2

| MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them. | | | |
|---|---|---|---|
| PURPOSE OF UNIT: To provide those student services in the Division of Student Services that will promote and enhance the comprehensive student development concept. (physical, social, recreational, and educational). | | | |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To develop and maintain a residence hall environment which enhances and complements the educational mission of the institution. | | | |
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 1. To provide adequate resident halls and a learning environment conducive in meeting the educational needs of students. | 1. Ratio of housing assignment to housing requests. * Maintenance plan and physical needs for dorms. * In-Service training related to supervision. * Daily check with Head Residents by Dean of Student Affairs. * Input from Head Residents on weekly basis. * Resident Hall meetings with students to review concerns and allow their input. | 1. Developed and maintained accurate male and female housing waiting list. | 1. Renovation projects were completed in White Hall, Marion Hall, Huff Hall, and Lamar Hall to better accommodate our students. |
| 2. To develop a long range master plan related to housing needs. | 2. Use of enrollment data and college master plan to determine housing needs. Also, check on each dorm at end of semester and year to determine needs of dorms. | 2. Held in service training with dorm supervisors and maintenance staff to discuss dorm safety. External agencies met with dormitory personnel to discuss issues of fire safety and potential hazards. | 2. A full time member of the campus police department was given the responsibility of reporting all safety hazards in dormitory directly to the Dean's Office. |
| 3. To employ housing supervision that are efficient and student orientated. | 3. Maintain current job descriptions, formal and informal evaluations of Head Residents. | 3. Daily communication and regular meetings with dorm supervisors by the Dean of Student Services. A new radio system was purchased in Spring '07 to increase communication between Dormitory Supervisors, Campus Police Dept. and Dean's Office. | 3. Meetings between Dean's Office and Head Residents twice per semester. Meet with student resident assistants twice per semester to provide updated information. |
| 4. To maintain a safe and secure housing environment. | 4. Daily safety and security checks to all college housing facilities. | 4. Updated overall maintenance plan and procedures to be followed in needed dorm repair. A fine sheet was implemented to charge those who vandalize dorm rooms. | 4. Two additional resident assistants were hired to maintain safety and security in our dorms. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

SERVICE: Orientation

Supports PRCC Strategic Goal(s): 2, 4, 7

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

PURPOSE OF UNIT: To provide activities to ease the transition from high school and work to the academic arena.

RELATIONSHIP OF UNIT TO PRCC MISSION: To coordinate efforts of the College in order to provide orientation activities for PRCC students.

| SERVICE: Orientation | | | | |
|--|---|--|---|--|
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS | |
| 1. To plan, coordinate, and direct orientation activities for new PRCC students. | 1. Review the results of orientation surveys. Review the number of students and parents/guardians attending. | Overall ratings on evaluations from both parents and students were excellent. A. 89 Students and 60 parents attended an April Early Orientation and Registration. B. 799 attend July Orientation sessions. (approximately 101 attended the Forrest County Center Orientation) C. 325 Parents attend a separate Orientation session. D. 66 Students attended in August. E. 13 Students attended the Hancock Center Orientation. F. 52 students attend in January. | 1. Orientation session before Fall and Spring semester were shortened to 1 session instead of 2. | |
| 2. To encourage all prospective students to attend an orientation session. | 2. Prepare and mail orientation literature to prospective students. | | 2. A check-in system for students was streamlined. Representatives from financial aid, admissions, yearbook photos, and parking decals were all in the cafeteria to answer general questions and offer services for students in one location. | |
| 3. To encourage parents/guardians of prospective students to attend summer orientation. | 3. Prepare and mail orientation literature to parents/guardians of prospective students. | | 3. Yearbook photos were added. | |
| 4. To provide students with a fundamental understanding about college life transitions through trained Guest speakers. | | 2. Prepared and mailed out approximately 4,000 pieces of Orientation applications to all students on HS senior list and students who applied to the college. Handed out 1200 Orientation forms during awards days and 101 at Scholars Night. Parent Orientation was included on same brochure as the student application. Approximately 500 confirmation postcards were mailed to both parents and students. | 4. The Friday session was eliminated. | |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

SERVICE: Recruitment

Supports PRCC Strategic Goal(s): 2, 4, 7

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

PURPOSE OF UNIT: To provide information to students to enable them to learn about the College and ease the transition from high school or work to the academic arena.

RELATIONSHIP OF UNIT TO PRCC MISSION: To coordinate efforts of the College to increase enrollment and allow students to experience the mission of the College.

| SERVICE: Recruitment | | |
|---|--|---|
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS |
| 1. To increase enrollment by 5%. | 1. Review number of students enrolled. | 1. Still recovering from Katrina, PRCC had a 4.8% decrease in new students from the previous fall. Fall 05 had the largest enrollment in college history. |
| 2. To improve and expand the recruiting efforts so that more students will be enrolled from the district. | 2. Participate in various recruitment activities. Prepare and mail information to prospective students. | 2. Private visits were made to all schools in the 6 county district. A PRCC rep attend all fall and spring programs for both in and out of district. Fill the Stadium, Scholars Night and Spring Fest were held for seniors. 20 Awards Day ceremonies were attended. Mailed scholarship requirements, Fill the Stadium Postcard, Scholars' Night invitation and welcome letter from Dr. Lewis to all high school seniors in the PRCC district. (Approximately 2,450 seniors) Arrange tours of campus and made appointments with appropriate facility and staff. Mailed information packets daily, Through out the year private and group tours were given on campus. |
| 3. To improve recruiting efforts of non-traditional students. | 3. Provide information for various activities for non-traditional students. | 3. Prepared and mailed packets to prospective students upon request; provide high school counselors with |
| | | USE OF RESULTS |
| | | 1. Provided information on a regular basis for PRCC display in the Turtle Creek Mall. 2. Made PRCC information available to prospective students. Decided methods and activities were successful based on the number of students who attended and the enrollment percentage. 3. Provide new and prospective students with a variety of PRCC information. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2006 - 2007

| SERVICE: Recruitment | | | |
|---|--|--|--|
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| <p>4. To improve and update recruiting literature to attract students.</p> <p>5. To meet with high school counselors and other personnel to provide awareness of the quality educational opportunities available at PRCC.</p> | <p>Provide PRCC information upon request.</p> <p>Provide campus tours.</p> | <p>information to share with the adults in the community.</p> <p>Distributed materials in areas where non-traditional students could obtain information. (WTN job centers, unemployment agencies, stores, doctor's offices, etc.)</p> | <p>Attending training session for instructional staff of GED classes in the PRCC district and distributed admission and scholarship materials.</p> |
| | <p>4. Update, print, and distribute recruitment literature.</p> <p>Collect and review view books and other college/university publications to get new ideas for next year.</p> <p>5. Take PRCC literature/supplies to all district high schools.</p> <p>Plan and organize special activities to give PRCC information to off-campus personnel.</p> | <p>4. Distribute brochures to high school students during individual high school visits/activities, and tours.</p> <p>5. Distributed new PRCC materials and applications to all school in the district during August. During private visits left additional materials with counselors.</p> | <p>4. Provided PRCC district students with college information.</p> <p>Create an application pack for the 70-08 seniors.</p> <p>Provided district counselors with catalogs, applications for admission, scholarship information, and other PRCC information and supplies.</p> <p>Printed and distributed new PRCC Recruitment brochures.</p> <p>Produce a housing brochure with public relations.</p> <p>5. Provided PRCC literature to and met with facility, staff, and students in all district high schools to keep them informed of the opportunities at PRCC</p> |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

2006 - 2007

SERVICE: Student Conduct

Supports PRCC Strategic Goal(s): 2

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

PURPOSE OF UNIT: To provide those student services in the Division of Student Services that will promote and enhance the comprehensive student development concept. @ (physical, social, recreational, and educational).

RELATIONSHIP OF UNIT TO PRCC MISSION: To maintain proper student conduct and behavior to enhance the educational mission of PRCC.

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|---|---|
| <p>1. To develop and enforce those rules and regulations that will provide for proper student conduct on campus.</p> <p>2. To provide supervision to maintain proper behavior on campus.</p> <p>3. To develop and maintain a comprehensive safety and security plan to enhance proper behavior on campus.</p> | <p>1. The published rules and regulations in the Student Handbook related to the student conduct of all students at PRCC.</p> <ul style="list-style-type: none"> * In-service training for campus security, Head Residents and others related in supervision of students and enforcement of rules related to student conduct. * Residence hall meeting and disbursement of handbooks to make students aware of college rules and regulations at PRCC. <p>2. The use of campus security, faculty, and other personnel to supervise activities and events on campus as needed.</p> <p>3. The number of violations related to student code of conduct.</p> | <p>1. Reviewed and updated students handbooks for the 2007-2008 school year. The Office of Student Services also worked with an outside agency to help us follow and implement ADA guidelines.</p> <p>2. Held meetings at Student Orientation and Faculty Orientation to cover all rules and regulation related to student conduct. Plans were developed for our campus police to have traffic court.</p> <p>3. Documented reports related to violation of student conduct and all judicial hearings.</p> | <p>1. Distributed and made student handbooks available to all students, faculty and staff members. These handbooks are made available online for those students who do not attend classes on campus.</p> <p>2. Additional security was made available at all PRCC Campus activities and athletic events. We worked with the Poplarville Police Department and Pearl River County Sheriff's Department to utilize officers for our on-campus activities.</p> <p>3. Reviewed all PRCC Campus Violations. We worked with the Poplarville Police Department and Pearl River County Sheriff's Department to utilize officers for our on-campus activities. We hired a new Director of Public Safety, one additional officer in Poplarville and one additional officer at the Forrest County Center. We also began plans on updating our student due process procedure.</p> |

Section III

Instructional Programs Assessment Charts

Section III

Instructional Programs Report

Instructional Departments and Programs Charts

Accounting Technology
Automation and Controls Technology
Automotive Mechanics Technology
Aviation Maintenance Technology
Barbering
Brick, Block, and Stonemasonry
Business Marketing/Management Technology
Commercial Truck Driving
Computer Network Support Technology
Computer Servicing Technology
Construction Management Technology
Cosmetology
Dental Assisting
Dental Hygiene Technology
Drafting and Design Technology
Early Childhood Education Technology
Electrical Technology
Electronics Technology
Fine Arts and Communication (Academic Transfer)
 Music
 Speech and Theater
 Visual Arts
General Education/University Parallel (Academic Transfer)
Health, Physical Education, and Recreation (Academic Transfer)
Heating, Air Conditioning, and Refrigeration Technology
Humanities and Social Sciences (Academic Transfer)
 Criminal Justice
 English
 History, Political Science, Psychology, Sociology
 Literature

Spanish

Machine Shop Technology

Management Information Systems Technology

Medical Laboratory Technology

Medical Office Technology

Medical Radiologic Technology

Nursing Assistant

Nursing Education

Associate Degree Nursing - Level I

Associate Degree Nursing - Level II

Practical Nursing

Occupational Therapy Assistant

Office Systems Technology

Physical Therapist Assistant

Practical Nursing

Quality Enhancement Plan

Related Studies

Respiratory Care Practitioner Technology

Science, Mathematics, and Business (Academic Transfer)

Biology

Business

Chemistry

Computer Science

Mathematics, Physics, Engineering

Surgical Technology

Welding

INSTRUCTIONAL PROGRAMS REPORT

Pearl River Community College is committed to accomplishing its mission of providing educational and service opportunities for all who seek them. The Office of the Vice President for Instruction oversees all certificate, degree, workforce, adult education, and non-credit instructional activities of the College. College Libraries, the Office of Planning and Research, and the Office of Information Technology are also administered by this office.

The academic year 2006 - 2007 has continued to present challenges to the College as a result of the devastation of Hurricane Katrina on August 29, 2005. The Hancock Center in Waveland, which was destroyed by the storm was reopened in the fall of 2006. Moody Hall Auditorium on the main campus in Poplarville was destroyed by Katrina and was razed in December, 2006. The College continues to be without both an auditorium and a coliseum.

Work will continue during the 2006 - 2007 academic year and beyond to restore and replace all of the physical facilities of the College affected by Hurricane Katrina. Faculty and staff are looking forward to the planned construction of the Ethel Holden-Brownstone Performing Arts Center and the construction of a new White Coliseum.

Progress continues at the two centers operated by the College in Hattiesburg. The staff of The Lowery A. Woodall Advanced Technology Center, which was opened in the fall of 2004, continue to provide training to citizens throughout the College district. New work force education programs have been added in response to the changing needs of business and industry. An example is the Heavy Equipment Operations program, based initially on the main campus in Poplarville, but expected eventually to be located in Picayune. The new library, classrooms, and offices at the Forrest County Center have been occupied, and new instructional facilities are already being planned to accommodate enrollment growth that is expected to continue.

The fall semester of 2006 saw the start of the College's Quality Enhancement Plan on the Poplarville campus. This plan is designed to improve student success in algebra courses. It will be expanded in coming semesters to the Forrest County Center.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

PROGRAM: Accounting Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

PURPOSE OF PROGRAM: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Accounting Technology to students within the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|--|--|--|
| <p>1 To teach and train Accounting Technology students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.</p> <p>2. To provide students basic business classes and more specialized training in the skill of office systems technology.</p> | <p>1. Students will gain knowledge for entry-level accounting positions in accounts payable, accounts receivable, payroll, and inventory.</p> <p>2. The student will acquire knowledge in basic office work and specialized training in the two year program.</p> | <p>1. <u>Measures and Standards</u> Program Review Instrument Enrollment—standard met Retention—93% Completion—100% Graduation—100% Placement—100% Occupational skills—100% Academic Gain—100% 2. MS-CPAS—100% 3. <u>Administration, Evaluation of Instructors</u> 4. <u>Student Evaluation of Instructors</u></p> | <p>The following standards were met:</p> <p>1. 100% of Level I and Level II indicators were met.</p> <p>Average enrollment per FTE-4</p> <p>93% of students completed and passed a level of instruction.</p> <p>100% of eligible students completed the program.</p> <p>100% of graduates were placed in a job related to training or are continuing their education.</p> <p>100% of students demonstrated academic gain.</p> <p>2. 100% of completers passed MS-CPAS exit exam.</p> | <p>1. New textbooks have been adopted to stay abreast of current payroll and income tax laws.</p> <p>Instructors continue to correspond with Advisory Committee members and to network with prospective employers for student placement.</p> <p>2. The results of the latest MS-CPAS was used to evaluate our program compared to other Accounting Technology programs in the state.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006-2007

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|------------|----------|---------------------|---|---|
| | | | <p>3. Each instructor was evaluated by her supervisor. The Evaluation of Instructor by Supervisor instrument was used for this evaluation.</p> <p>4. Students were given the opportunity to evaluate their instructors.</p> | <p>3. Each instructor met with her supervisor to discuss her weaknesses and strengths.</p> <p>4. Instructors continue to use the results of student evaluations as a means of improving class instruction. Feedback from students provides information for improving instruction.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

PROGRAM: Automation and Controls Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

PURPOSE OF PROGRAM: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Automation and Controls Technology to students within the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|---|--|--|
| 1. To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state. | 1. Students will demonstrate both practical and written knowledge as outlined in the State Department of Education framework curriculum such as comprehension of basic laws governing control devices, and fluids, necessary for employment in their field. | 1. <u>Measures and Standards</u> Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain 2. <u>MS-CPAS</u> 3. <u>Administration. Evaluation of Instructors.</u> 4. <u>Student Evaluation of Instructors.</u> | 1. The following standards were met: 100% of the Level I indicators have been met - 100% of applicable Level II indicators were met. Average enrollment per FTE - 23.5 98% of students completed and passed a level of instruction. 100% of students completed the program. 100% of students received a degree. 93% were placed in a job related to training or continued their education. 100% of students tested have obtained occupational competency. 40% did not test. 100% of students have demonstrated gain on academic skills. | 1. Level I and Level II indicators were met. Curriculum changes were made in the Fall. Block formatted classes were implemented creating a real world work force atmosphere that ultimately encourages more attention to detail. 2. Instructor to be given results of latest MS-CPAS test for each student in program. These results will be used as a means of evaluating the program as compared to similar programs within the state. 3. Instructor meets with Department Chair and reviews Evaluation of Instructor by Supervisor instrument. Evaluations are kept in the Directors office so progress can be monitored. Director reviews Evaluation by Student instrument with instructor. |
| 2. To teach Automation and Controls Technology students the technical knowledge and practical skills required for the student to be successful in entry level positions in automated or automated related vocations. | 2. Students will demonstrate the applicable skills learned throughout the semester. Students will be required to describe and discuss various systems and their components. Further, the students will be tested on their understanding of system operations and characteristics. Testing will include written and practical application of procedures described and demonstrated to them. | | 2. All completers have demonstrated attainment of Level 4 on MS-CPAS. 3. Each instructor was evaluated by administrative personnel and students using the Evaluation of Instructor by the Supervisor instrument. This instrument was used by the instructor and administration to determine problems and develop plans for improvement. | |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

PROGRAM: Automotive Mechanics Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

PURPOSE OF PROGRAM: To offer a career program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Automotive Mechanics to students within the PRCC district.

PROGRAM: Welding (Poplarville Campus)

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|--|---|--|
| 1. To teach and train students through curricula which has been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state. | 1. Student will demonstrate practical knowledge and skills such as grinding, cutting, and various welding operations which are necessary for employment in entry level positions in the workforce according to State Department of Education framework curriculum. | 1. <u>Measures and Standards Program Review Instrument</u> Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain | Standards and Measures 2. Enrollment - 26 3. Retention - 23 - 88% 4. Completion - 10 - 100% 5. Graduation - 10 - 100% 6. Placement - 9 - 90% 7. Occupational Skills - 4 - 40% 8. Academic Gain - 10 - 100% | 1. Continue work with counselor on retaining of students. 2. Continue utilizing outside sources from industry to retain and place students. 3. Continue working with related studies instructor (Ms. Judy Wells) on academic skills. 4. Work more diligently preparing students for occupational skills test. |
| 2. To teach and train Welding through classroom work and laboratory experience so they will be successful as an entry level welder | 2. Students will demonstrate practical skills needed to master any type of welding machine and any type of welding/cutting procedure. | 2. <u>Administration, Evaluation of Instructors</u> 3. <u>Student Evaluation of Instructors</u> | | |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

PROGRAM: Aviation Maintenance Technology

Supports PRCC Strategic Goal(s): 1, 3, 7, 8

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

PURPOSE OF PROGRAM: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Aviation Maintenance Technology to students within in the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|---|--|---|
| <p>1. To teach and train students through curricula approved by the Federal Aviation Administration (FAA) and created through the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.</p> <p>2. To provide students with organized learning experiences through the correlation of lectures and practical application.</p> <p>3. To provide students with the knowledge and experience necessary to achieve FAA certification as an Aviation Maintenance Technician.</p> | <p>1. Students will demonstrate practical knowledge and skills necessary for employment in entry-level positions in the Aviation Maintenance industry.</p> <p>2. Students will gain the necessary discipline and attention to detail that is essential for the safe operation and maintenance of aircraft.</p> <p>3. Students will gain the knowledge and experience needed in order to pass the FAA certification test.</p> | <p>1. <u>Measures and Standards Program Review Instrument</u> Enrollment Job Placement Retention Completion Placement Occupational Skill Academic Attainment</p> <p>2. The P.R.C.C. Hancock Center Aviation Maintenance FAA Approved Curriculum provides specific Practical Projects for each unit of study that students should master.</p> <p>3. Assessment criteria used include administration evaluation of instructors, student evaluation by instructors, and observation by supervisor. Students may take practice exams online in preparation for the P.A.A. exam.</p> <p>A minimum of 70% first time pass rate for graduates who take the FAA certification test. Employers will indicate satisfaction with graduates and seek to employ additional P.R.C.C. graduates.</p> | <p>1. Various methods of instruction are used to teach the Aviation Maintenance Curriculum. The F.A.A. approved curriculum is located in the Hancock Center Coordinator's office.</p> <p>2. Instructor observation will identify any area of deficiency for a student and that area will be re-taught and re-tested.</p> <p>3. None of the three certificate graduates from spring 2007 have taken the FAA exam; therefore, no results are available. One of the three certificate graduates has gained employment in an aviation industry job</p> | <p>1. The <u>Measures and Standards Program Review Instrument</u> through the P.R.C.C. Career Technical Counselor will not be available until October 2007. Once these results are in, they will be studied and areas of weakness will be addressed.</p> <p>2. Plans have begun to form an advisory board of Aviation Industry leaders from the Hancock County area. The board will include representatives from the following: Lockheed Martin, Rolls-Royce, NASA, Chevron, Shell Oil Company, Keesler Air Force Base, Taylor Aviation, Hancock County Port and Harbor, and Pearl River Community College. Areas of support will include financial assistance, equipment assistance and possible summer internship programs for the aviation students.</p> <p>3. When the first student(s) receives F.A.A. licensure, results will be used to chart areas for improvement.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

PROGRAM : Barbering

Supports PRCC Goal(s): 2, 6

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

PURPOSE OF PROGRAM: To offer a career program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Barbering to students within the district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|--|---|---|
| 1. To teach and train students for employment in the field of Barbering. | 1. Students will successfully complete course work with a minimum GPA of 2.0 required for graduation. Students will demonstrate the practical knowledge and skills, which are necessary for employment in the Barbering profession of, A. Cutting B. Shampooing C. Styling | 1. Student grades on examinations and class assignments. Instructor evaluation of student demonstration of Barbering skills, including, shampooing, and styling, etc. | 1. The following standards were met: 100% of students received a degree and passed the State Board exam and were placed in a job related to training. | 1. 100% of students have obtained occupational competency. |
| 2. To prepare students to successfully pass the State Barber Board Certification Examination. | 2. Students will pass the State Board Exam. | 2. Student will receive a Certificate of Registration to practice barbering. | 2. All completers have demonstrated attainment of level 100% on State Board exam. | 2. To continue to provide adequate instruction to keep a 100% rate for future students to pass State Board and be proficient. 3. Each instructor was evaluated by Administrative Personnel and Students to determine problems and develop plans for improvement. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

PROGRAM: Brick, Block, and Stonemasonry

Supports PRCC Strategic Goal(s): 1, 3, and 7

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

PURPOSE OF PROGRAM: To offer a career program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Brick, Block, and Stonemasonry to students within the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|--|---|---|
| <p>1. To teach and train students through curricula that have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.</p> <p>2. To provide student with organized learning experiences which include lectures correlated with actual shop training, and instilling in the student the work ethic that is required of a good employee.</p> | <p>1. Students will demonstrate Department of Education framework curriculum.</p> <p>2. Students will establish and exhibit functional knowledge and skillfulness in the use of hand, body, and eye coordination, which are necessary for employment in entry level positions in the workforce.</p> | <p>1. Measures and Standards Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain</p> <p>2. <u>Work Keys</u></p> <p>3. <u>Administration, Evaluation of Instructors.</u></p> <p>4. <u>Student Evaluation of Instructors.</u></p> | <p>1. The following standards were met: 100% of the Level I and Level II indicators. Average enrollment per FTE -- 5, 100% of students completed the program 100% of students completed and passed a level of instruction. 100% of students received a degree. 100% were placed in a job related to training or continued their education. 100% of students have demonstrated academic gain. 2. All completers have demonstrated attainment of Level 4 on MS-CAPS. 3. Instructor was evaluated by administrative personnel and students using the Evaluation of Instructor by the Supervisor instrument. This instrument was used by the instructor and administration to determine problems and develop plans for improvement.</p> | <p>1. Level I and Level II indicators were met. Varying teaching styles in an effort to reach different students that have difficulty learning by standard practices. 2. Instructor has the latest results of MS_CAPS test for each student of file. 3. Instructor meets with Supervisor and reviews Evaluation of Instructor by student and Evaluation of Instructor by supervisor. All evaluations are kept in supervisor's office so they can monitor progress of any problem areas.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

PROGRAM: Business Marketing/Management Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

PURPOSE OF PROGRAM: To offer a technical program, which upon successful completion, will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Business Marketing/Management Technology to students within the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|---|--|--|
| <p>1. To provide specialized occupational instruction in all phases of marketing and management. The program strives to prepare students for careers in dynamic marketing professions.</p> <p>2. To provide the necessary opportunities for the student to develop basic marketing and management knowledge and abilities along with the required competencies and social skills necessary for employment or advancement in the marketing arena.</p> | <p>1. Students will be prepared to continue their education at a higher institution should they choose to do so by following the specialized curriculum.</p> <p>2. The students will acquire specialized training in all types of businesses having direct contact with people, such as retail and wholesale organizations.</p> <p>3. The students will demonstrate knowledge of marketing and management terminology and strategies to be implemented in business and industry.</p> | <p>1. Data following students after completion of the program, proves that successful graduates are employed in their field of study.</p> <p>2. MS-CPAS tests are administered that determine the student's specific occupational information as compared to the other community colleges in the state that offer this program.</p> <p>3. Students are allowed to evaluate the instructor to enhance the educational experience.</p> <p>4. Administrators evaluate instructors to ensure effective instruction is being provided.</p> | <p>1. Of the 18 students eligible to graduate, 100% graduated. Of the 18, 17 were either continuing their education or employed in the field.</p> <p>2. 78% of the students taking the MS-CPAS tests scored at passing grade or higher.</p> <p>3. The combined rating by the students of the two instructors was an A.</p> <p>4. The enrollment number of 64 for two instructors along with an 89% retention rate, indicates positive classroom instruction.</p> | <p>1. Instructors evaluate current educational trends to incorporate into instruction to enhance student learning.</p> <p>2. Scores on the sections of the MS-CPAS assist instructors by showing strengths and weaknesses.</p> <p>3. Suggestions given by students are taken into consideration when developing syllabi and classroom instruction.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

PROGRAM : Commercial Truck Driving

Supports PRCC Strategic Goal(s) 1, 3, 7

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

PURPOSE OF PROGRAM: To offer a vocational program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Commercial Truck Driving to students within the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|--|--|--|
| 1. To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi State Department of Education, Vocational-Technical Division, and instructors from all programs in the state. | 1. Students will demonstrate practical knowledge of safety and pre-trip inspections, and keeping necessary records And will demonstrate competency in operating diesel powered vehicles, maneuvering a combination vehicle and Loading and unloading cargo. | 1. Measures and Standards Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain 2. <u>Administration, Evaluation of Instructors.</u> 3. <u>Student Evaluation of Instructors.</u> | 1. The following standards were met: Average Enrollment per FTE - 14 Retention was 93% (13 of 14) Completion was 100% (13 of 13) Graduation was 100% (13 of 13) Placement was 100% (13 of 13) Occupational Skills-100% Academic Gain -- 100% 2. Instructor was evaluated by admin. personnel using the evaluation of instructor instrument. 3. Students evaluated instructor using the evaluation of instructor instrument. This instrument was used by the instructor and administration to determine any problems and to develop plans for improvement. | 1. Instructor is investigating ways to increase retention. Advisory committee was contacted and suggestions were implemented. 2. Instructor meets with department chair and reviews administrative evaluation. 3. Instructor meets with department chair and reviews students' evaluations of inst |
| 2. Students will be able to perform basic operations of the tractor-trailer truck through class work and hands-on time in the truck, and therefore be able to pass the CDL written and practical exams. | 2. Students will demonstrate the technical knowledge and expertise necessary to enter the field of truck driving, and pass the CDL written and Practical exams. | | | |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006- 2007

PROGRAM: Computer Network Support Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

PURPOSE OF PROGRAM: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Computer Network Support Technology to students within the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|--|---|---|
| 1. To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state. 2. To provide student with training in network systems in business and industry. | 1. Students will demonstrate practical knowledge and skills pertaining to router configuration, network design, systems maintenance, and project management which are necessary for employment in entry level positions in the workforce as per State Department of Education framework curriculum. 2. The students will receive training in telecommunications, network administration and client/server systems | 1. Measures and Standards Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain 2. MS-CPAS 3. Administration, Evaluation of Instructors. 4. Student Evaluation of Instructors. | 1. The following standards were met: 100% of Level I; 100% of Level II indicators. Average enrollment per FTE is 19. 100% of eligible students completed the program. 100% of eligible students received a degree. 100% of the graduating students have demonstrated gain on academic skills. 2. Each instructor was evaluated by administrative personnel and students using the Evaluation of Instructor. This instrument was used by the instructor and administration to determine problems and develop plans for improvement. | 1. Instructors will research new materials and textbooks for courses. Instructors will try to attend current workshops in order to stay current with technical changes. Computer software and hardware had been upgraded in both labs. All students enroll can receive a copy of the programming software to install on their own computers. Students will be directed to our Placement Director for information about job placement opportunities. Contacts will be made with employers regarding job placements for students. 2. The evaluation instrument is used to improve the program through whatever methods are deemed necessary. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 – 2007

PROGRAM: Computer Servicing Technology

Supports PRCC Strategic Goal(s): 1, 3, 7, 8

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

PURPOSE OF PROGRAM: To offer a technical program which, upon successful completion, will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: CST is a technical occupation program that fulfills the Mission Statement of PRCC for the program's students.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|--|--|
| 1. To teach and train students with the curriculum that has been created by the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education Vocational-Technical Division, and Instructors from all programs in the state. | 1. Students will demonstrate practical knowledge and skills that are necessary for employment in entry-level positions in the workforce as per State Department of Education framework curriculum. Demonstration of competencies for CST as outlined in the Curriculum Framework of Post-secondary Vocational and Technical Education Engineering Related Programs (MSDE) is an outcome goal of the program. Familiarization of test preparation for A+ or Net+ certification is required for successful completion of the program. | 1. <u>Measures and Standards</u> Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic gain 2. <u>Administration Evaluation of</u> Instructors 3. <u>Student Evaluation of</u> Instructors | 1. Program Review Instrument: 100% of Level I indicators, and 100% of applicable Level II indicators were met. Enrollment: exceeded State minimum requirement Retention: 100% Completion: 100% Graduation: 100% Placement: 100% Occupational skills: Not met* Academic gain: 100% 2. Satisfactory results 3. Satisfactory results | 1. Program Review and monitoring of indicators will continue *CST students were required to take CPAS for EET program. Students apparently not graded on applicable sections only. No use of results intended until valid measurement can be adopted. 2. No negative feedback; all feedback and input fully implemented. 3. No negative feedback; all feedback considered and evaluated. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

PROGRAM: Construction Management Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

PURPOSE OF PROGRAM: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Construction Management Technology to students within the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|---|---|--|
| <p>1. To teach and train students through curricula specifically designed</p> <p>2. To provide training that is recommended by the Advisory/Craft Committee and related industry.</p> <p>3. To train students so they will be able to find employment in the related field at entry level.</p> <p>4. To prepare the student for transfer to a University program in order to pursue a Bachelors degree.</p> | <p>1. Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in Construction Management as per State Department of Education framework curriculum.</p> <p>2. Students will demonstrate the technical knowledge and related practical skills necessary to enter the job market as a skilled craftsman.</p> | <p>1. <u>Measures and Standards</u> Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain</p> <p>2. <u>Work Keys</u></p> <p>3. <u>Administration, Evaluation of</u> <u>Instructors.</u></p> <p>4. <u>Student Evaluation of</u> <u>Instructors.</u></p> | <p>1. The following standards were met: 100% of the Level I and Level II indicators. Average enrollment per FTE- 15. 73% of students completed and passed a level of instruction. 100% of students completed the program. 100% of students received a degree. 100% of students were placed in a job related to training or continued their education. 33.3 % of students demonstrated occupational skills. 100% of students demonstrated academic gain.</p> <p>2. Instructor was evaluated by administrative personnel using evaluation of instructor instrument.</p> <p>3. Instructor was evaluated by students using evaluation of instructor instrument.</p> | <p>1. Level I and II indicators were met. Enrollment is up from last year due to visits and recruitment. Recruitment will continue as will visits with industry. Working with industry to hire and work students in a summer internship type programs. New textbooks have been utilized to update students on the construction process. New material testing equipment is in place in the lab. Students who graduated were placed in the industry and are progressing with their careers. Work is being done in order to provide the proper CPAS test for the students, therefore these students will be better prepared to take and pass the CPAS exam. Engineering problems are discussed and carried out in the lab environment. 2. Instructor meets with director and reviews evaluations. Any problems or weaknesses are discussed at this time. All evaluations are on file in directors office.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

PROGRAM: Cosmetology

Supports PRCC Strategic Goal(s): 1, 3, and 7

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

PURPOSE OF PROGRAM: To offer a career program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Cosmetology to students within the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|---|--|---|
| 1. To teach and train students for employment in the field of Cosmetology. | 1. Students will successfully complete course work with a minimum GPA of 2.0 required for graduation. Students will demonstrate the practical knowledge and skills, which are necessary for employment in the Cosmetology profession, including the areas of: A. Hair B. Nails C. Skin | 1. Student grades on examinations and class assignments. Instructor evaluation of student demonstration of Cosmetology skills in the areas of hair, nails, and skin. | 1. 100% (11 of 11) Passed All eleven students has met the minimum baseline competency in both the theory and practical segment of each course | 1. The information will be used to develop and improve the instructional material for the purpose of assisting each student to meet the basic minimum requirements necessary to be competitive in the workforce Provide supplemental training for advance students |
| 2. To prepare students to successfully pass the State Board of Cosmetology Certification Examination. | 2. Students will pass the State Board exam. | 2. Students will receive a Certificate of Registration to practice cosmetology. | 2. Eleven of eleven (100%) students pass the State Board exam and received their Certification of Registration in the State of Mississippi | 2. Instructor, counselors, and/or special population counselors will meet with students to evaluate reasons for failing and to assist with solutions to help students pass 3. Continued visits to salons for employment opportunities. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006-2007

PROGRAM: Dental Assisting Technology

Supports PRCC Strategic Goal(s): 1, 3, 7, 8

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

PURPOSE OF PROGRAM: To offer an allied health dental assisting program which upon successful completion will qualify students for entry-level employment in the dental field or to continue educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide a vocational program of study in Dental Assisting to students in the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|--|--|
| <ol style="list-style-type: none"> 1. To provide a foundation in dental science, procedures and materials, management and communication that integrates with clinical practice enabling graduates 2. To perform effectively as entry-level dental assistants as defined by the Standards of the American Dental Association for accredited Dental Assisting Programs. 3. To perform effectively as a member of a dental health team. 4. To successfully sit for the Dental Assisting National Board Exam | <ol style="list-style-type: none"> 1. Students will demonstrate practical knowledge and skills which are necessary for employment in entry-level positions in the workforce according to State Department of Education Framework Curriculum. 2. 75% of program completers will indicate employment in general or specialty practices in the PRCC district 3. Employers will indicate satisfaction with PRCC graduates by completing the employer satisfaction surveys 4. Upon completion of Dental Assisting Program, 75% of graduates will pass the Dental Assisting National Board Exam | <ol style="list-style-type: none"> 1. Measures and Standards <ol style="list-style-type: none"> a. Program Review Instrument b. Enrollment c. Retention d. Completion e. Graduation f. Placement g. Occupational Skills h. Academic gain 2. Student Evaluation of instruction 3. Administrative evaluation of instruction 4. Employer surveys | <ol style="list-style-type: none"> 1. the following standards were met <ul style="list-style-type: none"> 100% of level I indicator were met At least 70% of Level II indicators were met Average enrollment per FTE was 1:10 93% (14 of 15) completed and passed a level of instruction 71% (10 of 14) completed the program 100% of completers graduated 100% are working in the field On the DANB exam 100% passed (last reporting date 6-07 36% 4 out of 11 took academic courses and demonstrated gain by passing all required courses 2. Analysis of student evaluation of instruction indicated satisfaction of instruction 3. Analysis of administrative evaluation of instruction was positive 4. Analysis of employer surveys of instruction yielded positive results | <ol style="list-style-type: none"> Standards were met 1.48 applications were received and processed Two general dentists became part of rotations as well as the endodontist Employer surveys showed that Doctors were very satisfied with PRCC graduates. Doctors in all 6 counties call for graduates when they need assistants. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

Supports PRCC Strategic Goal(s): 1, 3, 7, 8

PROGRAM: Dental Hygiene Technology

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

PURPOSE OF PROGRAM: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of dental hygiene.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide a technical program of study in dental hygiene to Pearl River Community College students

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|---|---|---|
| 1. To provide the academic foundation as well as the technological education and clinical practice enabling the graduate to a.) have the ability to pass the Dental Hygiene National Board Examination and the State of Mississippi licensing examination, b) have the knowledge and skills to practice dental hygiene competently, ethically, and legally in the State of Mississippi, c) have the ability to evaluate the diverse needs of patients and design and implement oral health education programs, d) pursue academic and professional growth through participation in professional associations and continuing education. | 1. Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce according to State Department of Education framework curriculum. | 1. Measurements and Standards: -Program Review Instrument -Enrollment -Retention -Completion -Graduation -Placement -Occupational skills -Board Pass Rate -Academic gain 2. Student Evaluation of Instruction 3. Administrative Evaluation | 1. The following standards were met: 100% of Level I indicators, at least 70% of all applicable Level II indicators, average enrollment per FTE was 1:10.66, 100% of students completed and passed with an A.A.S. degree, 97% were placed in a job related to training, 100% of students demonstrated gain of academic skills, 100% of students passed the State and National boards. 2. Evaluation of instruction was completed. 3. Each instructor was evaluated by administrative personnel. Goals and plans for improvement made. | 1. Board results evaluated and related to curriculum review. 2. Syllabi and clinic forms updated and related to new Standards of Care and Quality Assurance Policies. New equipment included digital radiograph system. 3. Evaluations reviewed. All evaluations kept on file for review. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

PROGRAM: Drafting and Design Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

PURPOSE OF PROGRAM: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Drafting and Design Technology to students within the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|--|--|---|
| <p>1. To teach and train students through curricula which has been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.</p> <p>2. To provide students with organized learning experiences including the latest machine drafting, CAD, surveying and structural drafting so that students will have the ability to secure profitable employment.</p> | <p>1. Student will demonstrate written and performance knowledge of CAD and GIS software and practice skills using surveying and GPS equipment. Students will demonstrate an understanding of construction estimating and drawing requirements and the skills needed to design and produce machine parts.</p> <p>2. Students will demonstrate and master the technical skill necessary for employment in entry level positions as CAD Technician. These technical skills and required competencies are outlined in the State Department of Education Curriculum Framework.</p> | <p>1. <u>Measures and Standards</u> <u>Program Review Instrument</u> <u>Enrollment</u> <u>Retention</u> <u>Completion</u> <u>Graduation</u> <u>Placement</u> <u>Occupational skills</u> <u>Academic Gain</u> <u>MS-CPAS</u></p> <p>2. <u>MS-CPAS</u></p> <p>3. <u>Administration, Evaluation of Instructors</u></p> <p>4. <u>Student Evaluation of Instructors</u></p> | <p>1. The following standards were met: 100% of the Level I indicators have been met - 100% of applicable Level II indicators were met. Average enrollment per FTM - 22. 77% of students completed and passed a level of instruction. 100% of students completed the program. 100% of students received a degree. 100% were placed in a job related to training or continued their education. 88% of students have obtained occupational competence. 100% of students have demonstrated gain on academic skills.</p> <p>2. All completers have demonstrated attainment of Level 4 on MS-CPAS.</p> <p>3. Each instructor was evaluated by administrative personnel and students using the Evaluation of Instructor by the Supervised instrument. This instrument was used by the instructor and administration to determine problems and develop plans for improvement.</p> | <p>1. All level I & II indicators were met.</p> <p>2. Brought in potential employers to talk to students. Recruited in high school vocational drafting programs.</p> <p>3. We now have a 75 seat site license for all the AutoDesk Software products. Due to this Site license we are replacing Solidworks with Inventor Software and replacing Chief Architect with Architectural Desktop software.</p> <p>4. Instructor has results of MS-CPAS test for each student in program. These results will be used as a means of evaluating the drafting program as compared to other drafting programs in the state.</p> <p>5. Instructor meets with Dept. Chair and reviews. Evaluation of Instructor by Supervisor instrument. If there are areas that need improvement a note of that area is made. Evaluations are then forwarded to directors office and kept on file so progress can be monitored. Also, director reviews Evaluation by Student instrument with instructor.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

PROGRAM: Early Childhood Education Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

PURPOSE OF PROGRAM: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Child Development Technology to students within the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|---|--|---|
| <p>1. To teach and train students through curricula which has been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.</p> <p>2. Upon completion of freshman year students will learn basic information about growth, development, and guidance of the preschool child.</p> <p>3. Upon completion of sophomore year students gain hands-on experience with regard to planning and carrying out daily activities with preschool children under supervised instruction from FTE.</p> | <p>1. Student will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce as per State Department of Education framework curriculum.</p> <p>2. Students will qualify for employment in child care centers, kindergartens, and many federally funded programs involved with preschool children.</p> | <p>1. <u>Measures and Standards</u> <u>Program Review</u> <u>Instrument</u> <u>Enrollment</u> <u>Retention</u> <u>Completion</u> <u>Graduation</u> <u>Placement</u> <u>Occupational skills</u> <u>Academic Gain</u></p> <p>2. <u>Self Evaluation Measures and Standards</u></p> <p>3. <u>Administration, Evaluation of Instructors</u></p> <p>4. <u>Student Evaluation of Instructors</u></p> | <p>1. The following standards were met. 100% of the Level 1 indicators have been met. 100% of applicable Level II indicators were met. Average enrollment per FTE is 30. 85% of the students completed and passed a level of instruction. 100% of students completed the program 100% of the students received a degree. 87.5% of students were placed in a job related to training or continued their education. 100% of students have obtained occupational competency 100% of students have demonstrated gain in academic skills.</p> | <p>Level I and Level II indicators were met. Instructors visited high schools in 6 county area and invited high school students to visit campus. Instructor has results of latest MS-CPA's test for each completer in the program. These results will be used as a means of evaluating the program as compared to other programs in the state. Instructor meets with director and reviews evaluation of instructor by student and evaluation of instructor by supervisor. All evaluations are kept on file in director's office so progress can be monitored.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

PROGRAM: Electrical Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

PURPOSE OF PROGRAM: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Electrical Technology to students within the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|---|--|--|
| <p>1. To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.</p> <p>2. To provide training as recommended by Advisory/Craft Committee And related industry in the area.</p> <p>3. To provide an individual the ability to find employment in a related workforce.</p> <p>4. To prepare individuals to install, operate, maintain, and repair electrically-energized systems such as residential, commercial and industrial electrical wiring, and DC and AC motors, controls and electrical distribution panels, and instruction in the use of test equipment.</p> | <p>1. Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce as per State Department of Education Framework curriculum.</p> <p>2. The student will acquire fundamental skills associated with residential, light commercial and industrial wiring. Student will receive practical application of skills and knowledge through classroom and hands-on lab time.</p> | <p>1. Measures and Standards Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain</p> <p>2. <u>Work Keys</u></p> <p>3. <u>Administration, Evaluation of Instructors</u></p> <p>4. <u>Student Evaluation of Instructors</u></p> <p>5. <u>Student follow-up</u></p> | <p>1. The following standards were met. 100% of the Level I indicators have been met. 100% of applicable Level II indicators were met. Average enrollment per FTE is 29. 81% of students completed and passed a level of instruction. 100% of students completed the program. 100% of students received a degree. 100% of students were placed in a job related to training or continued their education. 100% of students have obtained occupational competency. 100% of students have demonstrated gain on academic skills.</p> <p>2. All completers have demonstrated attainment of Level 4 on MS-CPAS.</p> <p>3. Each instructor is evaluated by administrative personnel using Evaluation of Instructor by the Supervisor instrument. This instrument was used by the instructor and administration to determine problems and develop plans for improvement.</p> <p>4. Each instructor is evaluated by student using the Evaluation by Student Instrument</p> <p>5. See Standard 6: Placement</p> | <p>1. Level I and Level II indicators were met. Instructors visited high schools in area and invited vo-tech high school classes to visit campus.</p> <p>2. Instructor has results of latest MS-CPAs test for each student in program. These results will be used as a means of evaluating the electrical program as compared to other electrical programs in the state.</p> <p>3. Instructor meets with Director and reviews Evaluation of Instructor by Student and Evaluation of Instructor by Supervisor. All evaluations are kept on file in Director's office so Director can monitor progress of any problem areas.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Electronics Technology (Poplarville)

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

PURPOSE OF PROGRAM: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Electronics Technology to students within the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|---|--|--|
| <p>1. To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.</p> <p>2. To teach Electronics Technology students the technical knowledge and practical skills required for the student to be successful in entry level positions in electronics and related vocations.</p> | <p>1. Students will demonstrate practical knowledge/ skills, Demonstrating the use of test equipment which is necessary for employment in entry level positions in the workforce as Education framework curriculum.</p> <p>2. Students will demonstrate the technical knowledge to relate practical skills, including safety. Students must master the required competencies which are written, and practical applications for each of the electronics courses included in the Electronics Technology Curriculum.</p> | <p>1. <u>Measures and Standards</u> Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain</p> <p>2. <u>MS-CPAS</u></p> <p>3. <u>Administration. Evaluation of Instructors.</u></p> <p>4. <u>Student Evaluation of Instructors.</u></p> | <p>1. The following standards were met: 100% of level I indicators have been met. 100% of applicable Level II indicators were met. Average enrollment per FTE-50. 92% of student's completed and passed a level of instruction. 100% of students completed the program. 100% of students received a degree. 100% of students were placed in a job related to training or continued their education. 50% of students have obtained occupational competency. 100% of students have demonstrated gain on academics skills.</p> <p>2. All completers have demonstrated attainment on Level 4 on MS-CPAS</p> <p>3. Each instructor was evaluated by administrative personnel using The Instructor by the Supervisor instrument. This instrument was used by the instructor and administrator to determine problems and develop plans for improvement.</p> <p>4. Each instructor was evaluated by students using the Evaluation of Instructor by student instrument. This instrument was used by the instructor and administration to determine problem areas and develop plans for improvement.</p> | <p>1. Level I and Level II indicators were met. Electronics Technology won a Gold Medal at state Skills USA competition.</p> <p>1. Instructor has results of the latest MS-CPAS test scores for each student in program. These results will be used as a means to evaluate areas of needed improvement. Instructor meets with Department Chair and Reviews Evaluation. 2. Instructor by Supervisor instrument. If there are any areas that need improvement, a note is attached to that area and improvement s are made.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

DEPARTMENT: Fines Arts and Communication
INSTRUCTIONAL AREA: Music

Supports PRCC Strategic Goal(s): 1, 2, 3, 5

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

PURPOSE OF DEPARTMENT: To offer a variety of courses, performance opportunities, and cultural activities in the Arts and Oral Communication to meet the needs of our students and community.

RELATIONSHIP OF DEPARTMENT TO PRCC MISSION: To fulfill the mission of the College by offering quality academic coursework, and cultural activities which encompass the realm of Fine Arts and Oral Communication.

DEPARTMENT: Fines Arts and Communication
INSTRUCTIONAL AREA: Music

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|---|--|--|
| 1. To provide quality instruction in courses which will satisfy the Fine Arts requirement of the core curriculum for both academic and technical programs of study. | 1. Students will demonstrate their knowledge of the basic principles, history, and style periods of music. | 1. A minimum of 60% of all students enrolled in Music Appreciation will receive a final grade of ACB or better. | 1. Grade distribution for all sections of MUS 1113 Music Appreciation for 2005-2006: 30.5%-A, 21.6%-B, 9.3%-C, 6.6%-D, 13.1%-F, 2.3%-I, 16.6%-W. | 1. Replacement of audio and video equipment in music classrooms is needed. At least one music classroom should be equipped with smartboard and powerpoint capabilities. |
| 2. To provide quality instruction in courses which parallel the first two years of a Bachelors degree for majors in Music and Music Education. | 2. Students will demonstrate mastery of subject matter in courses for music majors. PRCC music majors transferring to state universities will attain a GPA at or above that of other transfer students and of the native university students at the same level. | 2. At least 70% of all students enrolled in courses for Music Majors will receive a final grade of ACB or Student transfer data from state universities | 2. Grade distributions for all 2004-05 courses for music majors: 50%-A, 19.8%-B, 7.9%-C, 3.1%-D, 8.7%-F, 10.3%-W Specific transfer data for music students not available. However, overall GPA of PRCC transfer students at USM, MSU, and UM was higher than native students and 2nd highest among all transferring students. | 2. Data collection from universities about PRCC music transfers has not been made available at this time. The establishment of a music technology lab for student use is also needed to provide instruction in this essential segment of music education. All music faculty will be encouraged to help recruit more music ed. majors. |
| 3. To provide quality instruction in courses in Music for Elementary Education majors. | 3. Students will demonstrate their ability to incorporate music activities and lessons into their instruction of elementary education. | 3. Student performance on examinations, projects, and activities. At least 70% of students enrolled in Music for Elementary Ed. Majors will receive a final grade of ACB or better. | 3. Course not offered due to reduction in Music faculty this year. | 3. Enrollment remains a concern for this class. Music for Elem. Ed. Majors will not be offered in 07-08 due to faculty changes. We will try to offer this course again next year if there is sufficient student interest. |
| 4. To provide quality instruction in applied music courses through private and/or group study. | 4. Students will demonstrate proficient progress in instrumental, vocal, and/or piano performance. | 4. Student performances at jurics, recitals, and concerts. | 4. All student concerts, recitals, and jurics were well-prepared. The level and quality of the repertoire was appropriate for each performance. | 4. The implementation of applied music performance standards is still in development. Efforts are being made in the registration system |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

DEPARTMENT: Fine Arts and Communication
INSTRUCTIONAL AREA: Music

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|---|--|---|
| 5. To provide cultural activities in the arts for PRCC students and community through performances by student ensembles, guest recitals/concerts, student art exhibits, and drama productions. | 5. Students and community will have the opportunity to attend live musical and theater performances and art exhibits that are easily accessible in both proximity and cost. | University and college music scholarships awarded to PRCC transfer students. 5. Attendance figures for all Fine Arts activities will be evaluated annually. Audience responses will be taken into account when scheduling future activities. A 5-10% increase in attendance will be sought annually. | Two vocal music majors transferred from PRCC to a Mississippi University and both received performance-based scholarships and were placed in the university's premier vocal ensemble. There were no instrumental transfers this year. | that will allow a student to retake the same applied course number until he has shown enough improvement to proceed to the next applied level. Additional cutbacks in music scholarships at universities have resulted in a drastic reduction in the number of scholarships offered to incoming freshmen and transfer music students, especially at USM. Competition for these awards stresses the importance of outstanding instruction in all applied music areas. |
| 6. To serve as ambassadors for the college through performances by students and faculty in local, regional, state and national events. | 6. Increased awareness of PRCC, fostering of good will with community, enhances public relations, recognition of quality in performing groups. | 6. Continued demand for performances and student interest in performing groups. | 5. Attendance at Fine Arts activities was difficult to assess due to the relocation of these events caused by the loss of Moody Auditorium. All band concerts were held in the cafeteria and all other activities were in Malone Chapel. 6. PRCC student ensembles performed at many school, regional, and national venues. Participation in these groups was about ten percent lower than last year. | 5. Additional guest recitals were presented and more are planned for next year. A small amount for the funding of guest artists was available for the year due to a grant from the local Blueberry Jubilee organization. 6. Student performing ensembles continue to excel. Performances on the local, state and national level were made by these outstanding groups. Continued growth must be supported by the college in the form of larger rehearsal facilities, budgets, and scholarships. Rehearsal facilities are now a major concern due to the loss of Moody Hall. If adequate facilities for these performing groups is not provided as soon as possible, both the quality and quantity will be negatively affected. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

DEPARTMENT: Fine Arts and Communication
INSTRUCTIONAL AREA: Speech and Theater

Supports PRCC Strategic Goal(s): 1, 2, 3, 5

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

PURPOSE OF DEPARTMENT: To offer a variety of courses, performance opportunities, and cultural activities in the Arts and Oral Communication to meet the needs of our students and community.

RELATIONSHIP OF DEPARTMENT TO PRCC MISSION: To fulfill the mission of the College by offering quality academic coursework, and cultural activities which encompass the realm of Fine Arts and Oral Communication.

| DEPARTMENT: Fine Arts and Communication INSTRUCTIONAL AREA: Speech and Theater | | | | |
|---|---|---|--|---|
| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 1. To provide quality instruction in courses which will satisfy the Fine Arts requirement of the core curriculum for both academic and technical programs of study. | 1. Students will demonstrate their knowledge of the basic principles, history and important facts relating to theater and the dramatic arts. | 1. A minimum of 60% of students enrolled in Theater Appreciation will receive a final grade of AC3 or better. | 1. Grade distribution for all sections of Theater Appreciation: 38%-A, 26%-B, 21%-C, 2%-D, 7.5%-F, 2%-I, 3.5%-W. | 1. Popularity of this course continues to increase each semester. Additional sections of Theatre Appreciation could be added when funding becomes available. |
| 2. To provide quality instruction in courses which will satisfy the speech/public speaking requirement of the core curriculum for academic and technical programs of study. | 2. Students will demonstrate basic communication skills through oral competency of the English language. | 2. At least 60% of the students enrolled in Oral Communication will receive a final grade of AC3 or better. | 2. Grade distributions for all sections of Oral Communication: 22.3%-A, 23.1%-B, 15.3%-C, 5.8%-D, 14.7%-F, 1.1%-I, 17.6%-W. | 2. The removal of the oral communication requirement from some of the state universities' core curriculum could have an impact on the future enrollment. We will monitor the program requirements at USM and recommend any changes. |
| 3. To provide quality instruction in courses which parallel the first two years of a Bachelors degree for majors in Speech/Communication and Theater. | 3. Students will demonstrate mastery of subject matter in courses for majors in Speech/Communications and Theater. PRCC Communication and Theater majors transferring to state universities will attain a GPA at or above that of other transfer students and of the native university students at the same level. | 3. At least 70% of students enrolled in courses for Speech/Theater majors will receive a final grade of AC3 or better. Student transfer data from state universities | 3. Grade distributions for all courses for Speech/Theater Majors: Unable to determine grade distributions by major since all speech theater courses are open to every student. Specific transfer data by major unavailable. Overall data shows PRCC transfer GPA at or above that of the native university/college student. | 3. We would like to add a course in Interpersonal Communication to provide another course for Speech/Communications majors and the general student population. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006 - 2007

| DEPARTMENT: Fine Arts and Communication INSTRUCTIONAL AREA: Speech and Theater | | | | |
|--|--|--|--|---|
| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 4. To provide PRCC students and the community with quality theatrical productions for their enjoyment. | 4. At least one major drama production will be presented each school year. | 4. Attendance figures will be evaluated and audience response will be assessed for each performance. A 5-10% annual increase in attendance will be sought. | 4. Spring theater production of a "You're a Good Man, Charlie Brown" was presented in the cafeteria and at Oak Grove Elementary School. The attendance was acceptable at the on campus venue and exceptional at the elementary school. | 4. Theater productions have been greatly restricted from the lack of a permanent facility. Unfortunately, it appears that the planned performing arts facility will be at least four to five years down the road. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

DEPARTMENT: Fine Arts and Communication
INSTRUCTIONAL AREA: Visual Arts

Supports PRCC Strategic Goal(s): 1, 2, 3, 5

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

PURPOSE OF DEPARTMENT: To offer a variety of courses, performance opportunities, and cultural activities in the Arts and Oral Communication to meet the needs of our students and community.

RELATIONSHIP OF DEPARTMENT TO PRCC MISSION: To fulfill the mission of the College by offering quality academic coursework, and cultural activities which encompass the realm of Fine Arts and Oral Communication.

| DEPARTMENT: Fine Arts and Communication INSTRUCTIONAL AREA: Visual Arts | | | | |
|--|---|---|---|---|
| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 1. To provide quality instruction in courses which will satisfy the Fine Arts requirement of the core curriculum for both academic and technical programs of study. | 1. Students will demonstrate their knowledge of basic principles art, art history, and important artists and their work. | 1. A minimum of 60% of students enrolled in Art Appreciation will receive a final grade of a C or better. | 1. Grade distribution for all sections of Art Appreciation: 33%-A, 31%-B, 14%-C, 4.0%-D, 10%-F, 8%-W. | 1. Additional sections still needed as soon as funding, staff and facilities are available. |
| 2. To provide quality instruction in courses which parallel the first two years of a Bachelor's degree for majors in Art, Art Education, Interior Design, Graphic Design, and Fashion Merchandising. | 2. Students will demonstrate mastery of subject matter in courses for majors in Visual Arts. PRCC Art Majors transferring to state universities will attain a GPA at or above that of other transfer students and of the native university students at the same level. | 2. 70% of students pursuing a major in the visual arts will receive a final grade of A/C or better in all art courses attempted. Student transfer data from state universities | 2. Grade distributions for all courses for visual art majors; 33%-A, 27%-B, 10%-C, 6%-D, 16%-F, 5%-W, 2%-I. Specific transfer data unavailable. Overall GPA of PRCC transfers was at or above that of the native university students. | 2. Art enrollment continues to increase with no additional classroom space or staff available. The adjunct art instructor position should be increased to at least 3/5 part-time. A larger, more functional facility is needed. |
| 3. To provide quality instruction in courses in Art designed for majors in Elementary Education. | 3. Students will demonstrate their ability to incorporate art activities into their instruction of elementary education. | 3. At least 70% of the students enrolled in Art for Elementary Ed. Majors will receive a final grade of a C or better. | 3. Grade distributions for all sections of Art for Elem Ed.: 48%-A, 17.3%-B, 0%-C, 3.5%-D, 7%-F, 24%-W. | 3. Enrollment held at previous levels. No changes needed. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006 - 2007

| DEPARTMENT: Fine Arts and Communication INSTRUCTIONAL AREA: Visual Arts | | | | |
|---|---|---|--|--|
| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 4. To provide quality instruction in applied (studio) art courses through private and/or group study. | 4. Students will demonstrate proficient progress in individual performance in the visual arts. | 4. Evaluation of student art works and portfolios. University and college music and art scholarships awarded to PRCC transfer students. | 4. All Art majors who received a grade of "C" or better in their major courses successfully completed individual portfolio requirements. No data about Art scholarships was available at this time. | 4. Additional course offerings are being requested by students but a lack of facilities, materials, and staffing prohibit any growth in this area. A new facility and adequate staffing are needed to keep up with the increased enrollment and provide for any future growth. |
| 5. To provide cultural activities in the arts for PRCC students and community through performances by student ensembles, guest recitals/ concerts, and student art exhibits, and drama productions. | 5. Students and community will have the opportunity to attend live musical performances and art exhibits that are easily accessible in both proximity and cost. | 5. Attendance figures for all arts activities will be evaluated annually. Audience responses will be taken into account when scheduling future programming. A 5-10 % increase in attendance will be considered sufficient growth. | 5. A student art exhibit was held in conjunction with the spring musical production in the cafeteria. Exhibit space and security were a problem. | 5. The lack of adequate exhibit space on campus will continue to restrict efforts of both student and guest art exhibits. Gallery space in the new facility is highly recommended. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

DEPARTMENT: Science, Mathematics, and Business/Humanities and Social Sciences/Fine Arts and Communication/Health, Physical Education, and Recreation
INSTRUCTIONAL AREA: General Education/University Parallel

Supports PRCC Strategic Goal(s): 1, 3

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

PURPOSE OF PROGRAM: To assure that graduates of Pearl River Community College possess the knowledge and skills generally expected of an educated person.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide general education which is essential to a quality academic program.

Instructional Area: General Education

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|--|---|
| Graduates will be able to demonstrate basic knowledge and skills in the following areas: | | | | |
| 1. Oral Communication | 1. Graduates will demonstrate the ability to communicate verbally with strong organizational skills and appropriate delivery. | 1. 70% of students taking SPT 1113 (and 100% graduates) will have a passing grade. | Grade distributions for all sections of Oral Communication: 22.3%-A, 23.1%-B, 15.3%-C, 5.8%-D, 14.7%-F, 1.1%-I, 17.6%-W. | The removal of the oral communication requirement from some of the state universities' core curriculum could have an impact on the future enrollment. We will monitor the program requirements at USM and recommend any changes. |
| 2. Computer Literacy | 2. Graduates will demonstrate proficiency in basic computer operations such as file saving, printing, loading programs, etc. | 2. 70% of students taking CSC 1113 or higher level CSC courses will have a passing grade. 100% of graduates will have passed CSC 1113 (or higher level CSC course), a proficiency exam, or have approved documentation from an employer attesting to their computer proficiency. | 2. Grade distribution for computer science classes for major students (total of 3). Fall 2006 A - 33% D - 0% B - 33% F - 0% C - 33% W - 0% | 2. We are in the process of revising the department web page with updates to encourage more academic majors in computer-related fields. Discussion of a computer science brochure and trips to local high schools has occurred in an attempt to recruit more students for computer science related majors. |
| | | | 2c. Grade distribution for computer science classes for non-major students enrolled in academic computer science | 2c. Grade results are showing a reasonable distribution for a college-level class. The passing rate (i.e., grades of A, B, or C) |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006 - 2007

Instructional Area: General Education

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--------------|---|--|---|--|
| 3. Fine Arts | 3. Graduates will demonstrate basic knowledge of one of the following branches of the arts: visual arts, music, or theater. | 3. 70% of students taking ART 1113, MUS 1113, or SP1 2233 will have a passing grade. 100% of graduates will have passed one of these courses. | <p>classes: Fall 2006 A - 25% D - 5% B - 35% F - 8% C - 18% W - 11% Pre-test/post-test administered. The average improvement per student was 47%.</p> <p>2d. Grade distribution for computer science classes of two-year technical students enrolled in academic computer science classes: Fall 2006 A - 23% D - 0% B - 27% F - 18% C - 18% W - 14%</p> <p>3. Grade distributions for all courses for visual art majors: 33%-A, 27%-B, 10%-C, 6%-D, 16%-E, 5%-W, 2%-I. Grade distribution for all sections of MUS 1113 Music Appreciation for 2005-2006: 30.5%-A, 21.6%-B, 9.3%-C, 6.6%-D, 13.1%-F, 2.3%-I, 16.6%-W. Grade distributions for all sections of Oral Communication: 22.3%-A, 23.1%-B, 15.3%-C, 5.8%-D, 14.7%-E, 1.1%-I, 17.6%-W.</p> | <p>has increased from 64% in fall 2005 to 78% in fall 2006. The withdrawal rate is higher than we would prefer, but not out-of-line with the 7% withdrawal rate for 2004-2005 (the year before Hurricane Katrina). Continue pre-test/post-test for CSC 1113 classes for Fall 2007 and Spring 2008 to collect data concerning the effectiveness of the class on student learning.</p> <p>2d. Grade results showed a reasonable distribution for a college-level class. Pass rate has increased from 64% in fall 2005 to 68% in fall 2006.</p> <p>3. Art enrollment continues to increase with no additional classroom space or staff available. The adjunct art instructor position should be increased to at least 3/3 part-time. The establishment of a music technology lab for student use is also needed to provide instruction in this essential segment of music education. Enrollment remains a concern for this class. Music for Elem. Ed. Majors will not be offered in 07-08 due to faculty changes.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006 - 2007

Instructional Area: General Education

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---------------------|---|--|---|--|
| 4. Humanities | 4. Graduates will demonstrate basic knowledge in at least one area of the humanities. | 4. 70% of students taking a literature course and a course elected from history, a foreign language, or another literature course will have a passing grade (100% of graduates). | 4. 72.8% of students taking a literature course received a grade of "C" or better. | 4. Adopted more student friendly texts in American and British literature Continue to provide non-major transfer students with excellent instruction utilizing a variety of teaching methods. |
| 5. Mathematics | 5. Graduates will demonstrate performance of basic algebraic operations and problem solving. | 5. 70% of students taking MAT 1313 will have a passing grade. 100% of graduates will have passed MAT 1313 or a higher-level mathematics course. | 5. Fall 2006 A = 20% B = 17% C = 23% D = 8% F = 15% W = 17% | 5. Examined course syllabus for all algebra courses and made some minor changes to sequencing. |
| 6. Natural Sciences | 6. Graduates will demonstrate scientific attitude and approach and simple taxonomy of at least one natural science. | 6. 100% of graduates will have passed entry-level courses, including labs, in biology, chemistry, or physics. | 6. Grade distribution for biology classes for non-major students enrolled in academic biology classes: A = 23% B = 31% C = 25% D = 10% F = 11% | 6. A Smart Synpodium has been purchased for use in the biology classes. "Sherlock Bones" - a forensic method for studying the skeleton with practical application has been purchased. CourseCompass has been purchased with the new Anatomy text to supplement and augment student learning. Instructors are actively engaged in its use. PRCC continues a hybrid General Biology course: lecture online and lab on catapits. PRCC continues to offer a field biology course, for students to learn in the "real" environment. Computer Learning models were installed in the Learning Lab to accommodate more student learning styles. Videos appropriate to all areas of biology were installed in the learning lab to assist learners. New DVD's are being ordered with intent to replace VHS tapes. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

Instructional Area: General Education

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|--|---|--|
| 7. Social Sciences To offer courses that meet the needs of students who are: | 7. | 7. | 7 | Books were added to the library to assist learners in research. (skulls, flash card, skeletons, etc.) PRCC bookstore stocks items to assist learners (ex. Skulls, skeletons). Video data projectors are used in the sciences to allow for modeling of computer modules in the classroom, and viewing appropriate videos. New permanent projectors have been installed in two science classrooms, with intent to provide other classroom with this equipment in the future. |
| a. Majoring in History, Political Science, Psychology, and Sociology, and who plan to transfer to a senior college or university. | a. Transfer students will perform as well as native students from the Mississippi comprehensive universities. | a. At least 67% of students majoring in History, Political Science, Psychology, or Sociology will receive a grade of "C" or better in academic Social Science courses. | 7% of students majoring in History, Political Science, Psychology, or Sociology received a grade of "C" or better in academic Social Science courses. | 7. Social Science Majors are currently meeting performance expectations. While student performance among this group has improved we will continue to work toward further improvements by clearly identifying expectations, providing continued updates as to performance in class, and encouraging students to seek out individual guidance and instruction during instructors' office hours. |
| b. Majoring in other academic subject areas and must satisfy basic college requirements for any of these subject areas. | b. Non-major transfer students will perform as well as native students from the Mississippi comprehensive universities. | b. At least 65% of non-majors transfer students will receive a grade of "C" or better in academic Social Science courses. | 71 percent of non-major transfer students received a grade of "C" or better in academic Social Science courses. | Continue to provide non-major transfer students with excellent instruction utilizing a variety of teaching methods. We will provide higher quality visual examples as more classes become equipped with multimedia projectors and smart boards. Also, improvement in communication between instructors and students will occur as blackboard courseware is made available. |
| c. Working toward a two-year terminal degree. | c. Students working toward a two-year terminal degree will perform well enough to meet the requirements for graduation. | c. At least 50% of students working toward a two-year terminal degree will receive a | 76 percent of students working toward a 2-year degree received a grade of "C" or better in academic Social Science | Technical students are meeting and exceeding performance expectations in Social Science |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

Instructional Area: General Education

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|------------|----------|--|--------------------|--|
| | | grade of "C" or better in academic Social Science courses. | courses | <p>courses here at Pearl River Community College. We will continue to provide exemplary instruction and a variety of course options in order to meet the particular needs of Career and Technical students</p> <p>All students are encouraged to utilize learning lab resources and online resources designed to complement in class instruction and enhance overall student performance. For example, sociology students are encouraged to use the online tutorial provided by the current textbook publishing company. This tutorial provides sample questions and additional readings.</p> <p>A new book review format has been adopted by history instructors which will require students to not only identify the work's thesis but also present evidence of support or a lack thereof chapter by chapter. This will require students to read the text in a much more engaging way.</p> <p>In order to develop critical evaluation and reading skills in our students, beginning in 2007, World Civilizations students will be assigned specific excerpts from readers containing primary documents. Students will evaluate the reading's context, meaning, and significance to larger historical themes. Critical readings of historical documents will be especially important for history majors as they migrate to four-year schools.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

Instructional Area: General Education

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--------------------------|---|---|--|---|
| 8. Written Communication | 8. Graduates will demonstrate ability in formal written expression. | 8. 70% of students taking ENG 1113 and ENG 1123 will have passing grades. 100% of graduates will have passed these courses. | 8. 72.8% passing | 8. Continue to integrate and update new MLA standards for documentation of library and Internet research |
| 9. Wellness | 9. Graduates will demonstrate knowledge in areas of health, physical education, and recreation which will encourage and enable students to incorporate healthy behaviors and attitudes into their daily lives | 9. 70% of students taking HPR 1213 and HPR 1752 will have passing grades. 100% of graduates will have passed HPR 1213. * The term "grade" represents any grade students receive which affects their GPA. | PRCC grade distribution HPR classes: 73% of students obtained "C" or better in Fall of 2006 & 70% in the Spring of 2007. Fall 2006 HPR grade distributions: A=41% B=20% C=12% D=4% F=14% I=1% W=8% Spring 2007 HPR grade distributions: A=40% B=19% C=11% D=4% F=13% I=005% P=001% W=13% | Determined that more students made a "C" or better as compared to last year. Determined that the numbers of withdrawal are down from last year for the Fall semester. Enrollment about the same from Fall of last year from: 884 students to 858 students Enrollment increased this year from Spring of last year from: 747 students to 800 students |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 -- 2007

DEPARTMENT: Health, Physical Education and Recreation

Supports PRCC Strategic Goal(s): 1, 2, 3, 5

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

PURPOSE OF PROGRAM: To provide effective and up-to-date instruction in the areas of health, physical education, and recreation which will encourage and enable students to incorporate healthy behaviors and attitudes into their daily lives?

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To enhance and broaden the curriculum with the additional health and wellness-related course offerings.

DEPARTMENT: Health, Physical Education and Recreation

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|---|--|--|
| 1. To provide quality instruction in the areas of health, physical education, and recreation that will meet the needs of all students enrolled in academic programs and courses to provide effective up-to-date instruction which will encourage and enable students to incorporate healthy behaviors and attitudes into their daily lives. | <p>1. The student will acquire a working knowledge of:</p> <p>a. Personal and Community Health: principles and practices of healthful living to the individual and community; major health problems and the mutual responsibilities of home, school, & health agencies</p> <p>b. Nutrition and Wellness: the significance of nutrition in health and physical education and understand the various aspects of wellness and their relationship to weight control and therapeutic exercise</p> <p>c. Health Concepts, Aerobics, Power Hour, Swing and line dancing: physical education in schools and life: strength training, muscular endurance, flexibility and aerobic exercises</p> <p>d. First Aid and CPR: basic first aid, CPR, and AED procedures</p> <p>e. Concepts of Athletic Training: athletic training and treatment of injuries</p> <p>f. Recreation Leadership: recreational, including areas of dance and sports</p> <p>g. Baseball, Basketball, Football, & Tennis Theory: theory of sports</p> | <p>1. Successful completion of courses required for this curriculum as stated in the course description syllabus: a,b,c,d,e,f,g,h.</p> <p>Grading Scale: 1st 8 weeks 1/3 of grade 2nd 8 weeks 1/3 of grade final exam 1/3 of grade</p> <p>a,b,c: Lab: It is required that students enrolled in these classes workout a minimum of 3 times a week for 30 minutes. This counts for 30% of their grade in Personal and Community Health, and Nutrition and Wellness. Their grade is determined by the following scale: if enrolled in a one hour activity class: 32 workouts=A 29 workouts=B 25 workouts=C 22 workouts=D less than 22=F</p> <p>Assessment: Prior to student's exercise regimen they must complete a pre-assessment. Assessments are performed on all new students at the beginning and at the end of the semester by the Associate Degree Nursing students and HPR faculty</p> | <p>PRCC grade distribution HPR classes: 73% of students obtained "C" or better in Fall of 2006 & 70% in the Spring of 2007. Fall 2006 HPR grade distributions: A=41% B=20% C=12% D=4% F=14% I=1% W=8% Spring 2007 HPR grade distributions: A=40% B=19% C=11% D=4% F=13% I=005% W=13% b. Determined need last year for new Nutrition and Wellness book (textbook was discontinued). d. Determined need last year for new First Aid and CPR book (guidelines changed). e. Determined need last year for new stability balls, hand weights, and microphone for exercise classroom: The assessment process evaluates</p> | <p>Determined that more students made a "C" or better as compared to last year. Determined that the numbers of withdrawal are down from last year for the Fall semester. Enrollment about the same from Fall of last year from: 884 students to 858 students Enrollment increased this year from Spring of last year from: 747 students to 800 students New textbook: Fitness and Wellness 7th edition Hoeger & Hoeger Purchased new book with new guidelines Purchased new stability balls, hand weights, and microphone for exercise classroom. Receive a doctor's clearance on students if needed. Demonstrate the exercise equipment, and explain policies/procedures to all students. After two weeks of instruction on how to exercise properly students can begin exercise. ID reader will help us track and record.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

| DEPARTMENT: Health, Physical Education and Recreation | | | | |
|--|--|--|---|---|
| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 2. To provide students, faculty, staff, and community members with exceptional and challenging programs, information, and activities which will promote well-being and will enhance the quality of life and expand the role of the college in cultural and life improvement programs of the community. | h. Taping and Wrapping of Athletic Injuries: to prepare future coaches, athletic trainers, and athletic assistants in practical taping and wrapping by observation and actual taping of all types of athletic injuries | and staff. Card Reader for check in at front desk. | health history and determines if a doctors release is needed it also measures students blood pressure, heart rate, flexibility, muscular endurance, and aerobic endurance. Determined need for new student and community ID check in system. We must get this in place soon. | Students grades Attendance Cut outs Community Faculty & Staff Paper work (health history) Doctors Releases & much more |
| | 2. Students, faculty, staff, and community members will gain information which will promote well-being and enhance their quality of life. | 2. Health History: All students, faculty, staff, and community who join the wellness center are required to fill out a health history form. Assessment: Students, faculty, staff and community must complete a pre-assessment where blood pressure, heart rate, flexibility, muscular endurance, and aerobic endurance are measured. Orientation: Students, faculty, staff and community are shown how to use the exercise equipment and exercise properly. The Wellness Center faculty and staff also cover policies and procedures of the Wellness Center at this time. Evaluations: Verbal and written surveys are done to determine if changes need to be incorporated. | 2. Determined if we need medical clearance on students, faculty, staff, and community before they start an exercise program. Determined fitness levels of students, faculty, staff, and community. Determined that there is still a great need for additional parking at the Wellness Center. Determined need to offer Dance classes. Televisions (update from last year) Determined need again for additional cardiovascular equipment. Enrollment continues to grow. Acrobics room floor. Wellness center locker rooms: Determined that items were being stolen from locker rooms. | 2. Received doctors' clearances on students, faculty, staff, and community as needed. Set students, faculty, staff, and community up on an exercise program based on their assessment results. Need more parking. Started non-credit classes this summer and fall. Will offer for credit in the spring. Televisions received and have been mounted also cable has been connected. Purchased new elliptical and smith machine. Will purchase two new treadmills and ab machine for next year. Was replaced but it is buckling because water is getting under floor. Still have roof problems also. Purchased locks for member to secure items in locker rooms. We have had no problems since. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

PROGRAM: Heating, Air Conditioning, and Refrigeration Technology (Poplarville)

Supports PRCC Strategic Goal(s): 1, 3, 7

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

PURPOSE OF PROGRAM: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Heating, Air Conditioning, and Refrigeration Technology to students within the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|--|--|--|
| <ol style="list-style-type: none"> To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, instructors from all programs in the state, and in conjunction with the A.R.I. and A.S.R.A.E. to train students on the national level. To enable the students to become EPA Certified before entering the work force. To teach students safe work practices required in modern industry. To teach students subjects related to the air conditioning and refrigeration industry. Encourage students to become members of VICA. | <ol style="list-style-type: none"> Students will be able to demonstrate acquired knowledge above and beyond entry level in the Heating, Air Conditioning, and Refrigeration industry, as per State Department of Education framework curriculum. Student will demonstrate safe work practices that are required in the work place. Students will improve communication and basic math skills. VICA membership will increase. | <ol style="list-style-type: none"> <u>Measures and Standards</u> Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain 2. <u>MS-CPAS</u> 3. <u>Administration, Evaluation of Instructors.</u> 4. <u>Student Evaluation of Instructors.</u> | <ol style="list-style-type: none"> Standards and measures meet 100% Enrollment 23 Retention 20-87% Completion 5-100% Graduation 5-100% Placement 5-100% Occupational Skills 4-80% Academic Skills 5-100% | <p>1 Level I and II indicators were met. Instructor made high school visits in the area and students were invited to visit the campus and individual programs. Instructor and director meet on a regular basis to review evaluations. All evaluations are kept on file in director's office.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

DEPARTMENT: Humanities and Social Sciences
INSTRUCTIONAL AREA: Criminal Justice

Supports PRCC Strategic Goal(s): 1, 3

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

PURPOSE OF DEPARTMENT: To offer an academic program of study which leads to an Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF DEPARTMENT TO PRCC MISSION: To provide an academic program of study in the area of criminal justice for students in the six-county district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|---|--|
| <p>To offer courses that meet the needs of students who are...</p> <p>1. Majoring in criminal justice and who plan to transfer to a senior college or university.</p> <p>2. Majoring in other academic subject areas and 2 year terminal degrees must satisfy basic college requirements for any of these subject areas.</p> | <p>1. Transfer students and non-major students will demonstrate a basic understanding of the key elements of the criminal justice courses offered and will receive a grade of "C" or better.</p> <p>2. Students will demonstrate the following: the ability to use effective communication and mental skills while under stress; to think critically and use observation skills necessary to be proficient in the performance of criminal justice duties; exhibit a workable knowledge of terminology and concepts unique to the field of criminal justice.</p> | <p>1. At least 75% of students majoring in criminal justice will receive a grade of "C" or better in such courses.</p> <p>2. At least 70% of non-major transfer students and 2 year terminal students will receive a grade of "C" or better in criminal justice courses.</p> <p>Assessment of such skills will be based upon one's performance during required oral and written presentations before the class and or instructors, field tests, and the results of quizzes/exams/ written assignments throughout the course.</p> | <p>1. 80% of students majoring in criminal justice received a grade of "C" or better in criminal justice courses. Of this 80%, 65% of the students received a grade of "A"</p> <p>2. 82% of non-major transfer and 2 year terminal degree students received a grade of "C" or better in criminal justice courses.</p> | <p>Continue to strive to challenge students with relevant classroom lectures interspersed with realistic hands-on experiences and exams which stress the importance of critical thinking, writing, and communication skills.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

DEPARTMENT: Humanities and Social Sciences
INSTRUCTIONAL AREA: English

Supports PRCC Strategic Goal(s): 1, 3

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

PURPOSE OF PROGRAM: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide an academic program of study in the area of composition and grammar for students in the six-county district.

DEPARTMENT: Humanities and Social Science
INSTRUCTIONAL AREA: English

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|---|---|---|
| <p>To offer courses that meet the needs of all students who are</p> <p>1. majoring in English and/or education and planning to transfer to a senior college or university.</p> <p>2. majoring in other academic subject areas and must satisfy basic college requirements for any of these subject areas.</p> <p>3. working toward a two-year associates degree</p> <p>4. working toward a two-year technical degree.</p> | <p>1,2 Transfer students will perform as well as or better than native students from the Mississippi comprehensive universities.</p> <p>3,4 Students in a two-year degree program will perform satisfactorily in academic English courses that are part of their curriculum.</p> | <p>1,2 Student transfer data</p> <p>3,4 At least 65% of students working toward a two-year degree will receive at least a grade of 'C' or better in the academic English courses.</p> | <p>1,2 Transfer data: PRCC MSU: 3.17 USM: 2.60 UM: 2.94</p> <p>3,4 A's 17.3% B's 31.3% C's 24.2% Total: 72.8%</p> | <p>1. Adopted new grammar and rhetoric handbook with extensive free Internet support for students</p> <p>2. Alignment of syllabi and pre and post tests with new text</p> <p>3. Continue to integrate and update new MLA standards for documentation of library and Internet research</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006-2007

DEPARTMENT: Humanities and Social Sciences

INSTRUCTIONAL AREA: History, Political Science, Psychology, and Sociology

Supports PRCC Strategic Goal(s): 1, 3

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

PURPOSE OF DEPARTMENT: To offer an academic program of study which leads to which leads to an Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF DEPARTMENT TO PRCC MISSION: To provide an academic program of study in the areas of History, Political Science, Psychology, and Sociology in the six-county district.

DEPARTMENT: Humanities and Social Sciences

INSTRUCTIONAL AREA: History, Political Science, Psychology, and Sociology

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|---|--|---|
| <p>To offer courses that meet the needs of students who are...</p> <p>1. Majoring in History, Political Science, Psychology, and Sociology, and who plan to transfer to a senior college or university.</p> <p>2. Majoring in other academic subject areas and must satisfy basic college requirements for any of these subject areas.</p> <p>3. Working toward a 2-year terminal degree.</p> | <p>1. Transfer and non-major transfer students will demonstrate a basic knowledge of the key elements of History, Political Science, Psychology, and Sociology.</p> <p>2. Transfer and non-major transfer students will acquire the analytical, critical thinking, and cognitive skills needed in order to function as engaged citizens in the larger sociological and cultural context.</p> <p>3. Students working toward a 2-year terminal degree will meet the requirements for graduation.</p> | <p>1. At least 67 percent of students majoring in History, Political Science, Psychology, or Sociology will receive a grade of "C" or better in academic Social Sciences courses.</p> <p>2. At least 65 percent of non-majors transfer students will receive a grade of "C" or better in academic Social Science courses.</p> <p>3. At least 30 percent of students working toward a 2-year terminal degree will receive a grade of "C" or better in academic Social Science courses.</p> | <p>77 percent of students majoring in History, Political Science, Psychology, or Sociology received a grade of "C" or better in academic Social Science courses.</p> <p>71 percent of non-major transfer students received a grade of "C" or better in academic Social Science courses.</p> <p>76 percent of students working toward a 2-year degree received a grade of "C" or better in academic Social Science courses.</p> | <p>Social Science Majors are currently meeting performance expectations. While student performance among this group has improved we will continue to work toward further improvements by clearly identifying expectations, providing continued updates as to performance in class, and encouraging students to seek out individual guidance and instruction during instructors' office hours.</p> <p>Continue to provide non-major transfer students with excellent instruction utilizing a variety of teaching methods. We will provide higher quality visual examples as more classes become equipped with multimedia projectors and smart boards. Also, improvement in communication between instructors and students will occur as blackboard coursework is made available.</p> <p>Technical students are meeting and exceeding performance expectations in Social Science courses here at Pearl River Community College. We will continue to provide exemplary instruction and a variety</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006-2007

of course options in order to meet the particular needs of Vocational and Technical students

All students are encouraged to utilize learning lab resources and online resources designed to complement in class instruction and enhance overall student performance. For example, sociology students are encouraged to use the online tutorial provided by the current textbook publishing company. This tutorial provides sample questions and additional readings.

A new book review format has been adopted by history instructors which will require students to not only identify the work's thesis but also present evidence of support or a lack thereof chapter by chapter. This will require students to read the text in a much more engaging way.

In order to develop critical evaluation and reading skills in our students, beginning in 2007, World Civilizations students will be assigned specific excerpts from readers containing primary documents. Students will evaluate the reading's context, meaning, and significance to larger historical themes. Critical readings of historical documents will be especially important for history majors as they migrate to four-year schools.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT **2006 - 2007**

DEPARTMENT: Humanities and Social Sciences
 INSTRUCTIONAL AREA: Literature

Supports PRCC Strategic Goal(s): 1, 3

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

PURPOSE OF PROGRAM: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide an academic program of study in the area of literature for students in the six-county district.

DEPARTMENT: Humanities and Social Sciences

INSTRUCTIONAL AREA: Literature

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|---|---|--|
| <p>To offer courses that meet the needs of all students who are:</p> <p>1. majoring in English and/or education and planning to transfer to a senior college or university.</p> <p>2. majoring in other academic subject areas and must satisfy basic college requirements for any of these subject areas.</p> <p>3. working toward a two-year associates degree</p> <p>4. working toward a two-year technical degree.</p> | <p>1,2 Transfer students will perform as well as or better than native students from the Mississippi comprehensive universities.</p> <p>3,4 Students in a two-year degree program will perform satisfactorily in academic English courses that are part of the technical curriculum.</p> | <p>1,2 Student transfer data</p> <p>3,4 At least 65% of students working toward a two-year degree will receive at least a grade of 'C' or better in the academic English courses.</p> | <p>1,2 Transfer data: PRCC MSU: 3.17 USM: 2.60 UM: 2.94</p> <p>3,4 A's 17.3% B's 31.3% C's 24.2% Total: 72.8%</p> | <p>1. Continue to add to collection of DVD's</p> <p>2. Continue to upgrade old A/V to DVD's</p> <p>3. Increased multimedia projectors from 2 to 6</p> <p>4. Adopted more student friendly texts in American and British literature</p> <p>5. Realigned student support material in the learning lab and syllabi for new texts.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

DEPARTMENT: Humanities and Social Sciences
INSTRUCTIONAL AREA: Spanish

Supports PRCC Strategic Goal(s): 1, 3

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

PURPOSE OF PROGRAM: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide an academic program or study in the area of foreign language for students in the six county district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|---|--|--|
| <p>To offer courses that meet the needs of all students who are</p> <ol style="list-style-type: none"> 1. majoring in Spanish and planning to transfer to a senior college or university. 2. majoring in other academic subject areas and must satisfy basic college requirements for any of these subject areas. | <p>1,2 Students of Spanish classes will demonstrate proficiency in four language areas: reading, writing, listening, and speaking. MFL 1213 students will understand basic present tense usages. MFL 1223 students will comprehend both present and preterite tenses. MFL 2213 students will demonstrate an understanding of preterite and imperfect tenses, and rudimentary subjunctive mood. MFL 2223 students demonstrate an active, growing knowledge and use of the subjunctive mood.</p> | <p>1,2 Student performance will be assessed through quizzes (oral and written), compositions, chapter tests, exams, and classroom peer discussions.</p> | <p>1,2 Academic year Fall 2006 - Spring 2007: Total # of Spanish students: 414 Number earning 70% or better: 83.3%</p> | <p>1,2 Provide with greater frequency audio-visual material such as but not limited to video of geo-cultural information, culturally-authentic cinema, interactive computer-based review, etc.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

PROGRAM: Machine Shop Technology

Supports PRCC Strategic Goal(s): 1, 3, and 7

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

PURPOSE OF PROGRAM: To offer a career program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Machine Shop Technology to students within the PRCC district.

PROGRAM: Welding (Poplarville Campus)

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|---|---|---|
| 1. To teach and train students through curricula which has been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi State Department of Education, Vocational-Technical Division, and instructors from all programs in the state. | 1. Student will demonstrate practical knowledge and skills such as grinding, cutting, and various welding operations which are necessary for employment in entry level positions in the workforce according to State Department of Education framework curriculum. | 1. Measures and Standards Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain | 1. Standards and Measure meet - 100% 2. Enrollment - 15 3. Retention - 15 - 100% 4. Completion - 4 - 100% 5. Graduation - 4 - 100% 6. Placement - 4 - 100% 7. Occupational Skills - 4 - 100% 8. Academic Skills - 4 - 100% | 1. Continue work with counselor on retention of students. 2. Continue utilizing outside sources from industry to retain and place students. 3. Continue working with related studies instructor (Ms. Judy Wells) on academic skills. 4. Work diligently preparing students for occupational skills test. |
| 2. To teach and train Welding through classroom work and laboratory experience so they will be successful as an entry level welder | 2. Students will demonstrate practical skills needed to master any type of welding machine and any type of welding/cutting procedure. | 2. Administration, Evaluation of Instructors 3. Student Evaluation of Instructors | | |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

PROGRAM : Management Information Systems Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

PURPOSE OF PROGRAM: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Management Information Systems Technology to students within the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|---|---|--|
| <p>1. To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.</p> <p>2. To provide students with a knowledge of business information systems and a firm background in C Programming, BASIC Programming, and Database Programming.</p> | <p>1. Students will demonstrate practical knowledge and employment in entry level positions in the business industry.</p> <p>2. Students will meet or exceed the standards for the programs as set forth by the Computer Programming Curriculum revision team.</p> <p>3. The student will acquire a firm knowledge of information systems in order to analyze, write, test and debug, implement, and maintain computer programs.</p> | <p>1. Measures and Standards Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain MS-CPAS Administration. <u>Evaluation of Instructors.</u> <u>Student Evaluation of Instructors.</u></p> | <p>1. The following standards were met: 100% of Level I; 100% of Level II indicators. Average enrollment per FTE is 15. 100% of eligible students completed the program. 100% of eligible students received a degree. 100% of the graduates were placed in a job related to training or continued their education. 100% of the graduating students have demonstrated gain on academic skills.</p> <p>2. Each instructor was evaluated by administrative personnel and students using the Evaluation of Instructor. This instrument was used by the instructor and administration to determine problems and develop plans for improvement.</p> | <p>1. Instructors will research new materials and textbooks for courses. Instructors will try to attend current workshops in order to stay current with technical changes. Computer software and hardware had been upgraded in both labs. All students enroll can receive a copy of the programming software to install on their own computers. Students will be directed to our Placement Director for information about job placement opportunities. Contacts will be made with employers regarding job placements for students.</p> <p>2. The evaluation instrument is used to improve the program through whatever methods are deemed necessary.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 – 2007

PROGRAM: Medical Laboratory Technology

Supports PRCC Strategic Goal(s): 1, 3, 7, 8

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

PURPOSE OF PROGRAM: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of MLT and provides a foundation for further study.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To offer the allied health program Medical Laboratory Technology in order to fulfill the mission statement for occupational programs at Pearl River Community College.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|---|---|--|
| 1. To provide the technological education and clinical practice enabling graduates to perform effectively as a member of the healthcare team as defined in standards established by NAACLS and the Mississippi Framework Curriculum, Mississippi Department of Education Vocational-Technical Division, and Instructors from all of the Medical Laboratory Technology Programs in the state. | 1. A minimum of 75% of the respondents to the graduate survey will indicate employment in various health care settings, or continue education. | 1. A. Graduate and employer surveys. B. Graduate placement in jobs or education. C. Advisory Committee comments. D. Measures and Standards. E. PRCC administration and student evaluation of Instructors. | 1. Low response to surveys. 100% of MLT students either had a job or was enrolled in the MLT program at USM or online. Most of the communication with our Advisory Committee has been electronic with good feedback. | 1. A. A web page was devised to improve the electronic submission of the surveys. They are still being also performed by telephone and mail. The MLT courses & labs are revised every semester and include any suggestions by the Advisory Committee. The forms in our Clinical manual have been revised to make the evaluation process simpler. |
| 2. To provide the Technical and Clinical education to enable the graduate to successfully pass the Medical Laboratory Technician Exam | 2. Upon successful completion of the Medical Laboratory Technology curriculum 75% of the graduating class will be successful in the passage of the MLT Board of Registry Exam. | 2. Board of Registry result report. | 2. The 2006 graduate class had a 66.6% pass rate. They not only attended the Registry review sessions, our 2 teams competed in the student bowl with other MLT programs in Mississippi and Louisiana and were runners up. We have had 7 students out of the 2007 graduates to take their Board of Registry and we have 100% pass rate. We still have 2 more that have not taken the exam. | 2. Our sophomore labs are structured to improve the students in their ability to multi-task, so they can be proficient in their clinical rotation as well in the work force. The number of Mock exams was increased and the scores on each exam had to improve or the exam had to be repeated. They were also required to make 100% on the University of Washington online MLT review program. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006 – 2007 (MLT Continued)

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|--|---|---|
| <p>3. To provide an adequate campus laboratory for the MLT students.</p> | <p>3. 100% of the students graduating from the Medical Laboratory Technology program will achieve a satisfactory evaluation on their Professional Evaluations in their clinical rotation</p> | <p>3. Clinical Professional evaluation forms of Medical Laboratory Technology students with Instructor comments.</p> | <p>3. The clinical instructor comments seem to compliment the student's ability to perform proficiently.</p> | <p>3. The freshmen & sophomore students have a short lab together to encourage success, and reinforce laboratory techniques. Online Interactive educational games/information was used.</p> |
| <p>4. To actively recruit students who are interested in Medical Laboratory Technology.</p> | <p>4. Upon exam of our Medical Laboratory Technology applicant pool at the deadline date, a minimum increase of 20% will be noted in the applicant pool.</p> | <p>4. Examine the applicant pool at deadline date for 20% increase. We are continuing to teach the allied health students at various high schools.</p> | <p>4. We are encouraging our students to get more involved in the recruitment process and with the High School tours. Some of our current sophomore students helped in the interviewing process for the new 2007 class.</p> | <p>4. This year the Allied Health students from Petal came to our campus to perform more hands on lab. This allowed them to interact with our students and was easier to keep their attention and control them.</p> |
| <p>5. To increase student retention.</p> | <p>5. Evaluate retention at the end of each graduating class and obtain a minimum increase of 10%.</p> | <p>5. Comparison of current retention numbers to the previous year. Also</p> | <p>5. Our 2007 pool had higher ACT scores than the previous years, partly due to Hurricane Katrina.</p> | <p>5. We only accepted students with 18 or higher on the ACT. Our current sophomore class (2008 graduates) are really eager to learn and we currently have 16 out of 20.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

PROGRAM: Medical Office Technology

Supports PRCC Strategic Goal(s): 1, 3, 7

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

PURPOSE OF PROGRAM: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Medical Office Technology to students within the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|--|---|--|
| <p>1. To teach and train Medical Office Technology students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.</p> <p>2. To give students specialized training in subjects required in the medical field and general secretarial skills required in the field of medicine and its auxiliaries.</p> | <p>1. Students will demonstrate practical knowledge and skills required to transcribe medical reports and code diagnoses from ICD-9-CM/HCPCS code book and code services and procedures from CPT code book which are necessary for employment in entry level positions in the workforce as per State Department of Education framework curriculum.</p> <p>2. The student will acquire fundamentals office skills and specialized training in the medical office field.</p> | <p>1. <u>Measures and Standards</u> Program Review Instrument Enrollment - standard met Retention- 84% Completion- 100% Graduation- 100% Placement - 100% Occupational skills - 80% Academic Gain - 100% 2. <u>MS-CPAS - 80%</u> 3. <u>Administration, Evaluation of Instructors</u> 4. <u>Student Evaluation of Instructors</u></p> | <p>1. 100% of those eligible to graduate completed the program and met the objectives as mandated by the state curriculum.</p> <p>2. The CCA exam is a nationally accredited exam in the Medical Billing and Coding program. The graduates who took the exam passed and are employed in their field.</p> <p>3. 89% of the employees who responded to the Career Fair Survey agreed or strongly agreed that PRCC students were employable.</p> <p>4. Instructors are evaluated by administrative personnel and students using the Evaluation of Instructor by the Supervisor instrument. This instrument helps to determine problem areas and develop plans for improvement.</p> | <p>1. Placement is an essential part of this program. Feedback from Advisory Members and telephone surveys enhances what we teach our students.</p> <p>2. Passing the nationally accredited CCA exam further reinforces what students are being taught</p> <p>3. This field is ever changing; therefore, we continue to upgrade software, textbooks and online training as appropriate.</p> <p>4. Students, administration and employer feedback provide information necessary to improve instructional methods.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 – 2007

PROGRAM: Medical Radiologic Technology

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

PURPOSE OF PROGRAM: To offer allied health programs, which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To add an important component to the health related professions, which are offered locally. Students do not have to travel out of district to obtain this important medical specialty.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|--|---|--|
| 1. To provide the biological, mathematical, and physical science foundation as well as the technological education and clinical practice enabling graduates to: A) perform effectively as entry-level radiographers as defined in the Standards for an accredited Educational Program in Radiological Sciences, as defined by the JRCERT, and under guidelines of the State approved national curriculum. B) perform effectively as a member of the health care team. C) successfully write the ARRT examination for diagnostic radiographers. D) be prepared to pursue the baccalaureate degree. E) be prepared for advanced level studies into the specialty areas. | 1- Pass rate on the American Registry of Radiologic Technologist (Radiography) registry. 2- Program evaluation by graduates six to nine months post graduation. 3- Employer evaluation of the graduates six to nine months post graduation. 4- Average second year class grades for all didactic courses. 5- Average second year grades for clinical GPA 6- Percentage of graduates employees or seeking specialty training within three months, in the field using their education received at PRCC. | 1. Measurements and standard: - Program review instrument - Enrollment - Retention - Completion - Graduation - Placement - Occupational Skills - Registry pass rate - Academic gain 2. Work Keys 3. Student evaluation of instruction 4. Administrative evaluation | 18 sophomores/ 18 Freshmen 100 % retention 100 % completion 100% Graduation 83.33 % placement 100 % occupational skills 94 % ARRT pass rate 1 st attempt 100 % academic gain 5 % of 2007 graduates are pursuing specialty training | Re-evaluate motivation methods Changed text for Radiographic pathology Motivate class to prepare for ARRT exam |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 – 2007

PROGRAM: Nursing Assistant

Supports PRCC Strategic Goal(s): 1, 3, 7, 8

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

PURPOSE OF PROGRAM: To offer a technical program which upon successful completion will qualify students for an entry-level position in the nursing assistant field. To provide a pre-requisite to nursing.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: The nursing assistant program provides constituents with occupational and technical training for entrance into the workforce or as a prerequisite to nursing.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|---|--|---|
| 1. To provide students with basic math, science and technical skills required to meet the criteria of an entry level nursing assistant as determined by NACES and the State Department of Health and Health Care facilities. | 1. Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce as evidenced by * return demonstration of all 23 state required skills * receiving a pass on written and skills evaluation * applying skills and practical knowledge in a clinical setting | 1. 75% of all students who attempt the program will complete. 2. 75% of those who complete the program and attempt certification will pass the state nursing assistant test given by Promissor/NACES 3. 75% of all students completing the nursing assistant program who desire employment will become employed in the nursing assistant field. 4. 75% of all students completing the nursing assistant program as a prerequisite to a nursing program will continue their education in the nursing field. | 1. 93.3% of all students who started the program completed. 2. 95% of all students who completed the program and attempted the state nursing assistant certification exam passed, as reported by Promissor/NACES. 3. 93.6% of all students completing the program and desiring employment had a job in the nursing assistant field 2 months after completion. 4. 100% of all students who completed the program as a prerequisite to a nursing program did continue their education in the nursing field. | 1. The results of this assessment criterion will be used to improve all aspects of the nursing assistant program. 2. It is noted that the State Certification pass rate fell 3% this year, but remains above the state average. 3. Increased laboratory practice time has been scheduled in to promote efficiency of skills related to decreased pass rate. 4. Regular communication continues between program coordinator and potential employers to maximize student employment opportunities. |
| 2. To provide students with a variety of experiences including lecture, demonstration, lab exploration and clinical application to gain knowledge and technical skills as pre-requisites to a vocational, college or university level nursing program | 2. Students will demonstrate practical knowledge and skills necessary for completion of program as pre-requisites to a nursing program as evidenced by: * return demonstration of all 23 state required skills * receiving a pass on written and skills evaluations * applying skills and practical knowledge in a clinical setting | | | |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

DEPARTMENT: Nursing Education
INSTRUCTIONAL AREA: Associate Degree Nursing - Level I

Supports PRCC Strategic Goal(s): 1, 3, 5

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

PURPOSE OF DEPARTMENT: To prepare individuals to practice as registered nurses in various health care settings. The program provides a foundation for further study in nursing and contributes to the health care and well-being of our diverse and emerging community.

RELATIONSHIP OF DEPARTMENT TO PRCC MISSION: To provide a curricula for an Associate Degree Nursing program with related support academic courses and services for Pearl River Community College students, to satisfy State mandates for preparing students for registered nursing licensure and to provide a foundation for future growth in nursing.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|---|--|---|
| 1. To provide instruction for Level I Associate Degree Nursing students in preparation for registered nursing licensure. | 1. Upon completion of the first level of the ADN curriculum, the students will successfully demonstrate competent theory knowledge and clinical skills. | 1. A theory Component: Final grade of 80 or above which includes minor, major and final exams. Clinical Component: Satisfactory summative clinical evaluation. | 1. A ratio of one faculty per every ten students was maintained throughout the year. Fall 2006, twenty-five (40%) of Nsg. I students progressed to Nsg. II. Forty-two (78%) of Nsg. I progresses to Nsg. III & IV. Spring 2007, thirty-nine (71%) of Nsg. II students progressed to Nsg. III & IV. To progress, each student had a grade of 80 or higher and a satisfactory summative clinical evaluation. | 1. The total number of students for 2006-2007 was 418 (Fall 2005 - 209, Spring 2006 - 212). There were 22 full-time faculty and 3 part-time faculty each semester. The class numbers are used each semester to determine faculty. |
| 2. To provide a state of the art campus laboratory/equipment and approved clinical agencies. | 2. Contractual agreements with all clinical agencies will at least state and/or national approval. Campus lab will have up to date equipment to prepare beginning level nursing students. | 2. Signed contractual agreements and students summative clinical evaluations. Clinical agency contracts will indicate state or national approval status. | 2. & 3. -- All clinical agencies have state and/or national accreditation. PRCC has signed contractual agreements with all clinical agencies used. Students' evaluations of clinical agencies overall are positive. Employer evaluations of ADN graduates states satisfied and very satisfied with the graduate. Graduate evaluations of education stated satisfied to very satisfied with education. | 2. & 3. - Contractual agreements are kept in the director's office for accreditation and validation purposes. Information obtained from students' evaluations of the clinical facility is used to determine the strengths and weaknesses of the facility. The feasibility of future use of the facility is also partially determined by students' evaluations of the clinical agency. |
| 3. To provide clinical experiences in approved clinical agencies. | 3. Contractual agreements with all clinical agencies. | 3. Signed contractual agreements between Pearl River Community College and the clinical agency. All agencies have State and/or national accreditation. | | |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

DEPARTMENT: Nursing Education

INSTRUCTIONAL AREA: Associate Degree Nursing - Level II

Supports PRCC Strategic Goal(s): 1, 3, 5

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

PURPOSE OF DEPARTMENT: To prepare individuals to practice as registered nurses in various health care settings. The program provides a foundation for further study in nursing and contributes to the health care and well-being of our diverse and emerging community.

RELATIONSHIP OF DEPARTMENT TO PRCC MISSION: To provide a curriculum for an Associate Degree Nursing program with related support academic courses and services for Pearl River Community College students, to satisfy State mandates for preparing students for registered nursing licensure and to provide a foundation for future growth in nursing.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|--|--|
| 1. To provide instruction for Associate Degree Nursing students in preparation for registered nursing licensure. | 1. (a) The class average of the students who successfully complete the ADN curriculum will score at or above 60% on the Assessment Technologies Institute LLC (ATI) comprehensive diagnostic examination. (b) The percentage of graduates who pass the National Council for Licensing Examination for Registered Nursing (NCLEX-RN) on the first attempt will be at or above the State ADN average. | 1. (a) ATI results (b) NCLEX-RN results. | 1. a) ATI composite scores: Dec. '06 - 65.2% May '07 - 66.4% b) NCLEX-RN - 80.7% | 1. a) curriculum refinements and change b) Curriculum refinements and change |
| 2. To prepare qualified students to become registered nurses hireable for various health care agencies within the community. | 2. A minimum of 75% of the respondents to the graduate survey will indicate employment in various health care settings within a 70 mile radius of the PRCC campus. | 2. Information obtained from Graduate and employer surveys are sent to graduates and employers at six and eighteen month intervals. Employers will indicate satisfaction with graduates working within their facility. | 2. 100% of employers are in 70 mile radius | 2. Class selection priority is from PRCC's district students |

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006 -- 2007 (NE -ADN Level II continued)**

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|---|---|--|
| <p>3. To assure that nursing books, publications and periodicals are current and adequate to meet curriculum needs.</p> | <p>3. Textbooks and reference materials used in each course syllabus is current and adequate to meet the student's curriculum need.</p> | <p>Most recent surveys received include the following agencies: Forrest General Hospital (Hattiesburg)Wesley Medical Center (Hattiesburg) Pearl River County Hospital (Poplarville) Highland Community Hospital (Pineyune) Nursing Homes (Pineyune, Diamondhead, Slidell, Hattiesburg, and Lumberton) Slidell Memorial Hospital Northshore Medical Center (Slidell) Memorial Hospital of Gulfport Ochsner Hospital (New Orleans)</p> <p>3. ADN departmental course and textbook evaluations administered at the end of the fall semester.</p> | <p>3. Some of the audiovisual materials such as skills videos were evaluated outdated by students. Also, some of the books were evaluated as very difficult to read and understand.</p> | <p>3. Each course adopted current textbooks with CDs. Before adoption, textbooks were evaluated by faculty. Textbook CDs are used by students out of class and are also used by faculty during classroom instructions. For ex., the use of online access codes with the Elsevier Co. has provided current video clips of nursing skills that students can use during the time enrolled in the program. These video clips can be shown during class. Internet access and permanent power point capability have become available in two classrooms. Instructors can download current materials for class use. In addition, new computer programs in our Nursing Dept. Computer Lab have been made available to students.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006-2007

DEPARTMENT: Nursing Education
INSTRUCTIONAL AREA: Practical Nursing, Poplarville

Supports PRCC Strategic Goal(s): 1, 3, 7, 8

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

PURPOSE OF PROGRAM: To provide educational opportunities in a one-year vocational program for qualified students to enable them to enter gainful employment and to help meet the healthcare needs of the community and to provide a foundation for additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide learning opportunities whereby students are guided into skills for work and into patterns of acceptable nursing behaviors and pattern of lifelong learning.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|--|--|---|
| 1. To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state. | 1. Students will demonstrate practical knowledge and skills, which are necessary for employment in entry-level positions in the workforce according to State Department of Education framework curriculum. | 1. (a) Measures and Standards Program Review Instrument including: Enrollment, Retention, Completion, Graduation, Placement, Occupational skills, and Academic gain. (b) Work Keys (Replaced with TABE Test and ACT). | 1. (a) The following standards were met: Level 1 & 2 indicators were met 100%, Average enrollment for FTE 100%, Average Retention - 83%, Completion - 100 %, Placement - 100% Occupational Skills/Academic gains - 100%. (b) TABE Test - 100%, ACT test - 100%. | 1. (a) All areas evaluated. Adjustments and improvements implemented as necessary. Reviewed with students areas needing improvement identified. |
| 2. To provide learning opportunities whereby students may pass the national licensure exam and begin entry-level work as an LPN. | 2. A minimum of 70% of graduates who take the NCLEX-PN will pass on the first write as per state standards. | 2. Mississippi Board of Nursing NCLEX-PN Score Reports. | 2. 92% of graduates who graduated in July 2006 passed NCLEX-PN Exam 100% of graduates who graduated in July 2007 passed the NCLEX-PN Exam as of 10/31/07. | 2. Results revised and plans made to continue current teaching methods. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006-2007 (NE--PN Continued)

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|---|---|--|
| 3. To provide for ongoing program improvement. | 3. Students, faculty, administration and employers will have input in the program improvement | 3. (a) Administration Evaluation of Instructors (b) Student Evaluation of Instructors (c) Employer Surveys (d) Graduate surveys at program end and at 3 years post graduation (e) Faculty meetings for program review | 3. Each instructor was evaluated by administrative personnel and students using the Evaluation of Instructor by the Supervisor Instrument. The program was evaluated by employers and graduates using the Employer & Graduate Satisfaction Surveys. | 3. These instruments were used by the instructor & administration to determine problems & develop plans for improvement during faculty meeting held periodically during each semester. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2007 – 2008

PROGRAM: Occupational Therapy Assistant Technology

Supports PRCC Strategic Goal(s): 1, 3, 7, 8

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

PURPOSE OF PROGRAM: To graduate a competent entry level Occupational Therapy Assistants.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To offer the allied health program Occupational Therapy Assistant in order to fulfill the mission statement for occupational programs at Pearl River Community College.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|---|--|--|
| <ol style="list-style-type: none"> To provide the technological education and clinical practice enabling graduates to perform effectively as defined in standards established by ACOTE. (Accreditation Council for Occupational Therapy Education) To train students to perform effectively as a member of a medical or community team that addresses health and wellness issues To prepare students to pass the NBCOT exam for OTA's. To satisfy student and employer needs for associates level training in the field of Occupational Therapy for the role of assistant. | <ol style="list-style-type: none"> Students will demonstrate practical knowledge and skills which are necessary for employment in entry-level positions in the workforce according to State Department of Education Framework Curriculum Students will report overall satisfaction with program as per Student Assessment Tool. Areas with scores averaging less than "3" out of possible "5" will be reviewed for improvement. Employers will report overall satisfaction with preparation of entry-level practitioners per Employer Survey Form. Areas with scores averaging less than "3" out of possible "5" will be reviewed for improvement. | <ol style="list-style-type: none"> Measurements and Standards: Program Review Instrument <ul style="list-style-type: none"> Enrollment - 1.0 per FTE Retention - 85 % Completion - 85% Graduation - 85 % Placement - 75% Occupational Skills - 85% Certification Pass Rate - 85% Academic Gain - 95% Administrative Evaluation of Instructors Student Evaluation of Instructor All Instructors will meet the minimum qualifications for employment (areas > 2 signify needs improvement) Student Assessment Tool Employer Assessment Tool | <p>Graduates of May 2007</p> <p>Enrollment = 2.4 per FTE</p> <p>23 soph</p> <p>25 fresh</p> <p>Retention = 88%</p> <p>Graduates 23/25</p> <p>Freshmen 21/25</p> <p>Completion - 23/25 = 92%</p> <p>Graduation - 92%</p> <p>Placement - 21/23 = 91%</p> <p>Occupational Skills = 100%</p> <p>Certification Pass Rate = 100%</p> <p>(21/21)</p> <p>Academic Gain = 100%</p> <p>Administrative Evaluation of Instructors - excellent</p> <p>Student Evaluations - Excellent</p> <p>Student/Employer Assessment tools - In process</p> | <p>The OTA program will continue to implement strategies to assist at-risk students and to emphasize certification exam preparation early in program sequence.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

PROGRAM: Office Systems Technology (Poplarville Campus)

Supports PRCC Strategic Goal(s): 1, 3, 7

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

PURPOSE OF PROGRAM: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Office Systems Technology to students within the PRCC district.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|--|--|---|
| <p>1. To teach and train Office Systems Technology students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.</p> <p>2. To provide students basic business classes and more specialized training in the skill of office systems technology.</p> | <p>1. Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce. Students will demonstrate knowledge and skills in software applications (word processing, spreadsheets, database, computerized accounting, integration of software systems and telecommunications. The student will acquire knowledge of the entire office function as well as career options available within the office.</p> <p>2. The student will acquire knowledge in basic office work in the one year program and may also acquire specialized training in the two year program.</p> | <p>1. Measures and Standards Program Review Instrument Enrollment – standard met Retention – 87 % Completion – 100% Graduation – 100% Placement – 89% Occupational skills – 78% Academic Gain – 100%</p> <p>2. MS-CPAS – 78%</p> | <p>The following standards were met.</p> <p>1. 100% of Level I and Level II indicators were met on PRI. Average enrollment per FTE-4.</p> <p>87% of students completed and passed a level of instruction.</p> <p>100% of eligible students completed the program.</p> <p>89% of graduates were placed in a job related to training or are continuing their education.</p> <p>100% of students demonstrated academic gain.</p> <p>2. 78% of completers have passed the MS-CPAS exit exam.</p> | <p>1. Placement is an essential part of this program. Instructors continue to correspond with prospective employers for student placement. Instructors continue to correspond with Advisory Committee members and telephone surveys enhances what we teach our students. Also, due to the ever-changing technology it is necessary to update textbooks, software, and provide online information for student enhancement. Textbooks are updated yearly and software as needed.</p> <p>2. The results of the latest MS-CPAS were used to evaluate our program compared to other Office Systems Technology programs in the state. Feedback from students provides information to improve instruction.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006 - 2007

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|------------|----------|---|--|--|
| | | <p>3. <u>Administration, Evaluation of Instructors.</u></p> <p>4. <u>Student Evaluation of Instructors.</u></p> | <p>3. Each instructor was evaluated by his/her supervisor. The Evaluation of Instructor by Supervisor instrument was used for this evaluation. 89% of the employees who responded to the Career Fair Survey agreed or strongly agreed that PRCC students were employable.</p> <p>4. Students were given the opportunity to evaluate their instructors.</p> | <p>3. Each instructor met with her supervisor to discuss her weaknesses and strengths.</p> <p>4. Instructors continue to use the results of student evaluations as a means of improving class instruction.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006-- 2007

PROGRAM: Physical Therapist Assistant Technology

Supports PRCC Strategic Goal(s): 1, 3, 7, 8

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

PURPOSE OF PROGRAM: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of physical therapy and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To add an important component to the health related professions which are offered in the district. Students do not have to travel out of district to obtain this important medical specialty.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|---|---|
| <p>To follow the <i>Mississippi Framework Curriculum for the Physical Therapist Assistant</i> in providing the biological, mathematical, and physical science foundation, as well as, the technological education and clinical practice to enable graduates to: a.) perform effectively as entry-level PTAs as defined in the <i>Evaluation Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants</i>, b.) perform effectively as a member of the health care team, and c.) successfully write the licensure examination for PTAs.</p> | <p>I. Standards & Measures</p> <p>1. Enrollment in the PTA program will adhere to the MS State Dept. of Ed. Criteria of an average enrollment of 10 students per FTE.</p> <p>2. According to the Mississippi Dept. of Ed. there will be 86 % retention of students in the PTA program.</p> <p>3. According to the Mississippi Dept. of Ed. 85% of PTA students will complete the program.</p> | <p>Measurements & Standards</p> <p>1. Enrollment Average enrollment per FTE will be 10</p> <p>2. Retention: 86% of students will complete and pass all levels of instruction Total students passed in program/Total students enrolled in program</p> <p>3. Completion: 85% of students will complete the program Completer level total passed/Completer level total enrolled</p> | <p>1. This criterion is met as evidenced by enrollment as of May 2006 being 42 students with 2 FTE instructors. Laboratory sessions are such that there are 10 students per 1 instructor.</p> <p>2. This criterion was met as evidenced by beginning the academic year with 42 students and ending the year with 38 students, equaling 90% retention.</p> <p>3. This criterion was met as evidenced by 21 students beginning the year and 18 students graduating, equaling a 86% completion rate.</p> | <p>1. Assessment of this data ensures compliance with the state mandated criterion for student/FTE ratio.</p> <p>2. Assessment of this data reinforces efforts to attract more qualified applicants and the selection process.</p> <p>3. This data is used to evaluate the effectiveness of instruction and learning to enable the student to progress toward graduation and clinical practice.</p> |

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006– 2007 (PTA continued)**

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|------------|---|---|---|--|
| | <p>4. According to the Mississippi Dept. of Ed. 75% of PTA students will receive and AAS degree.</p> <p>5. According to the Mississippi Dept. of Ed. 65 % of PTA program graduates will have job placement.</p> | <p>4. Graduation 75% of students will receive an AAS degree Number to receive degree/Number receiving degree</p> <p>5. Placement 65% of graduates will have job placement</p> | <p>4. This criterion was met as evidenced by 100% of students to receive an AAS degree actually receiving the AAS degree.</p> <p>5. This criterion has been met as evidenced by 18 of 18 graduates have been placed in a PTA job.</p> | <p>4. To continue assessment of the number of students earning the AAS degree to provide the regional area with qualified PTAs.</p> <p>5. To continue to evaluate the number of jobs available in the regional area for PTAs and the consumer need for the continued number of students to be graduated.</p> |
| | <p>6. According to the Mississippi Dept. of Ed. 85% of PTA students will demonstrate occupational skill proficiency by passing the licensure exam.</p> <p>7. According to the Mississippi Dept. of Ed. 90% of PTA student will demonstrate academic gain.</p> | <p>6. Occupational Skills 85% of graduates will demonstrate occupational skill gain via passage of the licensure exam</p> <p>7. Academic Gain 90% of student will demonstrate academic gain via passage of each academic class with a grade of "C" or Better.</p> | <p>6. As of this date (September 20, 2007) all 18 2007 graduates have taken the licensure exam and 100% passed the exam on the first attempt.</p> <p>7. This criterion was met as evidenced by all students in the PTA program passing all academic courses with a "C" or better.</p> | <p>6. To continue to evaluate curriculum effectiveness in preparing the graduates for successful passage of the licensure exam.</p> <p>7. To continue to evaluate the ability of students to successfully complete the academic portion of the curriculum for success in all studies.</p> |
| | <p>8. Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce according to State Department of Education framework curriculum.</p> | <p>8. PTA students will demonstrate and skills proficiency via 100% of all proficiency check off criteria being mastered.</p> | <p>8. This criterion was met as evidenced by all students in the PTA program being able to successfully check off all proficiency skills (100% compliance)</p> | <p>8. To continue to ensure adequate instruction and curriculum for students to be able to gain competency in skills as required by the State Department of Education framework curriculum.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006-2007

PROGRAM: Practical Nursing (Forrest County Center)

Supports PRCC Strategic Goal(s): 1, 3, 7, 8

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| <p>MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.</p> |
| <p>PURPOSE OF PROGRAM: To provide educational opportunities in a one-year vocational program for qualified students to enable them to enter gainful employment and to help meet the healthcare needs of the community and to provide a foundation for additional educational opportunities.</p> |
| <p>RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide learning opportunities whereby students are guided into skills for work and into patterns of acceptable nursing behaviors and pattern of lifelong learning.</p> |

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|---|--|--|
| <p>1. To teach and train students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.</p> | <p>1. Students will demonstrate practical knowledge and skills, which are necessary for employment in entry-level positions in the workforce according to State Department of Education framework curriculum.</p> | <p>1. (a) Measures and Standards Program Review Instrument including: Enrollment, Retention, Completion, Graduation, Placement, Occupational skills, and Academic gain.</p> | <p>1. Enrollment, 100% Retention 83% Completion 100% Graduation 85% Placement 91% Occupational skill 81% Academic gain 100%.</p> | <p>1. All areas evaluated, adjustment and improvements implemented as necessary.</p> |
| <p>2. To provide learning opportunities whereby students may pass the national licensure exam and begin entry-level work as an LPN.</p> | <p>2. A minimum of 70% of graduates who take the NCLEX-PN will pass on the first write as per state standards.</p> | <p>2. Mississippi Board of Nursing NCLEX-PN Score Reports.</p> | <p>2. 81% of completers passed NCLEX</p> | <p>2. (a) Results reviewed and contacted students who did not pass NCLEX. Offered computerized review in our computer lab and suggested that these students contact a NCLEX review team.</p> |
| <p>3. To provide for ongoing program improvement.</p> | <p>3. Students, faculty, administration and employers will have input in the program improvement</p> | <p>3. (a) Administration Evaluation of Instructors</p> | <p>3. (a). 100% complete</p> | <p>3. (a). Evaluation results were discussed with each program instructor and items were identified wherein each would strive to make improvements for the coming year.</p> |
| | | (b) Student Evaluation of | (b). Student evaluation of | |

| | | | |
|--|-------------|---|---|
| | Instructors | <p>instructors was completed with a 100% participation response. A mean score of 1.25 was obtained, ranking courses instructors between the "strongly agree" and "agree" ratings. Student suggestions for lecture/lab</p> <p>(c) Employer Surveys</p> <p>(d) Graduate surveys at program end</p> <p>(e) Faculty meetings for program review</p> | <p>(b) Results of student evaluation were shared with Practical Nursing faculty identifying the following items to focus on for improvement in the coming year:</p> <p>Book consolidation Update audio visual material. Use computerized /powerpoint notes.</p> <p>(c) Incorporate employability skills training and professional development as it pertains to the medical working environment</p> <p>(d) Suggestions were noted above.</p> <p>(e) Consolidated text to decrease cost and to improve organization of classroom instructions. Had good results and will continue to work toward this goal. Conducted Mock Nclex and used results to council students.</p> |
|--|-------------|---|---|

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

DEPARTMENT/PROGRAM: Quality Enhancement Plan

Supports PRCC Strategic Goal(s): 1, 3, 5

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

PURPOSE OF DEPARTMENT/PROGRAM: To provide leadership and to implement the Quality Enhancement Plan.

RELATIONSHIP OF DEPARTMENT/PROGRAM TO PRCC MISSION: To fulfill the Mission of the College through the implementation of the Quality Enhancement Plan.

DEPARTMENT/PROGRAM: Quality Enhancement Plan

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|---|---|
| 1. To provide adequate technology to support the implementation of the Quality Enhancement Plan. | 1. Budget support of the Quality Enhancement Plan will continue for the duration of the program. | 1. At least 90% of the initial Quality Enhancement Plan funds will be budgeted for each fiscal year of the program. | 1. Funding at this level has been provided for the 2007-2008 fiscal year. | 1. Funding at this level will be continually requested. |
| 2. To provide adequate training support for instructors of the courses included in the Quality Enhancement Plan. | 2. Training will be offered to instructors currently involved in Quality Enhancement Plan courses and will be involved in the future. | 2. The Quality Enhancement Plan will be expanded as instructors become trained and share best practices with other colleagues. | 2. Training has been provided throughout the year under the coordination of the Training Work Group. | 2. Future training has been crafted and scheduled according to evaluations received after current training has been completed and information collected on faculty surveys. |
| 3. To provide current technology for courses included in the Quality Enhancement Plan. | 3. Adequate technology will be added throughout the College to support the Quality Enhancement Plan. | 3. Assessment of resources will provide information of instructional technology needs. | 3. Current technology hardware and software has been provided in the classroom and Mathematics Laboratory. Maximum capacity of the Mathematics Laboratory has been met. | 3. Need a classroom equipped with individual student computers in order to relieve the mathematics laboratory of formal instructional traffic. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006 - 2007

| DEPARTMENT/PROGRAM: Quality Enhancement Plan | | | | |
|---|--|---|--|--|
| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 4. To properly assess the impact of the Quality Enhancement Plan. | 4. An analysis of data will gauge the effectiveness of the Quality Enhancement Plan. | <p>4. Data collected through pre-tests/post-tests, technology surveys, attitude survey, national standardized tests, and exit surveys will be used to illustrate the effect technology has had upon the Quality Enhancement Plan treatment group retention rates.</p> <p>Pre-test and post-test comparisons will be used to examine student learning.</p> <p>Technology surveys will provide insight into each student's exposure to technology.</p> <p>The attitudinal survey measures the changes in a student's attitude toward mathematics.</p> <p>National standardized tests compare students preparedness for College Algebra compared to a national norm.</p> <p>Exit surveys will be completed by students withdrawing from courses included in the Quality Enhancement Plan.</p> <p>Retention rates and success rates will be analyzed at the end of each semester.</p> | <p>No significant differences in pretest and posttest data.</p> <p>Surveys indicated students have access to technology outside of the classroom.</p> <p>No significant change occurred in students' mathematics attitude.</p> <p>Fall and spring semester MAA administration indicated normalized groups.</p> <p>Only one exit survey completed during 2006-2007 academic year indicated withdrawal due to time of course.</p> <p>Fall 2006 Treatment 75.8% Success 6.1% Withdraw Control 71.6% Success 13.4% Withdraw Spring 2007 Treatment 69.0% Success 2.8% Withdraw Control 46.7% Success 25.6% Withdraw</p> | <p>Tests were rewritten for reasons stated in the Quality Enhancement Plan yearly report.</p> <p>Monitor surveys for trends of future technology needs.</p> <p>Monitor future changes.</p> <p>Continued observation.</p> <p>Continued effort in conducting exit survey.</p> <p>Future analysis will provide increased population which will allow for conclusions to be drawn.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

PROGRAM: Related Studies

Supports PRCC Strategic Goal(s): 1, 3, 7

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

PURPOSE OF PROGRAM: To identify and provide remedial assistance to special populations students in the areas of Reading and Math.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: to serve as a support component to students enrolled in the career and technical programs at PRCC.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|---|---|---|
| 1. To teach reading to academically disadvantaged Special Populations students. | 1. Students will demonstrate an average academic gain reading of 1 grade level or higher. | 1. Pre TABE Reading Test Post TABE Reading Test Skills Bank IV Reading Skills Bank V Reading | 1. 94% of reading students tested with the TABE reading post test demonstrated a gain of 1 grade level or higher. The average gain in reading was 2.3 grade levels. | 1. Will continue to use new Skills Bank V reading/math software, along with supplemental software and worksheets as needed. |
| 2. To teach developmental mathematics to academically disadvantaged Special Populations students. | 2. Students will demonstrate an average academic gain in developmental math of 1 grade level or higher. | 2. Pre TABE Math Test Post TABE Math Test Skills Bank IV Mathematics Skills Bank V Mathematics | 2. 92% of math students tested with the TABE math post test demonstrated a gain of 1 grade level or higher. The average gain in math was 2.3 grade levels. | 2. Will implement teacher directed small group mathematics instruction in addition to CAl. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 – 2007

PROGRAM: Respiratory Care Practitioner Technology

Supports PRCC Strategic Goal(s): 1, 3, 7, 8

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

PURPOSE OF PROGRAM: To graduate a competent advanced-level respiratory care practitioner.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To offer the allied health program Respiratory Care Practitioner Technology in order to fulfill the mission statement for occupational programs at Pearl River Community College.

PROGRAM: Respiratory Care Practitioner Technology

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|--|---|---|
| 1. To provide the biological, mathematical and physical science foundation as well as the technical practice enabling graduates to perform effectively as advanced-level respiratory care practitioners as defined in standards established by CoARC (Committee on Accreditation for Respiratory Care). | 1. Students will demonstrate ability to comprehend, apply and evaluate didactic and clinical information relevant to their role as a Respiratory Care Practitioner. | 1. Measurements and Standards: Program Review Instrument Enrollment Retention Completion Graduation Placement Occupational Skills NBRC SAE -- Self Assessment – written SAE – Self Assessment - Clinical SIMS Academic Gain Administrative Evaluation of Instructors 2. MS-CPAS 3. Student Evaluation of Instruction | <ul style="list-style-type: none"> Enrollment is high, we have 16 sophomore students and 20 freshmen. Retention meets all thresholds, 80% still enrolled for the class of 2007. For the class that graduated in December 2006 we retained 97%. Completion – 97% of 2006 students completed on time and 80% of 2007 students should graduate in December. Graduation - 97% of 2006 students graduated on time and 80% of 2007 students should graduate in December. Placement – we have had 100% job placement for our graduates for the last several years. Occupational skills – all students that graduated | <p>Based on the assessment results, the only action plan that is necessary is in the category of NBRC RRT credentialing.</p> <p>We are making every effort to encourage our graduates to take this exam as soon as possible following graduation. It is my opinion that the longer they wait, the less information they retain.</p> <p>We have increased the number of practice exams the students are given. This will help them to be more confident in their ability to pass this exam.</p> <p>We have scheduled a review seminar for the students. This will give them good information to help them feel better prepared or this exam.</p> <p>Also, the NBRC has passed a 3 year eligibility limit for</p> |
| 2. To perform effectively as a member of the health care team. | | | | |
| 3. To pass the NBRC (National Board for Respiratory Care) exam for entry-level and advanced level practitioners. | | | | |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006 – 2007

| PROGRAM: Respiratory Care Practitioner Technology | | | | |
|---|----------|---------------------|---|--|
| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| | | | <p>have achieved the occupational skills necessary to perform all aspects of respiratory care.</p> <ul style="list-style-type: none"> • NBRC – 100% of our graduates from 2005 and 2006 passed the NBRC CRT Exam. 83% of 2005 and 60% of 2006 graduates that attempted have passed the Written Registry Exam. • SAE – Written Exam – 93% of 2006 graduates passed this exam. The high score was 83% and the low was 58%. Class average was 70% and the National average was 65%. PRCC graduates scored above the national average in all categories of this exam. • SAE – Clinical Simulation Exam – 100% of students passed information gathering and 70% passed decision making. This test is no longer being used as an outcomes measurement for accreditation. • Student evaluations of instruction met all cut scores as established by CoArc for accreditation. | the RRT Exam. This limit will force graduates to attempt this exam in a more timely fashion. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

DEPARTMENT: Science, Mathematics, and Business
INSTRUCTIONAL AREA: Biology

Supports PRCC Goal(s): 1, 3

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

PURPOSE OF PROGRAM: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|---|---|---|
| 1. To provide quality instruction in courses which parallel the first two years of a Bachelor's degree for Biology majors. | 1. Students will demonstrate mastery of subject matter in courses for majors of biology. | 1. Student performance on examinations in both lecture and laboratory for biology majors. | 1. Grade distribution for biology classes for students majoring in biology: Fall 2005 A - 40% B - 20% C - 40% D - 0% F - 0% | For 1,2 and 3: A Smart Symposium has been purchased for use in the biology classes. "Sherlock Bones" - a forensic method for studying the skeleton with practical application has been purchased. CourseCompass has been purchased with the new Anatomy text to supplement and augment student learning. Instructors are actively engaged in its use. |
| 2. To offer quality instruction, including appropriate laboratory components, for students majoring in other academic subject areas who must satisfy basic college core requirements. | 2. Students will demonstrate their knowledge of basic principles of biology including laboratory skill. | 2. Student performance on examinations in both lecture and laboratory. | 2. Grade distribution for biology classes for non-major students enrolled in academic biology classes: A - 23% B - 31% C - 25% D - 10% F - 11% | PRCC continues a hybrid General Biology course: lecture online and lab on campus. PRCC continues to offer a field biology course, for students to learn in the "real" environment. Computer Learning models were installed in the Learning Lab to accommodate more student learning styles. |
| 3. To offer courses, including laboratory components, that meet the needs of all students who are working toward a two-year technical degree | 3. Students in a two-year technical degree program will perform satisfactorily in biology courses which are part of the technical curriculum. | 3. At least 60% of the students working toward an Associate in Applied Science degree will receive at least a grade of C or better in the academic science courses. | 3. Grade distribution for biology of two-year technical students enrolled in academic biology classes: A - 37% B - 33% C - 18% D - 2% F - 10% | |

| | | | | |
|--|--|--|--|---|
| | | | | <p>Videos appropriate to all areas of biology were installed in the learning lab to assist learners. New DVD's are being ordered with intent to replace VHS tapes.</p> <p>Books were added to the library to assist learners in research. (skulls, flash card, skeletons, etc.)</p> <p>PRCC bookstore stocks items to assist learners (ex. Skulls, skeletons).</p> <p>Video data projectors are used in the sciences to allow for modeling of computer modules in the classroom, and viewing appropriate videos. New permanent projectors have been installed in two science classrooms, with intent to provide other classroom with this equipment in the future.</p> <p>Faculty regularly attend and present at state and national professional development organizations, both in and out of the science areas.</p> <p>Faculty members hold state and national positions: Mississippi Science Teachers Association -- Immediate Past President; Director of the Outstanding Biology Teaching Award for Mississippi; Mississippi representative to the National Conference on Science Education; Delta Kappa Gamma Society International -- Mississippi State Editor.</p> |
|--|--|--|--|---|

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT **2006 – 2007**

DEPARTMENT: Science, Mathematics, and Business
INSTRUCTIONAL AREA: Business

Supports PRCC Strategic Goal(s): 1, 3

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

PURPOSE OF PROGRAM: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide an academic program of study in the area of business for students in the six county district.

DEPARTMENT: Science, Mathematics, and Business
INSTRUCTIONAL AREA: Business

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|--|---|--|---|
| 1. To provide quality instruction in courses which parallel the first two years of a Bachelor's degree for majors in Business Administration | 1. Students will demonstrate mastery of subject matter in courses for majors in Business Administration. | 1. Student performance on examinations from both lecture and homework assignments which include reports and internet assignments. | 1. Grade distribution for Business Administration majors enrolled in academic business classes: A - 14% B - 29% C - 25% D - 8% F - 13% I - 0 % W - 11% | Offered new courses including Business Communications and Real Estate Law Begin the use of blackboard in the classroom for a portion of the courses. |
| 2. To offer quality instruction for students majoring in other academic subject areas who must satisfy basic college core requirements. | 2. Students will demonstrate their knowledge of basic principles of all business courses. | 2. Student performance on examinations from both lecture and homework assignments which include reports and internet assignments. | 2. Grade distribution for non-majors taking academic business courses: A - 23% B - 30% C - 18% D - 5% F - 13% I - 1 % W - 10% | Continued use of Wall Street Journal in business and economics courses. Created and began using student workbooks for accounting courses. |
| 3. To offer courses that meet the needs of all students who are working toward a two-year technical degree. | 3. Students in a two-year degree program will perform satisfactorily in the business courses which are part of the technical curriculum. | 3. At least 60% of the students working toward an Associate in Applied Science degree will receive a grade of "C" or better in academic business courses. | 3. Grade distribution for students enrolled in a two-year degree program: A - 29% B - 32% C - 18% D - 5% F - 8% I - 0 % W - 8% | Began using the internet in the classroom. Took students on a tour of the Federal Reserve Bank in New Orleans. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

DEPARTMENT: Science, Mathematics, and Business
INSTRUCTIONAL AREA: Chemistry

Supports PRCC Strategic Goal(s): 1, 3

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

PURPOSE OF PROGRAM: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College.

DEPARTMENT: Science, Mathematics, and Business
INSTRUCTIONAL AREA: Chemistry

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|--|--|--|
| 1. To provide quality instruction in courses which parallel the first two years of a Bachelor's degree for majors in Chemistry, Biochemistry and Polymer Science. | 1. Students will demonstrate mastery of subject matter in courses for majors in chemistry. | 1. Student performance on examinations in both lecture and laboratory for chemistry majors. | 1. There were no students with chemistry declared as a major. | 1. Encourage students to declare chemistry as a major. |
| 2. To offer quality instruction, including appropriate laboratory components for students majoring in academic subject areas for which chemistry is a prerequisite. | 2. Students will demonstrate mastery of subject matter in courses in chemistry and in courses with a chemistry prerequisite. | 2. Student performance in chemistry courses and courses with a chemistry prerequisite. Student transfer data. | 2. Grade distribution for General Chemistry I students who are enrolled in Engineering Physics or Organic Chemistry in the fall of 2007. Total of 16 students. A = 45% B = 33% C = 22% The GPA of our PRCC transfer students attending MSU was 3.02 as compared to 3.13 for native undergraduate students for Fall 2006. | 2. Continued to change the chemistry labs to help emphasize the concepts presented in the lecture. Added new exercises to the lab activities emphasizing technique skills needed to build better lab skills. Changed to a different textbook and added ARIS online homework program. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006 - 2007

DEPARTMENT: Science, Mathematics, and Business
INSTRUCTIONAL AREA: Chemistry

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|---|---|--|
| 3. To offer quality instruction, including appropriate laboratory components for students majoring in other academic subject areas who must satisfy basic college core requirements. | 3. Students will demonstrate their knowledge of basic principles of chemistry including laboratory skill. | 3. Student performance on examinations in both lecture and laboratory. Student Transfer Data | 3. Grade distribution for chemistry classes of non-major students enrolled in General Chemistry I in Fall 2006. Fall 2006 A = 11.5% B = 22.9% C = 17.7% D = 9.4% F = 9.4% W = 29.1% The GPA of our PRCC \ Transfer students attending USM was 2.58 as compared to 2.50 for native undergraduate students for Fall 2006. | 3. Continued to change the chemistry labs to help emphasize the concepts presented in the lecture. Added more exploratory type activities to the class and increased the emphasis on lab techniques. Changed to a different textbook and added ARIS online homework program. |
| 4. To offer courses, including appropriate laboratory components, that meet the needs of all students who are working toward a two-year technical degree. | 4. Students in a two-year degree program will perform satisfactorily in chemistry courses which are part of the technical curriculum. | 4. At least 60% of the students working toward an Associate in Applied Science degree will receive at least a grade of C or better in the academic science courses. | 4. Grade distribution for chemistry classes of two-year technical students enrolled in academic chemistry classes. Fall 2006 A = 20.5% B = 20.5% C = 18.2% D = 2.3% F = 15.8% W = 22.7% Have a 59.2% C or higher in these classes. | 4. To increase the performance of these students, more hands on activities are being incorporated into the class. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

DEPARTMENT: Science, Mathematics, and Business
INSTRUCTIONAL AREA: Computer Science

Supports PRCC Strategic Goal(s): 1, 3

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

PURPOSE OF PROGRAM: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College.

DEPARTMENT: Science, Mathematics, and Business
INSTRUCTIONAL AREA: Computer Science

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|---|---|--|
| <p>To offer courses, including appropriate laboratory components, that meet the needs of all students who are:</p> <p>1. majoring in computer science, and planning to transfer to a bachelor's degree granting institution;</p> | <p>1. Students will demonstrate mastery of subject matter in courses for Computer majors.</p> | <p>1. Student performance on examinations in both lecture and programming laboratory components for Computer majors</p> | <p>1a. Evaluated the textbooks and syllabi used in 2006-2007 semesters.</p> <p>1b. Grade distribution for computer science classes for major students (total of 3). Fall 2006 A - 33% D - 0% B - 33% F - 0% C - 33% W - 0%</p> | <p>1a. Determined to use the same textbooks as used in 2006-2007 for fall 2006 semester. Reviewed and revised the course syllabi.</p> <p>1b. We are in the process of revising the department web page with updates to encourage more academic majors in computer-related fields. Discussion of a computer science brochure and trips to local high schools has occurred in an attempt to recruit more students for computer science related majors.</p> |
| <p>2. majoring in other academic subject areas and must satisfy basic college core requirements in this subject area.</p> | <p>2. Students will demonstrate their knowledge of basic principles of computer concepts</p> | <p>2. Student performance on examinations in lecture, reading, and hands-on computer skills</p> | <p>2a. Reviewed available textbooks for CSC 1113 to determine which would best fit with our syllabus.</p> | <p>2a. Changed textbooks for the CSC 1113 classes to the 2008 edition to help maintain more</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006 - 2007

| DEPARTMENT: Science, Mathematics, and Business INSTRUCTIONAL AREA: Computer Science | | | | |
|--|-------------------------------------|---------------------|--|---|
| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| | including hands-on computer skills. | | <p>2b. Reviewed the CSC 1113 lab manual.</p> <p>2c. Grade distribution for computer science classes for non-major students enrolled in academic computer science classes: Fall 2006 A - 25% D - 5% B - 35% F - 8% C - 18% W - 11%</p> <p>Pre-test/post-test administered. The average improvement per student was 47%.</p> <p>2d. Grade distribution for computer science classes of two-year technical students enrolled in academic computer science classes: Fall 2006 A - 23% D - 0% B - 27% F - 18% C - 18% W 14%</p> | <p>current information.</p> <p>2b. Revised the lab manual to the more recent version.</p> <p>2c. Grade results are showing a reasonable distribution for a college-level class. The passing rate (i.e., grades of A, B, or C) has increased from 64% in fall 2005 to 78% in fall 2006. The withdrawal rate is higher than we would prefer, but not out-of-line with the 7% withdrawal rate for 2004-2005 (the year before Hurricane Katrina). Continue pre-test/post-test for CSC 1113 classes for Fall 2007 and Spring 2008 to collect data concerning the effectiveness of the class on student learning.</p> <p>2d. Grade results showed a reasonable distribution for a college-level class. Pass rate has increased from 64% in fall 2005 to 68% in fall 2006.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

DEPARTMENT: Science, Mathematics, and Business
INSTRUCTIONAL AREA: Mathematics, Physics, and Engineering

Supports PRCC Strategic Goal(s): 1, 3

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

PURPOSE OF PROGRAM: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College.

DEPARTMENT: Science, Mathematics, and Business
INSTRUCTIONAL AREA: Mathematics, Physics, and Engineering

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|---|--|--|---|
| 1. To provide quality instruction in courses which parallel the first two years of a Bachelor's degree for majors in Mathematics, Physics, and Engineering. | 1. Students will demonstrate mastery of subject matter in courses for majors in Mathematics, Physics, and Engineering. Upon transferring to a Mississippi comprehensive university, students will perform as well as or better than native students. | 1. Student performance on examinations in both lecture and laboratory components for mathematics, physics, and engineering majors. | 1. Students need improvement in recognition of relationship between of topics in physics, engineering and mathematics. Students need improvement in their understanding of functions and their graphs. Students and teachers need better access to technological developments in education. Students' critical reasoning skills need strengthening. | 1. Obtained a site license for Derive (computer algebra system). Increased use of computer labs in physics, calculus and differential equations. Obtained wireless access throughout the Science bldg. Evaluated placement criteria for upper-level math. Implemented a minimum math ACT score of 25 for calculus. Implemented a Precalculus course for students with ACT 21-24 (prereq for calculus). Outfitted two classrooms with Symposium, digital projector (one room w/ Elmo also), instructor computer w/ internet connection. Successfully implemented online |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006 - 2007

| DEPARTMENT: Science, Mathematics, and Business INSTRUCTIONAL AREA: Mathematics, Physics, and Engineering | | | | |
|---|--|-----------------------|--|--|
| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 2. To offer quality instruction for students majoring in other academic subject areas who must satisfy basic college core requirements. | 2. Students will demonstrate their knowledge of basic principles of mathematics. | Student Transfer Data | <p>The GPA of PRCC transfer students attending MSU was 3.02 as compared to 3.13 for native students and 2.99 for all transfer students.</p> <p>2. Fall 2006 A = 20% B = 17% C = 23% D = 8% F = 15% W = 17%</p> | <p>homework system in Engineering Mechanics.</p> <p>Experimented with Blackboard System in upper-level math and physics (primarily to test system for the school).</p> <p>Plan to use online homework system in General Physics.</p> <p>Greater use of instructional technology has helped students show improvement with functions and graphs.</p> <p>PRCC transfer GPA showed large drop from previous years (previously fairly steady around 3.10). This drop may be attributed to Katrina. Those students would have transferred last year and would now be appearing in transfer data.</p> <p>2. Wanted to expand number of sections using MyMathLab. Requested money to create a classroom with student computers. This would have alleviated crowding in math lab.</p> <p>Examined course syllabus for all algebra courses and made some minor changes to sequencing.</p> <p>Increased the number of courses offered in 8-week sessions. Allows students to get all their</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006 - 2007

| DEPARTMENT: Science, Mathematics, and Business INSTRUCTIONAL AREA: Mathematics, Physics, and Engineering | | | | |
|---|--|--|--|---|
| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 3. To offer courses, including appropriate laboratory components, that meet the needs of all students who are working toward a two-year technical degree. | 3. Students in a two-year degree program will perform satisfactorily in academic mathematics courses which are part of the technical curriculum. | 3. At least 60% of students working toward a two-year technical degree will receive at least a grade of >C= or better in the academic mathematics classes. | 3. Fall 2006 A = 6% B = 22% C = 25% D = 6% F = 25% W = 16% | developmental work done in a shorter time frame. Examined 6 years of student data from college algebra. Determined our placement criteria were reasonable. Biggest problems had to do with advising. Need more effort on student placement and ensuring they stay on track. PRCC student performance was found to be completely in agreement with ACT benchmark standards (based on national data) Added some lab exercises and more word problems to college algebra. Several instructors attended a conference on MyMathLab. Found other sources of support for instructors. 3. These numbers are completely different than last year. The number of students in the sample is too low each year to make a meaningful comparison. Need to examine a larger sample (over several years) to make better decisions. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006 - 2007

| DEPARTMENT: Science, Mathematics, and Business INSTRUCTIONAL AREA: Mathematics, Physics, and Engineering | | | | |
|--|--|--|--|---|
| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 4. To offer courses, including appropriate laboratory components, that meet the needs of all students who are in need of remediation in mathematics. | 4. Students will be prepared for the college level mathematics course that their course of study requires. | 4. Student performance on examinations and assignments for College Algebra students that were previously enrolled in a developmental mathematics course. | 4. Fall 2006 A = 8% B = 9% C = 28% D = 13% F = 19% W = 24% | 4. Introduced MyMathLab into Intermediate algebra courses in Fall 2007. Analysis of 6 years of student data from college algebra found we were inconsistent in applying our placement policy. This resulted in too many students being placed in courses they were not prepared for. This year will make a more concerted effort to enforce existing policy and will attempt to do a better job of student advising. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

PROGRAM: Surgical Technology

Supports PRCC Strategic Goal(s): 1, 3, 7,

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

PURPOSE OF PROGRAM: To offer allied health programs, which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To add an important component to the health related professions which are offered locally. Students do not have to travel out of district to obtain this important medical specialty.

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|---|--|
| <p>1. To follow the <i>Mississippi Framework Curriculum for Surgical Technology</i> in providing the biological, mathematical, and physical science foundation, as well as the technological education and clinical practice to enable graduates to:</p> <p>a.) Perform effectively as entry-level Surgical Technologists as defined by the Accreditation Review Committee-Surgical Technologist and by the Association of Surgical Technology.</p> <p>b.) Perform effectively as a member of the health care team.</p> <p>c.) Successfully write for the national certification exam.</p> | <p>Students will demonstrate practical knowledge and skills which are necessary for employment in entry-level positions in the workforce according to State Department of Education framework curriculum.</p> <p>1. The program shall demonstrate that graduation levels are maintained at a level appropriate to the institution, community, and/or other accrediting bodies. ARC-ST Benchmark is 70%.</p> <p>2. The program shall demonstrate job placement for graduates is maintained at a level appropriate to the institution and its mission in its service area (continued education is considered equivalent). ARC-ST Benchmark is 80%.</p> <p>3. Employer satisfaction must be demonstrated for entry-level graduates who have been in the field for one year. ARC-ST Benchmark is 85%.</p> | <p>1. Graduation Results</p> <p>2. Placement</p> <p>3. Employer Survey Results</p> <p>4. Graduate Survey Results</p> <p>5. LCC-ST Program Assessment Exam.</p> <p>6. Advisory Committee Comments</p> | <p>1. Of 23 students, 16 passed all levels of instruction. Our retention rate 70%. We also started a second program in January that will not graduate until December. That class has 7 students enrolled.</p> <p>2. Of the 16 graduates, 14 are employed in the field. Our placement rate was 88%.</p> <p>3. Employer satisfaction was 100% with a return rate of 70%.</p> <p>4. Our graduate satisfaction rate was 98% with a return rate of 69%.</p> <p>5. Of the 16 students taking the PAE, all 16 passed. Pass rate was 100%.</p> <p>6. Advisory committee was informed of pass rate on the PAE.</p> | <p>Standards were met. However:</p> <p>1. Our return rate on our graduate satisfaction survey was lower because I waited until they graduated to give them to the students. Some of the students failed to return them. This will not be a problem in the future.</p> <p>2. Although we did reach the benchmark for retention, I was not happy with our 70% rate. We lost students due to a variety of reasons. Some family related and also due to grades. This will be addressed at the next Advisory committee meeting.</p> |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2006 – 2007 (ST continued)

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|------------|---|---------------------|--------------------|----------------|
| | <p>4. Graduate satisfaction must be demonstrated for entry-level graduates who have been in the field for one year. ARC-ST Benchmark is 85%.</p> <p>5. The program shall demonstrate acceptable pass rates for the LCC-ST Program Assessment Exam. ARC-ST Benchmark is 75%.</p> <p>6. The program shall demonstrate that community needs are assessed routinely through Advisory Committee meeting.</p> | | | |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2006 - 2007

PROGRAM: Welding (Forrest County Center)

Supports PRCC Strategic Goal(s): 1, 3, 7

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

PURPOSE OF PROGRAM: To offer a career program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Welding to students within the PRCC district.

PROGRAM: Welding (Forrest County Center)

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|--|---|--|---|---|
| 1. To teach and train students through curricula which has been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state. | 1. Student will demonstrate practical knowledge and skills such as grinding, cutting, and various welding operations which are necessary for employment in entry level positions in the workforce according to State Department of Education framework of curriculum. | 1. <u>Measures and Standards Program Review Instrument</u> - Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain | 100% of Level I indicators have been met. 75% of Applicable Level II indicators were met. Enrollment - 21 Retention - 91% Completion - 76% Graduation - 76% Placement - 92% Occupational Skills - 100% Academic Gain - 69% | If standards are not met, the instructor and administration must develop a local improvement plan. If standards are not met two years in a row, the instructor and administration and the State Department of Education personnel will develop a joint improvement plan. If standards are not met for three years in a row, the program will be terminated. |
| 2 To teach and train Welding through classroom work and laboratory experience so they will be successful as an entry level welder | 2. Students will demonstrate practical skills needed to master any type of welding machine and any type of welding/cutting procedure. | 2. <u>Administration, Evaluation of Instructors</u> 3. <u>Student Evaluation of Instructors</u> | Instructor was evaluated by administrative personnel and students using the Evaluation of Instructor Instrument. This instrument was utilized by the instructor and administration to determine problems and develop plans for improvement. | The evaluation instrument is used to improve the program through whatever methods are deemed necessary. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2006 - 2007

PROGRAM: Welding (Poplarville Campus)

Supports PRCC Strategic Goal(s): 1, 3, 7

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

PURPOSE OF PROGRAM: To offer a career program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.

RELATIONSHIP OF PROGRAM TO PRCC MISSION: To provide industry based training in Welding to students within the PRCC district.

PROGRAM: Welding (Poplarville Campus)

| OBJECTIVES | OUTCOMES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
|---|--|--|---|---|
| <p>1. To teach and train students through curricula which has been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the state.</p> <p>2. To teach and train Welding through classroom work and laboratory experience so they will be successful as an entry level welder</p> | <p>1. Student will demonstrate practical knowledge and skills such as grinding, cutting, and various welding operations which are necessary for employment in entry level positions in the workforce according to State Department of Education framework curriculum.</p> <p>2. Students will demonstrate practical skills needed to master any type of welding machine and any type of welding/cutting procedure.</p> | <p>1. <u>Measures and Standards</u> <u>Program Review Instrument</u> Enrollment Retention Completion Graduation Placement Occupational skills Academic Gain</p> <p>2. <u>Administration, Evaluation of Instructors</u> 3. <u>Student Evaluation of Instructors</u></p> | <p>Standards and Measure</p> <p>2. Enrollment - 27</p> <p>3. Retention - 27 - 100%</p> <p>4. Completion - 15 - 100%</p> <p>5. Graduation - 15 - 100%</p> <p>6. Placement - 15 - 100%</p> <p>7. Occupational Skills - 12 - 80%</p> <p>8. Academic Skills - 15 - 100%</p> | <p>1. Continue work with counselor on retaining of students.</p> <p>2. Continue utilizing outside sources from industry to retain and place students.</p> <p>3. Continue working with related studies instructor (Ms. Judy Wells) on academic skills.</p> <p>4. Work more diligently preparing students for occupational skills test.</p> |

Program Review

PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEWS



**GENERAL EDUCATION
LEARNING RESOURCES**

2006 - 2007

PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEW

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 transfer and be successful in their studies at baccalaureate institutions and/or to be successful in careers for which they have been prepared.**
- 2. To provide quality student services.**
- 3. To provide access to college courses and programs using various instructional methods, including distance education.**
- 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.**
- 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.**
- 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.**
- 7. To recruit and retain students from a diverse population.**
- 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.**

To fulfill this mission, the College has developed a variety of quality educational programs and services. It is vital that quality be maintained through the regular evaluation of programs. Program review is a formal process designed to assist in that evaluation. The importance of program review is not the production of a report but rather the self insight for program improvement and growth.

While college educational programs and services must satisfy our own criteria for program excellence, they must also satisfy the requirements of the Commission on Colleges of the Southern Association of Colleges and Schools and licensing and certifying organizations for some programs. The process of program review allows the College to evaluate how well its programs satisfy the criteria and requirements associated with all of these sources.

The primary goal of program review is the improvement of instruction and learning. To achieve this goal, the process must be comprehensive. The College's review process will include some assessment of the program's achievement of its stated purpose, quality of instruction, curriculum design, student outcomes, and contribution to overall mission of the College. When completed, a program review will identify and communicate program needs and potential for improvement.

A second important goal of program review is to provide information for planning and decision-making. To be meaningful, program review and planning should be interdependent processes. Planning should be based on a review process that evaluates past performances and identifies possible future activities which will lead to improvement and growth. Program review relies on data developed in support of planning and generates suggestions and recommendations for improvement which are reflected in planning goals.

In addition to general program improvement and planning, program review is intended to achieve the following:

- Acknowledge achievements/attainments.**
- Identify strengths and weaknesses and develop recommendations and/or suggestions for change.**
- Provide a systematic evaluation and improvement process for instructional programs.**
- Develop a sense of cohesiveness, shared responsibility, and growth among faculty and staff.**
- Assess compliance with accreditation criteria.**
- Assist in resource development.**
- Provide data to assist with resource allocation and other management decisions.**
- Suggest new opportunities for program development.**

Throughout the program review process a variety of perspectives must be considered and reflected. Perspectives of the program faculty, department chairpersons, Vice President, and President are critical to ensuring a comprehensive and complete program review. The program review should also anticipate and address the expectations of the Board of Trustees, advisory committee members when applicable, and Commission on Colleges representatives.

Program review is a self review process through which a program area is examined. It entails analyzing data, drawing conclusions, arriving at and implementing recommendations, and assessing the outcomes following implementation.

Included in this document are the General Education Program Review and the Learning Resources Program Review. Faculty and staff members in these departments are to be commended for the job they did in preparing these program reviews. Their efforts and resulting reports can only strengthen already fine departments. The College thanks each of them for their exemplary performance.

Documentation supporting this program review is on file in the office of the chairperson for each department represented in this report. On file are course syllabi, faculty evaluations, course descriptions, etc.

Pearl River Community College offers equal education and employment opportunities. The College does not discriminate on the basis of race, religion, color, sex, age, national origin, veteran status, or disability. For inquiries regarding the non-discrimination policies or to request accommodations, special assistance, or alternate format publication please contact Tonia Moody, ADA/Civil Rights Coordinator, at P.O. Box 5118, Poplarville, MS 39470 or 601-403-1060.

PEARL RIVER COMMUNITY COLLEGE



LEARNING RESOURCES PROGRAM REVIEW

2003 - 2006

PEARL RIVER COMMUNITY COLLEGE

LEARNING RESOURCES DEPARTMENT

2003-2006 PROGRAM REVIEW

PEARL RIVER COMMUNITY COLLEGE
COLLEGE LIBRARIES DEPARTMENT

A. Description/Purpose/History

PURPOSE

The purpose of the Pearl River Community College Libraries, composed of the Libraries, Learning Lab, and Media Services, is to support the College in its educational and cultural endeavors by providing primary and secondary materials, both print and non-print, to meet the needs of the curriculum, students, and faculty. Every effort is made to make these materials available and easily accessible in an atmosphere that is conducive to good work and study habits.

GOALS

1. To select, acquire, and organize print and non-print materials that will meet the needs of faculty, staff, and students in an atmosphere that encourages learning.
2. To provide comprehensive, current collections of diverse materials and formats purchased in compliance with sound selection guidelines.
3. To provide appropriate technology in order to enhance learning, instruction, and information retrieval.
4. To adequately staff College Libraries facilities on all three campuses with qualified individuals and to serve users in a professional manner.
5. To maintain and develop College Libraries services that meet the educational needs and interest of the college community.
6. To provide resources to the distance education learner as well as the traditional learner.
7. To serve as an extension of the classroom by providing an orientation program that teaches effective use of the College Libraries and encourages the use of all materials.
8. To provide media services to faculty and staff in order to support them in their teaching and presentations.
9. To cooperate with other institutions, libraries, and agencies in the sharing of resources throughout the state.

HISTORY

Pearl River Agricultural High School opened its doors to students in 1910 with a very limited budget for books and supplies. For the next twelve years the books for reading were obtained as gifts from friends of education. There was no definite assigned place to house them so they were kept in the various classrooms.

Through the efforts of some influential citizens of the county, the Board of Trustees, and Superintendent J.A. Huff, the school applied for junior college status and received it in 1922. The first order of books was approved by the board in April, 1922. Since the school had received junior college status administrators strived for higher goals for the college and hired the first librarian. On December 7, 1926, the Board of Trustees authorized Superintendent S.L. Stringer to take all steps necessary to meet requirements to secure full membership in the All-Southern Association of Junior Colleges. At this time the library was given a permanent location which was a small room upstairs in the High School Administration Building. At the board meeting in April, 1927, the Trustees authorized the superintendent to buy more books and the necessary equipment to establish an accredited library.

During the spring of 1945 the Board of Trustees authorized the school authorities to remove the seats from the high school auditorium and replace them with tables and chairs, incident to converting the auditorium into the library. After World War II Pearl River received books from Camp McCain and Camp Shelby libraries when they were distributed among the schools of the state. In order to extend library services to the students, in 1949 the Board asked that the library be kept open two hours each night during the week.

Since the Southern Association of Junior Colleges in their evaluation had recommended new library facilities for the college, the administration began to look for ways to receive help in this area. In 1965 Pearl River College was able to receive library grants as well as NDEA matching funds to increase the book holdings instructional materials, and equipment needed for the library. During the 1966-1967 school session an architect was hired to draw plans for a library building. The new library was occupied in 1968. Disaster struck the area when Hurricane Camille came in 1969. Much of the glass in both the front and back of the library was blown out. The library lost all current magazines, but luckily no books; half of the ceiling was blown out; the air conditioning unit was damaged, and most of the furnishings were damaged by water. Despite all of this, school opened only one week late, making the best of the inconveniences until all repairs could be made.

In 1973, a 5,000 square foot media center was added to the library where students could view filmstrips, listen to records and audiocassettes, or read periodicals and newspapers using microfilm readers and a reader/printer. A media librarian was hired for the center, and in 1974, a third librarian was added to the staff. Subsequently, videocassettes and players were added to the center's collection. Library assistants were added as needed to support the growing needs of the Library.

A 5,000 square foot learning assistance laboratory was added to the library in 1990-1991. The lab began with twenty-five networked computers and the audiovisual hardware and software from the previous media center. By November 1994, the lab was staffed with a coordinator, two

instructors, and a lab assistant. A second lab assistant was added in January, 2003, to facilitate online testing. The college's first media specialist was hired, in September 1994. In the fall of 1995 the first librarian was hired for the Forrest County Center, and a clerical staff member was added in August 2003. The library on the Poplarville campus was named for former president Dr. Garvin H. Johnston in the fall of 2003.

Disaster struck in the area again when Hurricane Katrina hit on August 29, 2005. The Garvin H. Johnston Library took in water at perimeter walls but luckily lost no books or other materials and only six pieces of equipment. The Forrest County Center Library sustained no damage. The Hancock Center was damaged beyond repair, and the students were moved to the Stennis International Airport to continue classes. The staff returned to work two weeks later, and the college opened for students three weeks after the storm.

At the Forrest County Center a new Library and Learning Lab were completed during the summer of 2006. Three new staff members were hired: a lab coordinator/instructor, a lab instructor, and a lab clerical staff member.

The Pearl River Community College Libraries have been able to sufficiently meet the needs of the college's students. With the expanded growth of the college from year to year, the College Libraries will grow in each type of media to enrich the knowledge of the students.

B. Curriculum/Instruction

The staff of the College Libraries strives for the Libraries/Labs to be a true extension of the classroom. Orientations in the library and the learning lab are provided to classes and faculty and point of use instruction to individuals as they complete assignments and research projects. Library orientations are held each semester for ENG 1113, ENG 1123, SPT 1113, HIS 1163, EDU 1423, and PHI 1133. Library orientations are provided for other classes upon request. Learning Lab orientations are held for all developmental English and Reading classes. Classroom orientations are provided by the lab staff for courses across the curriculum.

Developmental Mathematics (MAT 1103) is actually taught in the lab each semester, and all developmental English and Reading classes meet in the lab at least once a week during class time. Instructors across the curriculum regularly make library and lab assignments to be completed after regular class time.

Despite the fact that students can access the library catalog and many magazines and journals from outside the library, student usage of the College Libraries facilities continue to steadily increase. At some point in the future this trend may reverse due to increased access through the Internet. The following chart indicates the number of various orientation sessions presented, and the door count and computer usage for each entity within the College Libraries. Besides working with students on course content, the library and lab staff members are continuously helping students to upgrade their computer skills.

| | 2003-2004 | 2004-2005 | 2005-2006 |
|--|-----------|-----------|-----------|
| GHJ Library Orientations | 75 | 99 | 101 |
| GHJ Learning Lab Orientations | 62 | 71 | 52 |
| FCC Library Orientations | 19 | 22 | 25 |
| GHJ Library Computer Usage | 12,453 | 11,713 | 13,873 |
| GHJ Learning Lab Computer Usage | 29,338 | 23,358 | 18,425 |
| FCC Computer Usage | 8,470 | 10,288 | 9,102 |
| GHJ Library Door count | 92,483 | 73,043 | 64,995 |
| FCC Library Door count | 14,154 | 15,846 | 12,896 |

Listed below are the circulation statistics for the Garvin H. Johnston Library and Lab and the Forrest County Center Library.

| GARVIN H. JOHNSTON LIBRARY CIRCULATION STATISTICS | | | | | | |
|--|----------------------|-----------------------|----------------------------|---------------------------|-------------------------|-----------------------|
| YEAR | LIBRARY BOOKS | LIBRARY eBOOKS | LIBRARY PERIODICALS | ONLINE PERIODICALS | LIBRARY RESERVES | INTERNET USAGE |
| 2003-2004 | *12,049 | 588 | 1,623 | **37,416 | 2,743 | 12,453 |
| 2004-2005 | *7,409 | 530 | 799 | **54,938 | 3,206 | 11,713 |
| 2005-2006 | *5,960 | 3,260 | 1,033 | **55,219 | 1,506 | 13,873 |

*Includes books used in-house by students working on research papers.

**Includes online journal/database searches for both campuses.

| GARVIN H. JOHNSTON LAB CIRCULATION STATISTICS | | | | | |
|--|---------------|----------------------|--------------------------|-------------------------|--------------------|
| YEAR | LAB AV | LAB EQUIPMENT | COMPUTER SOFTWARE | LAB ORIENTATIONS | MSVCC TESTS |
| 2003-2004 | 1,367 | 63 | 29,338 | 62 | 1,160 |
| 2004-2005 | 1,391 | 35 | 23,358 | 71 | 1,427 |
| 2005-2006 | 1,151 | 25 | 18,425 | 52 | 1,951 |

FORREST COUNTY CENTER LIBRARY CIRCULATION STATISTICS

| YEAR | LIBRARY BOOKS | LIBRARY RESERVES | INTERNET USAGE | LIBRARY PERIOD. | LAB AV | LIBRARY EQUIP. | COMPUTER SOFTWARE | MSVCC TESTS |
|-----------|---------------|------------------|----------------|-----------------|--------|----------------|-------------------|-------------|
| 2003-2004 | *997 | 155 | 8,470 | 309 | 440 | 60 | 334 | N/A |
| 2004-2005 | *828 | 155 | 10,288 | 180 | 348 | 65 | 283 | 592 |
| 2005-2006 | *950 | 110 | 9,102 | 167 | 301 | 68 | 175 | 961 |

*Includes books used in-house by students working on research papers.

C. Staffing

PROFESSIONAL DEVELOPMENT

All staff members both professional and support staff, attend various staff development programs to enhance job performance.

2003-2004

- Mississippi Library Association Conference.
- SIRSI workshop at Copiah-Lincoln Community College.
- Clerical staff attended a teamwork presentation by Ms. Janie Walters.
- Media Specialist attended Flash 5 and E-portfolio training sessions.
- Media Specialist presented workshops on Beginning PowerPoint, Intermediate PowerPoint, and Scanning.
- Lab Coordinator attended an Effective Teacher Seminar by Harry Wong.
- Lab Science Instructor presented at the State Science Teachers Conference.
- Lab visited by staff from Mississippi Delta Community College.

2004-2005

- SIRSI Users' Group Meeting at Hinds Community College.
- Mississippi Library Association Conference, Bay St. Louis, MS.
- Lab Science Instructor attended State Science Teachers Conference.
- All clerical staff attended a workshop about the FCC campus and its programs and the Lowery Woodall Center.
- All clerical staff attended a customer service seminar on the Poplarville campus.
- Mathematics Lab instructor attended the state Mathematics Teachers' Conference.

2005-2006

- Mississippi Library Association Conference was not held due to Hurricane Katrina.
- All professional and clerical staff attended workshops regarding the QEP and other related issues.
- Lab Mathematics instructor attended the state Mathematics Teachers' Conference.
- Two librarians attended SIRSI training workshop.
- One librarian and one lab instructor attended two online disabilities workshops: Web accessibility and Universal design.

CREDENTIALS

The college employs three professional librarians with ALA accredited graduate level degrees in library science and a Lab Coordinator/Mathematics instructor and English/Reading instructor with master's degrees in the learning lab. The librarians have many years of experience and both of the above lab instructors have previous lab experience. A Science/Social Science instructor and a Media Specialist with bachelor's degrees complete the professional staff. The support staff members work with the professional staff in providing a variety of services. All support staff members are well qualified for their positions that they hold. Together this staff works to meet the learning resource center's goals.

Professional Staff: 2003-2004

| Position/Title | Status (FT/PT) | Highest Degree | Initial Semester Employed |
|---|----------------|------------------|-----------------------------|
| Director of Learning Resources | FT | Master's plus 30 | August 1976 |
| Public Services Librarian | FT | Bachelor's | August 1992/ August 2001 |
| System/Technical Processing Librarian | FT | Master's | July 2002 |
| FCC Librarian | FT | Master's | August 1995 |
| Learning Lab Coordinator & English/Reading Instructor | PT | Master's plus 30 | November 1992 |
| Mathematics Instructor/Computer System Administrator | FT | Bachelor's | August 2002 |
| Science/Social Science Instructor | FT | Master's | August 2003 |
| Media Specialist | FT | Bachelor's | August 2000 |

Support Staff: 2003-2004

| Position/Title | Status (FT/PT) | Highest Degree | Initial Semester Employed |
|--|----------------|-------------------|---------------------------|
| Library Assistant (12 mo.) | FT | 1.5 years college | October 1990 |
| Library Assistant (11mo.) | FT | Position Frozen | |
| Public Services Library Assistant (11 mo.) | FT | .5 years college | August 2001 |
| Learning Lab Assistant (11 mo.) | FT | .5 years college | August 1991 |
| Learning Lab/Online Testing Assistant | FT | 3.5 years college | January 2003 |
| FCC Library Assistant | FT | 2 years college | August 2003 |

Professional Staff: 2004-2005

| Position/Title | Status (FT/PT) | Highest Degree | Initial Semester Employed |
|--|-------------------|------------------------------------|------------------------------|
| Director of Learning Resources | FT | Master's plus 30 | August 1976 |
| Public Services Librarian | FT | Bachelor's | August 1992/ August 1991 |
| System/Technical Processing Librarian | FT | Master's | July 2002 |
| FCC Librarian | FT | Master's | August 1995 |
| Learning Lab Coordinator & English/Reading Instructor | PT | Specialist in Education (Ed.S.) | November 1992 |
| Mathematics Instructor/Computer System Administrator | FT | Master's | July 2004 |
| Science/Social Science Instructor | FT | Master's | August 2003 |
| Media Specialist | FT | Bachelor's | August 2000 |

Support Staff: 2004-2005

| Position/Title | Status (FT/PT) | Highest Degree | Initial Semester Employed |
|---|-------------------|-------------------|------------------------------|
| Library Assistant (12 mo.) | FT | 1.5 years college | October 1990 |
| Library Assistant (9 mo.) | PT | Bachelor's | August 2004 |
| Public Services Library Assistant (11 mo.) | FT | .5 years college | August 2001 |
| Learning Lab Assistant (11 mo.) | FT | .5 years college | August 1991 |
| Learning Lab/Online Testing Assistant | FT | 3.5 years college | January 2003 |
| FCC Library Assistant | FT | 2 years college | August 2003 |

Professional Staff: 2005-2006

| Position/Title | Status (FT/PT) | Highest Degree | Initial Semester Employed |
|--|-------------------|------------------------------------|------------------------------|
| Director of Learning Resources | FT | Master's plus 30 | August 1976 |
| Public Services Librarian | FT | Master's | August 1992/ August 1991 |
| System/Technical Processing Librarian | FT | Master's | July 2002 |
| FCC Librarian | FT | Master's | August 1995 |
| Learning Lab Coordinator & English/Reading Instructor | PT | Specialist in Education (Ed.S.) | November 1992 |
| Mathematics Instructor/Computer System Administrator | FT | Master's | July 2005 |
| Science/Social Science Instructor | FT | Master's | August 2005 |
| Media Specialist | FT | Bachelor's | August 2000 |

Support Staff: 2005-2006

| Position/Title | Status (FT/PT) | Highest Degree | Initial Semester Employed |
|--|----------------|-------------------|---------------------------|
| Library Assistant (12 mo.) | FT | 1.5 years college | October 1990 |
| Library Assistant (11mo.) | PT | Bachelor's | August 2004 |
| Public Services Library Assistant (11 mo.) | FT | .5 years college | August 2001 |
| Learning Lab Assistant (11 mo.) | FT | .5 years college | August 1991 |
| Learning Lab/Online Testing Assistant | FT | 1.5 years college | December 2005 |
| FCC Library Assistant | FT | 2 years college | August 2003 |

D. Resources (Physical and Financial)

BUDGET

The Johnston Library houses the Library, the Learning Lab, and Media Services. The Library, although not meeting national standards in size, is adequate for present student usage considering that more services are provided through the internet each year. The Learning Lab is at capacity with computers. Instructors want to bring classes to the lab and often there is not space for them. The Community College Network (CCN) room could be used in a dual capacity – as the CCN room and with the addition of a lap top computer network it could serve as an internet classroom. Media Services is housed in cramped facilities and needs additional space if an addition is made to the Johnston Library. New equipment and furniture for the Forrest County Center Library and Learning Lab were paid purchased through the Enlargement and Improvement fund. The Hancock Center Library budget was also allocated from this fund.

Print and non-print resources are listed in the following three charts.

LIBRARY PRINT MATERIALS STATISTICS – GARVIN H. JOHNSTON

| YEAR | % OF BUDGET | EXPENDED ON BOOKS | BOOK ADDITIONS | WITH-DRAWLS | TOTAL BOOKS | # OF BOUND PERIOD. | TOTAL PRINT COLLECTION |
|-----------|-------------|-------------------|----------------|-------------|-------------|--------------------|------------------------|
| 2003-2004 | 2.9 | 64,120 | 1,797 | 42 | 49,205 | 7,118 | 56,323 |
| 2004-2005 | 3.0 | 46,291 | 1,406 | 330 | 50,202 | 7,205 | 57,407 |
| 2005-2006 | 2.7 | 50,736 | 1,331 | 249 | 51,254 | 7,328 | 58,582 |

LIBRARY PRINT MATERIALS STATISTICS – FORREST COUNTY CENTER

| YEAR | % OF BUDGET | EXPENDED ON BOOKS | BOOK ADDITIONS | WITH-DRAWLS | TOTAL BOOKS | # OF BOUND PERIOD. | TOTAL PRINT COLLECTION |
|-----------|-------------|-------------------|----------------|-------------|-------------|--------------------|------------------------|
| 2003-2004 | .50 | 14,420 | 478 | 19 | 3,905 | 21 | 3,926 |
| 2004-2005 | .60 | 21,461 | 659 | 175 | 4,390 | 12 | 4,402 |
| 2005-2006 | .60 | 19,438 | 556 | 81 | 4,879 | 0 | 4,879 |

LIBRARY PRINT MATERIALS STATISTICS - HANCOCK CENTER

| YEAR | % OF BUDGET | EXPENDED ON BOOKS | BOOK ADDITIONS | WITH-DRAWLS | TOTAL BOOKS | # OF BOUND PERIOD. | TOTAL PRINT COLLECTION |
|-------------|--------------------|--------------------------|-----------------------|--------------------|--------------------|---------------------------|-------------------------------|
| 2005-2006 | * | 7,138 | 252 | 0 | 252 | 0 | 252 |

* % included in Johnston Library Budget

| CATAGORY | JOHNSTON 2003-2004 | FORREST 2003-2004 | JOHNSTON 2004-2005 | FORREST 2004-2005 | JOHNSTON 2005-2006 | FORREST 2005-2006 |
|--------------------|-------------------------------|------------------------------|-------------------------------|------------------------------|-------------------------------|------------------------------|
| Books | 49,205 | 3,905 | 50,202 | 4,390 | 51,254 | 4,879 |
| Bound Periodicals | 7,118 | 21 | 7,205 | 12 | 7,328 | 0 |
| Microfilm Reels | 4,305 | 0 | 4,304 | 0 | 4,304 | 0 |
| Microfiche Volumes | 3,046 | 0 | 3,047 | 0 | 2,704 | 0 |
| Audiocassettes | 459 | 0 | 459 | 0 | 459 | 0 |
| CD-ROMs | 299 | 88 | 331 | 92 | 333 | 98 |
| Computer Disks | 295 | 36 | 290 | 36 | 290 | 36 |
| DVD's | 3 | 0 | 12 | 3 | 31 | 20 |
| Kits | 9 | 37 | 8 | 38 | 8 | 38 |
| Manuals | 374 | 5 | 386 | 6 | 392 | 5 |
| Slides | 6 | 27 | 6 | 27 | 6 | 27 |
| Sound Disks | 28 | 0 | 38 | 0 | 39 | 1 |
| Transparencies | 9 | 0 | 9 | 0 | 9 | 0 |
| Videocassettes | 4,148 | 548 | 4,174 | 568 | 4,194 | 564 |
| Video Disks | 8 | 0 | 0 | 0 | 0 | 0 |
| Total | 69,312 | 4,667 | 70,471 | 5,172 | 71,351 | 5,668 |
| eBooks | 11,173 | 11,173 | 17,706 | 17,706 | 21,773 | 21,773 |

The Association of College and Research Libraries (ACRL) recommends that each college budget six percent of the total college budget for learning resources. While Pearl River does not meet this recommendation, the college strives to support the Learning Resource Center with as much funding as possible. Below is a chart of the budgets for the Poplarville and Hattiesburg campuses for the last three years.

Johnston

| CATAGORY | BUDGETED 2003-2004 | EXPENDED 2003-2004 | BUDGETED 2004-2005 | EXPENDED 2004-2005 | BUDGETED 2005-2006 | EXPENDED 2005-2006 |
|--------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Salaries/Benefits | 423,382 | 406,453 | 466,475 | 477,639 | 474,844 | 478,055 |
| Print Materials | 52,855 | 64,120 | 46,092 | 46,291 | 46,092 | 50,736 |
| Current Serials | 18,088 | 17,662 | 10,490 | 10,459 | 10,490 | 6,169 |
| Microforms | 8,000 | 0 | 8,000 | 0 | 8,000 | 0 |
| Computer Software | 2,107 | 611 | 5,924 | 9,733 | 5,924 | 9,164 |
| Audiovisual Mat. | 2,163 | 789 | 2,163 | 3,551 | 2,163 | 1,305 |
| Other Material | 18,007 | 9,055 | 12,523 | 8,277 | 12,523 | 8,557 |
| Preservation | 1,450 | 346 | 1,450 | 1,064 | 1,450 | 1,638 |
| Equipment | 850 | 3,391 | 1,099 | 940 | 1,099 | 450 |
| Contract computer | 0 | 0 | 0 | 0 | 0 | 0 |
| Telecommunications | 0 | 0 | 17 | 0 | 17 | 0 |
| Computer Hardware | 4,990 | 13,910 | 29,420 | 38,370 | 29,420 | 10,055 |
| All Other Items | 35,379 | 33,558 | 29,813 | 33,495 | 29,813 | 39,367 |
| Postage | 351 | 658 | 351 | 596 | 351 | 441 |
| Total Budget | 567,622 | 550,553 | 613,817 | 630,415 | 622,186 | 605,937 |

Forrest

| CATAGORY | BUDGETED 2003-2004 | EXPENDED 2003-2004 | BUDGETED 2004-2005 | EXPENDED 2004-2005 | BUDGETED 2005-2006 | EXPENDED 2005-2006 |
|--------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Salaries/Benefits | 85,538 | 80,997 | 89,668 | 90,394 | 94,120 | 90,148 |
| Print Materials | 15,000 | 14,420 | 21,821 | 21,461 | 21,821 | 19,438 |
| Current Serials | 6,144 | 4,523 | 6,144 | 5,190 | 6,144 | 3,736 |
| Microforms | 0 | 0 | 0 | 0 | 0 | 0 |
| Computer Software | 2,269 | 937 | 695 | 695 | 695 | 6,250 |
| Audiovisual Mat. | 835 | 0 | 835 | 946 | 835 | 1,041 |
| Other Material | 1,264 | 1,847 | 1,264 | 1,797 | 1,264 | 1,670 |
| Preservation | 0 | 0 | 0 | 0 | 0 | 0 |
| Equipment | 0 | 595 | 0 | 220 | 0 | 0 |
| Contract computer | 0 | 0 | 0 | 0 | 0 | 0 |
| Telecommunications | 0 | 0 | 0 | 0 | 0 | 0 |
| Computer Hardware | 0 | 5,647 | 0 | 0 | 0 | 3,297 |
| All Other Items | 826 | 251 | 4,487 | 4,517 | 4,487 | 1,430 |
| Postage | 0 | 0 | 0 | 37 | 0 | 20 |
| Total Budget | 111,876 | 109,217 | 124,914 | 125,257 | 129,366 | 127,030 |

STAFFING EFFICIENCY

Staffing has generally been adequate to meet needs of faculty and students. Additional staffing will be needed at the Forrest County Center Library if enrollment continues to grow at the same pace that it has for the last several years.

EQUIPMENT

To keep computer hardware current for staff and students in the College Libraries is a constant task since computers and servers become obsolete within a few years of installation. In addition, audiovisual and Media Services equipment must be updated regularly. New equipment is needed especially for Media Services.

SUPPLIES

Needs for supplies have been well met. Supplies for computers make up an increasingly large portion of the supply budget.

TRAVEL

There has been adequate funding for travel or professional development.

FACILITIES

GHJ Media Services occupies very cramped facilities. Faculty members from various academic departments have requested a technology classroom within the College Libraries where they can instruct their students using the Internet in their program of study, as well as facilities for a Writing lab. When funding is available an addition on the Johnston Library would solve both of these problems. A Hancock Center Library was added in 2005-2006. A new Forrest County Center Library was occupied in the summer of 2006. The new FCC Learning Lab opened in August 2007.

E. Responses to Previous Recommendations

The following items of equipment and furniture were purchased during this three year period to upgrade library services.

| Johnston Equipment 2003-2004 | | |
|------------------------------|--|--|
| Division | Description | Location |
| Library | 1 fax | GHJ Technical Processing |
| Learning Lab | 6 student lab computers 3 online testing computers 1 server 1 printer | GHJ Lab GHJ Online Testing GHJ Lab Workroom GHJ Lab |
| Media Services | 1 printer 1 digital video camera | GHJ Media Office GHJ Media Office |

| Johnston Furniture 2003-2004 | | |
|------------------------------|-------------------------|--------------------------------------|
| Division | Description | Location |
| Library | 1 sofa 2 tables | GHJ Reading Room GHJ Reading Room |
| Learning Lab | No Furniture Purchased. | |
| Media Services | No Furniture Purchased. | |

| Forrest Equipment 2003-2004 | | |
|-----------------------------|---|-----------------------------------|
| Division | Description | Location |
| Library | 5 student computers 2 video player/monitors 1 slide projector | FCC Computers FCC AV FCC AV |

| Forrest Furniture 2003-2004 | | |
|-----------------------------|-------------------------|--------------------|
| Division | Description | Location |
| Library | No Furniture Purchased. | Hattiesburg Office |

| Johnston Equipment 2004-2005 | | |
|------------------------------|---|---|
| Division | Description | Location |
| Library | 5 student computers 2 student computers 1 server 2 staff computers 1 UPS 1 barcode scanner | GHJ Library Computer Room GHJ Reading Room GHJ Technical Proccssing GHJ Technical Processing GHJ Technical Processing GHJ Circulation Desk |
| Learning Lab | 8 student computers 1 printer 1 staff computer 2 TV/DVD combos 1 switch 2 staff computers | GHJ Lab GHJ Lab GHJ Lab Media Desk GHJ Lab GHJ Lab GHJ Lab Offices |
| Media Services | 1 staff computer 1 DVD/VHS recorder | GHJ Media Office GHJ Media Office |

| Johnston Furniture 2004-2005 | | |
|------------------------------|-------------------------|----------|
| Division | Description | Location |
| Library | No Furniture Purchased. | |
| Learning Lab | No Furniture Purchased. | |
| Media Services | No Furniture Purchased. | |

| Forrest Equipment 2004-2005 | | |
|-----------------------------|----------------|----------------|
| Division | Description | Location |
| Library | 1 TV/DVD Combo | FCC Library AV |

| Forrest Furniture 2004-2005 | | |
|-----------------------------|-------------|-----------------------|
| Division | Description | Location |
| Library | 6 chairs | FCC Library Computers |

| Johnston Equipment 2005-2006 | | |
|------------------------------|--|---|
| Division | Description | Location |
| Library | 2 circ computers 1 staff computer 1 barcode scanner 1 book detection unit | GHJ Circulation Desk GHJ Director's Office GHJ Circulation Desk GHJ Reading Room |
| Learning Lab | 30 student computers 1 lab staff computer 1 barcode scanner | GHJ Lab GHJ Lab Offices GHJ Lab Media Desk |
| Media Services | No Equipment Purchased. | |

| Johnston Furniture 2005-2006 | | |
|------------------------------|-------------------------|----------|
| Division | Description | Location |
| Library | No Furniture Purchased. | |
| Learning Lab | No Furniture Purchased. | |
| Media Services | No Furniture Purchased. | |

During the summer of 2006, a new FCC Library and Learning Lab were occupied with all new furniture and new equipment except for 6 computers and various types of audiovisual equipment, which were retained from the old FCC Library.

| Forrest Equipment 2005-2006 | | |
|-----------------------------|---|--|
| Division | Description | Location |
| Library | 8 student computers 1 book detection unit 1 circ terminal 1 barcode scanner 1 color printer | FCC Reading Room FCC Reading Room FCC Circulation Desk FCC Circulation Desk FCC Librarian's Office |
| Learning Lab | 26 student lab computers 1 lab printer 10 online testing computers 1 online testing printer 2 staff computers 1 server | FCC Lab FCC Lab FCC Online Testing FCC Online Testing FCC Lab Offices FCC Lab Offices |

| Forrest Furniture 2005-2006 | | |
|-----------------------------|--|---|
| Division | Description | Location |
| Library | 6 study tables 1 study room table 1 set of study carrels 2 media carrels 1 online catalog table 54 student chairs 3 lounge chairs 1 love seat 3 end tables 1 coffee table 8 90" ranges of shelving 1 fiction shelving 1 periodical shelving 1 display rack 1 circ desk 2 circ chairs 1 librarian's desk 1 librarian's chair 1 librarian's credenza 1 librarian's table 2 carts | FCC Reading Room FCC Study Room FCC Reading Room FCC Media Room FCC Reading Room FCC Library FCC Reading Room FCC Reading Room FCC Reading Room FCC Reading Room FCC Reading Room FCC Reading Room FCC Reading Room FCC Reading Room FCC Reading Room FCC Reading Room FCC Reading Room FCC Library Office FCC Library Office FCC Library Office FCC Library Office FCC Library Workroom |
| Learning Lab | 4 multiple section lab tables 28 student lab chairs 2 multiple section tables – OT 10 student online chairs 2 staff desks 1 printer stand 2 staff bookshelves 4 staff chairs 1 file cabinet | FCC Lab FCC Lab FCC Online Testing FCC Online Testing FCC Lab Offices FCC Online Testing FCC Lab Offices FCC Lab Offices FCC Online Testing |

F. Program Summary and Recommendations

Strengths:

1. A well qualified and dedicated staff
2. A low rate of staff turnover
3. A variety of services and instruction offered to students and faculty
4. A relatively well equipped Learning Lab
5. An attractive, remodeled facility

6. A new FCC Library and Learning Lab built during 2005-2006.
The upgrade of the FCC Library and the addition of the Learning Lab will allow the staff to provide more and better services to students and faculty on that campus.

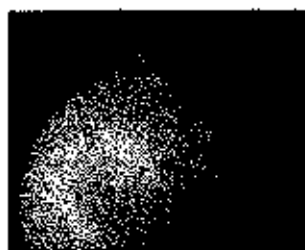
Weaknesses:

1. Limited space for growth especially in Media Services
2. Continued need for more computer technical support
3. Additional shelving needed
4. Too many old computers in use
5. Lack of adequate Media Services equipment
6. Lack of a technology classroom

Recommendations:

1. Increase the College Libraries budget to the ACRL guidelines for budget and resources
2. Purchase a thirty station wireless network of laptop computers in the CCN room so that the room can perform a dual purpose
3. Provide adequate space and equipment for Media Services
4. Continue to upgrade equipment in all areas
5. Enhance computer technical support for the department

General Education Review



Pearl River Community College



2006 – 2007

General Education Review

Pearl River Community College



2006 – 2007

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Pearl River Community College General Education Review



The purpose of Pearl River Community College's General Education program is to provide all students the opportunity to develop the critical and intellectual skills required to meet the challenges of a complex and diversified society and to impart general knowledge while developing intellectual capacities within the individual student. The program challenges students to develop into global thinkers, provides opportunities to apply concepts learned in the classroom, and encourages participants to engage in the community as informed citizens in matters on local, national, and global levels. It is the intent of the faculty and administration that students of Pearl River Community College be able to creatively solve problems, critically question the world around them, ethically construct decisions, and effectively communicate thoughts in order to continue the process of lifelong learning.

The General Education curriculum introduces students to an academic course of study designed to enable them to compete in a twenty-first century global market. The College's mission statement embodies the promotion of general education by stating, "Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them." General Education is also supported through strategic goals such as "To prepare students to transfer and be successful in their studies at baccalaureate institutions and/or be successful in careers for which they have been prepared."

The requirements of the General Education program expose Pearl River Community College graduates to a range of knowledge through courses pertaining to mathematics, natural sciences, humanities, fine arts, social sciences, computer literacy, and human wellness. The integrity of the General Education curriculum is acknowledged by universities and colleges in Mississippi to which Pearl River Community College graduates transfer regardless of the continuing education program selected by the graduate. Due to the considerable variations of curriculum requirements for baccalaureate degrees and the articulation agreement that exists between the State's universities and community colleges, each Pearl River Community College student is advised according to the catalog of the college or university to which he or she plans to transfer. However, a guideline, the Academic Basic Core, has been established which can be followed when students are undecided regarding a major and/or transfer institution. Courses which support and fulfill the General Education program requirements are specified, but in some cases advanced courses in the same discipline can be substituted for these requirements.

Using established College goals each discipline in the Academic Basic Core developed objectives, assessments, and anticipated use of assessment results in relation to the future of each program. This allowed for individual program accountability and ownership of the objectives and assessment information by faculty and administration. Established outcomes state the anticipated knowledge, skills, and attitudes students are expected to possess after experiencing each Academic Basic Core course. Assessment tools are the instruments employed to measure achievement of outcomes. Assessment results describe data generated by assessment. These results are significant to measuring student learning, and for the continued evaluation and improvement of each program.

The information on the following pages outlines the overall Academic Basic Core course listing and objectives followed by individual course outcomes, assessment tools, assessment results, and proposed use of assessment results for each of the courses.

Academic Basic Core



| Program Area | Community College Course Listing | Course Name |
|-----------------------|---|---|
| Computer Literacy | CSC 1113 BAD 2533 | Introduction to Computing with Business Applications Introduction to Computing with Business Applications |
| Fine Arts | ART 1113 MAT 1113 SPT 2233 | Art Appreciation Music Appreciation Theatre Appreciation |
| Humanities | MFL 1213 HIS 1163 HIS 1173 HIS 2213 HIS 2223 PHI 1113 PHI 1133 ENG 2423 ENG 2433 | Elementary Spanish I World Civilization I World Civilization II American (U.S.) History I American (U.S.) History II Old Testament Survey New Testament Survey World Literature I World Literature II |
| Mathematics | MAT 1313 | College Algebra |
| Natural Sciences | BIO 1131/1133 BIO 1143/1144 CHE 1211/1213 CHE 1223/1221 PHY 2241/2243 PHY 2253 PHY 2414 PHY 2424 | General Biology I and Laboratory General Biology II and Laboratory General Chemistry I and Laboratory General Chemistry II and Laboratory Physical Science Survey I and Laboratory Physical Science Survey II General Physics I (Laboratory included) General Physics II (Laboratory included) |
| Oral Communication | SPT 1113 | Oral Communication |
| Social Sciences | GEO 1113 PSC 1113 PSY 1513 SOC 2113 | World Geography American National Government General Psychology I Introduction to Sociology |
| Written Communication | ENG 1113 ENG 1123 | English Composition I English Composition II |
| Wellness | HPR 1752 HPR 1213 | Nutrition and Wellness Personal and Community Health |

Academic Basic Core Program Objectives



Oral Communication – The oral communication courses emphasize the form and content of speeches. Students gain an understanding of an individual's background, identity, or perceptions which influence communication. Knowledge will be acquired regarding the social significance of communication and the impact the act has upon a variety of situations. The courses emphasize interpretation, advocacy, organization, accuracy, and critical evaluation. Students will also develop the skills necessary to become effective listeners. Active participation is required.

Computer Literacy – Computer literacy incorporates an understanding of computer software, computer hardware, applications, interfaces, and issues concerning privacy, viruses, and computer security. These courses promote confidence in using information and computer technology in a consistent manner.

Fine Arts – The study of the fine arts provides students the opportunity to understand and appreciate the creation of literary and artistic expression while studying the impact of political, social, and cultural periods of history in regard to the fine arts: art appreciation, music appreciation, and theatre appreciation.

Humanities - Humanities requirements address major intellectual, cultural, and aesthetic achievements. Students are offered the opportunity to contemplate questions of ultimate significance and study human activities, values, and artifacts in the context of the ages in which they were produced.

Mathematics – Students engaged in the study of mathematics acquire skills in critical reasoning, problem solving, and inductive and deductive reasoning while developing manipulation of basic algebraic operations. In addition, students also apply knowledge concerning the topics of algebraic operations, linear and quadratic equations, systems of equations, complex numbers, polynomials, rational expressions, logarithms, exponents, and determinants.

Natural Sciences – Natural science courses introduce participants to the basic concepts of science and the scientific method and enhance awareness of scientific developments and their impact on society and the environment. General Education requirements will offer students an explanation of scientific terms, concepts and theories, and the ability to create testable hypotheses, emerging from the study of both physical processes and living entities.

Social Sciences – In the social sciences, students investigate human behavior in its social context. The characteristics and structure of individuals, families, groups, and institutions are analyzed by students in order to cultivate an understanding of the human species. Scientific methods are utilized by students in examining the procedures and means by which members in society craft personal and group decisions.

Written Communication – Composition courses endow students with the necessary skills to successfully complete the reading and writing requirements of their discipline. Instruction is provided in principles of standard written English, methods of writing, reading and comprehension skills, and prose adaptable to readers in a variety of situations. Composition courses require intensive writing and extensive practice for which each writer accepts instructor's comments to support in the revision process.

Wellness – The courses related to wellness present the attitudes, skills, and values which promote physical and emotional well-being. The courses are predominantly designed for students of all ages to improve and maintain their physical health through pre-assessment and continued assessment procedures. Opportunities are presented to learn current information on health related topics.

CSC 1113
Introduction to Computing with Business Applications



General Education Competency: To be able to demonstrate computer literacy (i.e., basic knowledge, of computers and computer applications).

Course or Program Objectives:

1. To become familiar with desktop computers, mouse, keyboard, and operating system
2. To demonstrate basic knowledge of input, processing, output, storage, and communication devices and software used in a modern computer system
3. To become familiar with word processors, spreadsheets, presentation, database, web browsers (search the Internet and on-line library), and email software

Outcomes:

1. Students will demonstrate their knowledge of basic principles of computer concepts.
2. Students will demonstrate effective use of external hardware: mouse, keyboard, and monitor.
3. Students will demonstrate hands-on skills with word processing, electronic spreadsheet, Internet, web browser, email, presentation, and database management software.

Assessment Tools:

1. Weekly chapter-level examinations and a comprehensive final examination on principles of computer concepts
2. Lab projects in application software and the Internet
3. Lab practicals for word processing software and electronic spreadsheet Software
4. Textbook assignments
5. Review course materials annually

Assessment Results:

1. Grade lab assignments, weekly tests, practicals, and the final examination
2. Compare the results with previous and current students

Proposed use of Assessment Results:

1. Maintain adequate number of lab assignments
2. Monitor enrollment trends/withdrawal rates
3. Maintain up-to-date course materials

BAD 2533
Introduction to Computing with Business Applications



General Education Competency: To be able to demonstrate computer literacy (i.e., basic knowledge of computers and computer applications).

Course or Program Objectives:

1. To become familiar with desktop computers, mouse, keyboard, and operating system
2. To demonstrate basic knowledge of input, processing, output, storage, and communication devices and software used in a modern computer system
3. To become familiar with word processors, spreadsheets, presentation, database, web browsers (search the Internet and on-line library), and email software

Outcomes:

1. Students will demonstrate their knowledge of basic principles of computer concepts.
2. Students will demonstrate effective use of external hardware: mouse, keyboard, and monitor.
3. Students will demonstrate hands-on skills with word processing, electronic spreadsheet, Internet, web browser, email, presentation, and database management software.

Assessment Tools:

1. Weekly chapter-level examinations and a comprehensive final examination on principles of computer concepts
2. Lab projects in application software and the Internet
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4. Textbook assignments
5. Review course materials annually

Assessment Results:

1. Grade lab assignments, weekly tests, practicals, and the final examination
2. Compare the results with previous and current students

Proposed use of Assessment Results:

1. Maintain adequate number of lab assignments
2. Monitor enrollment trends/withdrawal rates
3. Maintain up-to-date course materials

ART 1113 Art Appreciation



General Education Competency: To develop an appreciation and understanding of the Visual Arts as an art form

Course or Program Objectives:

1. Objectively identify the elements and principles of art
2. Objectively identify significant names and terms of art
3. Express an opinion of visual images in written form

Outcomes:

1. Assess visual images successfully
2. Demonstrate an ability to analyze art based on the elements and principles
3. Apply understanding to the development of personal taste and involvement in the visual arts

Assessment Tools:

1. Visual projects
2. Evaluation through tests
3. Evaluation through written responses to art museum attendance

Assessment Results:

1. Grade distribution of visual assignments
2. Document student growth and development

Proposed use of Assessment Results:

1. Determine successful teaching tools and methods
2. Determine ways to improve teaching and learning
3. Monitor enrollment trends and withdrawal rates of ART 1113

MUS 1113 Music Appreciation



General Education Competency: Students will be able to listen perceptively to music to enhance their appreciation and understanding of music as an art form.

Course or Program Objectives:

1. Students will actively listen to significant works of music
2. Students will read and write many styles of music
3. Students will examine political, social, and cultural influences on music
4. Students will attend live performances of art music

Outcomes:

1. Ability to listen perceptively to music
2. Ability to analyze music heard
3. Ability to place music in its historical, cultural, or stylistic context
4. Ability to speak and write about music effectively

Assessment Tools:

1. Listening evaluations
2. Written evaluations
3. Class discussion and activities
4. Performance critiques
5. Informal observation/evaluation of student responses to music

Assessment Results:

1. Grade distribution data
2. Document student growth and development

Proposed use of Assessment Results:

1. Determine successful teaching tools and methods
2. Determine ways to improve teaching and learning
3. Compare results with other sections of Music Appreciation
4. Compile data on grade trends

SPT 2233
Theatre Appreciation



General Education Competency: To develop an appreciation and understanding of theatre as an art form

Course or Program Objectives:

1. Express an opinion of a theatrical event in written form
2. Objectively identify significant names, terms, and events of theatre
3. Express the elements of dramatic structure (i.e. plot, characters, theme, diction, music, spectacle, convention) in written form

Outcomes:

1. Assess a theatrical event and successfully communicate that assessment to others
2. Express the significant names, terms, and events studied
3. Identify and discuss the dramatic structural elements of plays studied

Assessment Tools:

1. The students will obtain a score of sixty percent or above on assigned criteria
2. To present written critiques of plays observed and read
3. To evaluate through tests
4. To present a written analysis of a play according to the structural elements of theatre

Assessment Results:

1. Grade distribution of written assignments
2. View conceptual knowledge based on test grade distributions
3. View student perception through analysis of written analysis

Proposed use of Assessment Results:

1. Incorporate Pre and Post testing of objective testing
2. Monitor enrollment trends/withdrawal rates of SPT 2233

MFL 1213
Elementary Spanish I



General Education Competency: To be able to read, write, speak and comprehend Spanish effectively

Course or Program Objectives:

1. To read and write dialogues and paragraphs in Spanish
2. To orally produce Spanish in a communicative manner
3. To understand aural input effectively

Outcomes:

1. Effective comprehension and production of brief written materials
2. Oral communication comprehensible by native speakers of Spanish
3. Effective comprehension of spoken Spanish

Assessment Tools:

1. Written examinations
2. In-class peer discussions
3. Oral examinations

Assessment Results:

1. Grade distribution data
2. Comparison of grade distribution with other sections of MFL 1213
3. Comparison of transfer data when available

Proposed use of Assessment Results:

1. Monitor grade distribution trends
2. Monitor transfer data

HIS 1163 World Civilization I



General Education Competency: To have a knowledge and understanding of world history including the various religious, social, economic, political, aesthetic, legal, and technological elements

Course or Program Objectives:

1. To identify the various key persons and events which took place from the earliest civilizations to the mid-seventeenth century.
2. To develop skills in analyzing critically what they read in historical literature
3. To identify and explain key concepts discussed throughout the course
4. To display a knowledge and understanding of the various civilizations and societies studied in this course and the characteristics of each which makes them distinct
5. To recognize how political, social, cultural, economic, and geographic factors shaped the various civilizations

Outcomes:

1. Effective research and organizational skills
2. Knowledge of different civilizations into the seventeenth century
3. Understanding of how the past molds the attitudes, belief, perceptions, and actions of the present and future

Assessment Tools:

1. Reading quizzes
2. Outside assignments
3. In-class discussion
4. Major exams

Assessment Results:

1. Grade distribution data
2. Comparison of grade distribution data of other sections of HIS 1163

Proposed use of Assessment Results:

1. Evaluate whether or not the student has mastered the objectives
2. Assign three hours credit to those students who have met the minimum requirements
3. Monitor enrollment trends and success and failure rates

HIS 1173 World Civilization II



General Education Competency: To have a knowledge and understanding of world history including the various religious, social, economic, political, aesthetic, legal, and technological elements.

Course or Program Objectives:

1. To identify the various key persons and events which took place from the mid-Seventeenth century up to the present
2. To develop skills in analyzing critically what they read in historical literature
3. To identify and explain key concepts discussed throughout the course
4. To display a knowledge and understanding of the various civilizations and societies studied in this course and the characteristics of each which makes them distinct
5. To recognize how political, social, cultural, economic, and geographic factors shaped the various civilizations

Outcomes:

1. Effective research and organizational skills
2. Knowledge of different civilizations beginning with seventeenth century up to our present time period
3. Understanding of how the past molds the attitudes, beliefs, perceptions, and actions of the present and future

Assessment Tools:

1. Reading quizzes
2. Outside assignments
3. In-class discussions
4. Major exams

Assessment Results:

1. Grade distribution data
2. Comparison of grade distribution data of other sections of HIS 1173

Proposed use of Assessment Results:

1. Evaluate whether or not the student has mastered the objectives
2. Assign three hours credit to students who have met minimum requirements
3. Monitor enrollment trends and success and failure rate

HIS 2213 American (United States) History I



General Education Competency: To have an understanding of the origins of the political, economic, social, religious, and cultural institutions and traditions of the United States

Course or Program Objectives:

1. To have the ability to identify salient persons and events in the history of the United States from prehistory to 1876
2. To develop historical skills in analyzing and critically evaluating historical works
3. To “think historically” in placing key events and persons in their appropriate contexts
4. To develop critical skills in understanding how social, political, religious, and cultural dynamics shaped the lives of Americans in both the past and present

Outcomes:

1. Effective note-taking, organizational, and research skills
2. A critical and deep knowledge of the key events and persons that have shaped the American past
3. Historical thinking that links current events, trends, and dynamics with the past

Assessment Tools:

1. Quizzes on reading and lecture material
2. Outside book review of a significant work of history dealing with the appropriate time period
3. Class participation in a question and answer format
4. Major exams

Assessment Results:

1. Grade distribution data
2. Comparison of grade distribution data of other sections of HIS 2213

Proposed use of Assessment Results:

1. Monitor enrollment trends and withdrawal rates of HIS 2213
2. Assign three hours of credit for student who met the minimum requirements
3. Advise and encourage students who completed class requirements to pursue other college courses in the Liberal Arts and Social Sciences
4. Modify future lectures and book assignments as assessment results and current trends and events require

HIS 2223 **American (United States) History II**



General Education Competency: To have an understanding of the political, economic, social, religious, and cultural institutions and traditions of the United States

Course or Program Objectives:

1. To have the ability to identify salient persons and events in the history of the United States from 1876 to the present
2. To develop historical skills in analyzing and critically evaluating historical works
3. To "think historically" in placing key events and persons in their appropriate contexts
4. To develop critical skills in understanding how social, political, religious, and cultural dynamics shaped the lives of Americans in both the past and present

Outcomes:

1. Effective note-taking, organizational, and research skills
2. A critical and deep knowledge of the key events and persons that have shaped the American past
3. Historical thinking that links current events, trends, and dynamics with the past

Assessment Tools:

1. Quizzes on reading and lecture material
2. Outside research project dealing with the appropriate material and topic
3. Class participation in a question and answer format
4. Major exams

Assessment Results:

1. Grade distribution
2. Comparison of grade distribution data of other sections of HIS 2223

Proposed use of Assessment Results:

1. Monitor enrollment trends and withdrawal rates of HIS 2223
2. Assign three hours of credit for student who met the minimum requirements
3. Advise and encourage students who completed class requirements to pursue other college courses in the Liberal Arts and Social Sciences
4. Modify future lectures and research assignments as assessment results and current trends and events require

**PHI 1113
Old Testament Survey**



General Education Competency: To have knowledge and understanding of Biblical history

Course or Program Objectives:

1. To identify key persons and events in the Old Testament
2. To display and knowledge and understanding of Old Testament civilizations and societies

Outcomes:

1. To develop more effective reading skills
2. To study these stories in view of the realities of their day and apply them to our day

Assessment Tools:

1. Reading quizzes
2. In-class discussions
3. Written examinations

Assessment Results:

1. Grade distribution data

Proposed use of Assessment Results:

1. To find strength for further study in the field of theology
2. To assign three hours credit to those who meet the minimum requirements

**PHI 1133
New Testament Survey**



General Education Competency: To have knowledge and understanding of Biblical history

Course or Program Objectives:

1. To identify key persons and events in the New Testament
2. To display knowledge and understanding of New Testament civilizations and societies

Outcomes:

1. More effective reading skills
2. Knowledge of New Testament times and people
3. Understanding of how the past molds the future

Assessment Tools:

1. Reading quizzes
2. In-class discussions
3. Written examinations

Assessment Results:

1. Grade distribution data

Proposed use of Assessment Results:

1. To find strength for further study in the field of theology
2. To assign three hours credit to those students who have met the minimum requirement

ENG 2423
World Literature I



General Education Competency: To have knowledge and understanding of the literature produced in the world during ancient times

Course or Program Objectives:

1. The student will be knowledgeable of major world literary works written before A.D. 1650.
2. The student will be able to analyze literature.

Outcomes:

1. More effective reading and writing skills
2. Knowledge of major writers and works from different countries in ancient times
3. Understanding of universal themes in the development of world literature

Assessment Tools:

1. Quizzes and examinations
2. Classroom discussions

Assessment Results:

1. One hundred percent of students will engage in classroom discussion.
2. Eighty percent of students will score seventy percent or better on examinations.

Proposed use of Assessment Results:

1. The assessment results will be used to review and improve instruction.

ENG 2433 World Literature II



General Education Competency: To have knowledge and understanding of the literature produced in the world during modern times

Course or Program Objectives:

1. The student will be knowledgeable of major world literary works written after A.D. 1650.
2. The student will be able to analyze literature.

Outcomes:

1. More effective reading and writing skills
2. Knowledge of major writers and works from different countries in modern times
3. Understanding of universal themes in the development of world literature

Assessment Tools:

1. Quizzes and examinations
2. Classroom discussions

Assessment Results:

1. One hundred percent of students will engage in classroom discussion.
2. Eighty percent of students will score seventy percent or better on examinations.

Proposed use of Assessment Results:

1. The assessment results will be used to revise and improve instruction.

MAT 1313 College Algebra



General Education Competency: To demonstrate a knowledge of basic principles of mathematics

Course or Program Objectives:

1. Students should understand the concepts of functions, graphing, and systems of equations
2. Students should develop their problem solving ability
3. Students should see the connection in the mathematics in this course with that in other courses, such as calculus, chemistry, physics, and finite mathematics
4. Develop critical thinking skills in all students

Outcomes:

1. Effective problem solving skills
2. Develop the skills students need to continue their study of mathematics and science

Assessment Tools:

1. Examinations
2. Group work in class
3. Observation of students during class
4. Monitor their progress in other mathematics courses

Assessment Results:

1. Grade distribution data
2. Student attitudes to algebra

Proposed use of Assessment Results:

1. Monitor withdrawal rates
2. Evaluate assignments
3. Evaluate the course objectives with those of other schools in our area

BIO 1131/1133
General Biology I and Laboratory



General Education Competency: To describe the nature of biology and the significance of living organisms to their environment

Course or Program Objectives:

1. To understand the structure and function of the basic unit of life (cell) and its relationship to the environment
2. To understand a cell's capabilities concerning reproduction, heredity, chemistry, osmotic balance, and the production and utilization of energy
3. To understand the value of Biology

Outcomes:

1. Critical thinking skills learned from eight basic science process skills
2. Using biological scientific principles learned to solve problems
3. Hands-on usage of scientific equipment such as compound microscopes, dissecting microscopes, and metric rulers

Assessment Tools:

1. Observing student actions, both in lecture and laboratory
2. Small interactive groups in lecture
3. Examinations
4. Homework
5. Hand-on projects or activities

Assessment Results:

1. Student assessments
2. Grade distribution data
3. Attitudes of students toward science

Proposed use of Assessment Results:

1. Evaluate group assignments
2. Evaluate laboratory assignments
3. Monitor withdrawal rates

BIO 1143/1144 General Biology II and Laboratory



General Education Competency: To describe the nature of biology and the significance of living organisms to their environment

Course or Program Objectives:

1. To describe and illustrate a survey of the viruses and monera, protista, fungi, plantae, and animalia kingdoms
2. To observe structural, functional, and adaptational relationships of the classification groups of all living organisms
3. To describe and review human body systems

Outcomes:

1. Critical thinking skills learned
2. Become aware of unique characteristics of each classification group of living organisms
3. Students will connect the biology learned with their experiences in the real world

Assessment Tools:

1. Observing student actions, both in lecture and laboratory
2. Small interactive groups in lecture
3. Examinations
4. Homework
5. Hands-on projects or activities

Assessment Results:

1. Student assessments
2. Grade distribution data
3. Attitudes of students toward biology

Proposed use of Assessment Results:

1. Evaluate group assignments
2. Evaluate laboratory assignments
3. Monitor withdrawal rates

CHE 1211/1213
General Chemistry I and Laboratory



General Education Competency: To understand general principles of chemistry, how to think logically and how to evaluate science

Course or Program Objectives:

1. Students should understand what the chemistry they are learning is about in terms of a strong base in concepts
2. Students should learn both how to use the chemistry they are learning and when to use it
3. Students should connect the chemistry they are learning with their experiences in the real world
4. Students should develop a good understanding of what it means to learn science and what they need to do to learn it. In particular, they need to learn to evaluate and structure their knowledge

Outcomes:

1. Effective problem solving skills
2. Understanding of the atomic nature of molecules and what is occurring in chemical reactions
3. Facility in translating the variety of representations used in chemistry (i.e. verbal/written descriptions of a chemical situation, algebraic, graphical representations, etc.)
4. Be able to use chemistry principles in ways or circumstances that they have not previously seen

Assessment Tools:

1. Observe student behavior in class and in office hours
2. Group problem assignments
3. Laboratory experiments
4. Examinations
5. Monitor their progress in concurrent mathematics/science courses

Assessment Results:

1. Grade distribution data
2. Student attitudes to science in general chemistry

Proposed use of Assessment Results:

1. Monitor withdrawal rates to determine if changes in classes helped
2. Evaluate laboratory assignments and modify them as needed to help students learn
3. Evaluate group assignments and modify them as needed to help students learn
4. Evaluate teaching methods and modify them as needed to help students learn

CHE 1223/1221
General Chemistry II and Laboratory



General Education Competency: To understand general principles of chemistry, how to think logically and how to evaluate science

Course or Program Objectives:

1. Students should understand what the chemistry they are learning is about in terms of a strong base in concepts
2. Students should learn both how to use the chemistry they are learning and when to use it
3. Students should connect the chemistry they are learning with their experiences in the real world
4. Students should develop a good understanding of what it means to learn science and what they need to do to learn it. In particular, they need to learn to evaluate and structure their knowledge

Outcomes:

1. Effective problem solving skills
2. Understanding of the atomic nature of molecules and what is occurring in chemical reactions
3. Facility in translating the variety of representations used in chemistry (i.e. verbal/written descriptions of a chemical situation, algebraic, graphical representations, etc.)
4. Be able to use chemistry principles in ways or circumstances that they have not previously seen

Assessment Tools:

1. Observe student behavior in class and in office hours
2. Group problem assignments
3. Laboratory experiments
4. Examinations
5. Monitor their progress in concurrent mathematics/science courses

Assessment Results:

1. Grade distribution data
2. Student attitudes to science in general chemistry

Proposed use of Assessment Results:

1. Monitor withdrawal rates to determine if changes in classes helped
2. Evaluate laboratory assignments and modify them as needed to help students learn
3. Evaluate group assignments and modify them as needed to help students learn
4. Evaluate teaching methods and modify them as needed to help students learn

PHY 2241/2243
Physical Science Survey I and Laboratory



General Education Competency: To better understand how the world works, how to think logically, and how to evaluate science

Course or Program Objectives:

1. Students should have some understanding of the physics concepts used to describe the physical world
2. Students should connect the science they are learning with their experiences in the real world
3. Students should develop a good understanding of what it means to learn science and what they need to do to learn it. In particular, they need to learn to evaluate and structure their knowledge

Outcomes:

1. Better problem solving skills
2. Be able to use principles of science in ways or circumstances that they have not previously seen

Assessment Tools:

1. Observe student behavior in class and in office hours
2. Group problem assignments
3. Laboratory experiments
4. Examinations

Assessment Results:

1. Grade distribution data
2. Student attitudes to science in physical science

Proposed use of Assessment Results:

1. Monitor withdrawal rates to determine if changes in classes helped
2. Evaluate laboratory assignments and modify them as needed to help students learn
3. Evaluate group assignments and modify them as needed to help students learn

PHY 2253
Physical Science Survey II



General Education Competency: To better understand how the world works, how to think logically, and how to evaluate science

Course or Program Objectives:

1. Students should have some understanding of the physics concepts used to describe the physical world
2. Students should connect the science they are learning with their experiences in the real world
3. Students should develop a good understanding of what it means to learn science and what they need to do to learn it. In particular, they need to learn to evaluate and structure their knowledge

Outcomes:

1. Better problem solving skills
2. Be able to use principles of science in ways or circumstances that they have not previously seen

Assessment Tools:

1. Observe student behavior in class and in office hours
2. Group problem assignments
3. Laboratory experiments
4. Examinations

Assessment Results:

1. Grade distribution data
2. Student attitudes to science in physical science

Proposed use of Assessment Results:

1. Monitor withdrawal rates to determine if changes in classes helped
2. Evaluate laboratory assignments and modify them as needed to help students learn
3. Evaluate group assignments and modify them as needed to help students learn

PHY 2414
General Physics I (Laboratory included)



General Education Competency: To understand how the world works, how to think logically, and how to evaluate science

Course or Program Objectives:

1. Students should understand what the physics they are learning is about in terms of a strong base in concepts firmly rooted in the physical world
2. Students should link the knowledge they acquire in their physics class into coherent physical models
3. Students should learn both how to use the physics they are learning and when to use it
4. Students should connect the physics they are learning with their experiences in the real world
5. Students should develop a good understanding of what it means to learn science and what they need to do to learn it. In particular, they need to learn to evaluate and structure their knowledge.

Outcomes:

1. Effective problem solving skills
2. Facility in translating the variety of representations used in physics (i.e. verbal/written descriptions of a physical situation, pictures, graphical representations, algebraic, etc.)
3. Be able to use physics principles in ways or circumstances that they have not previously seen

Assessment Tools:

1. Observe student behavior in class and in office hours
2. Group problem assignments
3. Laboratory reports
4. Examinations
5. Monitor their progress in concurrent mathematics/science courses

Assessment Results:

1. Grade distribution data
2. Student attitudes to science in general and physics in particular

Proposed use of Assessment Results:

1. Monitor withdrawal rates
2. Evaluate laboratory assignments
3. Evaluate group assignments
4. Administer the Force Concept inventory (a research-based concept survey) as a pre/post survey for PHY 2414

PHY 2424
General Physics II (Laboratory Included)



General Education Competency: To understand how the world works, how to think logically, and how to evaluate science

Course or Program Objectives:

1. Students should understand what the physics they are learning is about in terms of a strong base in concepts firmly rooted in the physical world
2. Students should link the knowledge they acquire in their physics class into coherent physical models
3. Students should learn both how to use the physics they are learning and when to use it
4. Students should connect the physics they are learning with their experiences in the real world
5. Students should develop a good understanding of what it means to learn science and what they need to do to learn it. In particular, they need to learn to evaluate and structure their knowledge.

Outcomes:

1. Effective problem solving skills
2. Facility in translating the variety of representations used in physics (i.e. verbal/written descriptions of a physical situation, pictures, graphical representations, algebraic, etc.)
3. Be able to use physics principles in ways or circumstances that they have not previously seen

Assessment Tools:

1. Observe student behavior in class and in office hours
2. Group problem assignments
3. Laboratory reports
4. Examinations
5. Monitor their progress in concurrent mathematics/science courses

Assessment Results:

1. Grade distribution data
2. Student attitudes to science in general and physics in particular

Proposed use of Assessment Results:

1. Monitor withdrawal rates
2. Evaluate laboratory assignments
3. Evaluate group assignments

SPT 1113 Oral Communication



General Education Competency: To be able to read, write, speak and comprehend Standard English effectively

Course or Program Objectives:

1. Clearly communicate orally and in written form
2. Think logically and problem-solve
3. Clarify values

Outcomes:

1. Communicate clearly and coherently in a speech outline and in the delivery of speeches
2. Apply reasoning concepts and problem-solving techniques to the organization, development and delivery of speeches
3. Identify and demonstrate the human values inherent in the development and delivery of speeches by comparing different cultural, religious, political and economic beliefs as well as comparing psychological and sociological viewpoints.

Assessment Tools:

1. To present informative and persuasive speeches to be evaluated by instructor
2. To evaluate through speech presentations and tests
3. Instructors will require questionnaires as part of the preparation and audience analysis for persuasive speeches

Assessment Results:

1. Speech grade distribution based on speech type
2. View conceptual knowledge based on test grade distribution
3. View student perception through audience analysis documentation

Proposed use of Assessment Results:

1. Incorporate pre- and post-testing of objective testing
2. Monitor enrollment trends and withdrawal rates of SPT 1113

GEO 1113 World Geography



General Education Competency: To have a knowledge and understanding of basic geographical concepts including physical and human dimensions of the world in the study of people, places, and environments

Course or Program Objectives:

1. To know and understand the world in spatial terms
2. To develop skills in analyzing various places and regions
3. To identify various physical systems at work
4. To display a knowledge and understanding of the various societies and how they impact their environment
5. To apply geography to interpret the past, present, and to plan for the future

Outcomes:

1. Effective research and organizational skills
2. Knowledge of the various geographic concepts
3. Ability to apply geography as an interpretive tool

Assessment Tools:

1. Reading quizzes
2. Outside assignments
3. In-class discussions
4. Major exams

Assessment Results:

1. Grade distribution data
2. Comparison of grade distribution data of other sections of GEO 1113

Proposed use of Assessment Results:

1. Evaluate whether or not the student has mastered the objectives
2. Assign three hours credit to those students who have met the minimum requirements
3. Monitor enrollment trends and success and failure rates

PSC 1113
American National Government



General Education Competency: To be able to discuss the structural organization and political processes which govern the behavior of the individuals and institutions, which make up the government

Course or Program Objectives:

1. To learn that there are different ways to analyze political institutions and behavior using these different perspectives
2. To understand that one's ideal of government goals and purposes is related to their ideological perspective – liberal, conservative, etc.
3. To develop and/or sharpen analytical skills

Outcomes:

1. Effective research and organizational skills
2. Effective audience analysis and adaptation skills
3. Effective oral presentation and delivery skills

Assessment Tools:

1. Examinations
2. Research assignments
3. Class participation

Assessment Results:

1. Grade distribution data
2. Student development through the course
3. Comparison of grade distributions data of previous terms

Proposed use of Assessment Results:

1. Assess the effect of assignments in PSC 1113
2. Monitor enrollment trends/withdrawal rates of PSC 1113

**PSY 1513
General Psychology I**



General Education Competency: Students will understand the major concepts and principles used in the field of psychology, and gain an organizing framework for understanding human behavior

Course or Program Objectives:

1. To familiarize the students with facts, concepts, and terminology common to general psychology
2. To provide students with a scientific basis for understanding thoughts, emotions, and behavior
3. To provide students with fundamental knowledge to begin effective understanding of human behavior

Outcomes:

1. Demonstrate knowledge of psychological facts, concepts, and terminology
2. Effective understanding of scientific research
3. Improve the application of psychological knowledge in understanding self as well as others

Assessment Tools:

1. Chapter quizzes and hour examinations
2. Written assignments
3. In-class activities
4. Comprehensive final examination

Assessment Results:

1. Grade distribution
2. Comparison of grade distribution data of other sections of PSY 1513
3. Analysis of student understanding of in class activities and written assignments

Proposed use of Assessment Results:

1. College credit awarded for successful completion of course
2. Contributing factor for grade point average

SOC 2113 Introduction to Sociology



General Education Competency: Ability to read the text with comprehension and take effective notes in class

Course or Program Objectives:

1. Students will learn the concepts, terminology and theories commonly used by professional sociologists
2. Students will learn and understand how sociologists do research
3. Students will learn how to apply sociological concepts to understanding their own lives

Outcomes:

1. Students will demonstrate their knowledge gained about sociology in class participation
2. Students will demonstrate their knowledge of sociology during testing sessions provided by the instructors
3. Students will develop effective study skills for learning sociology

Assessment Tools:

1. Periodic tests and quizzes
2. Student participation in class discussions
3. Application essays, recitation, or group problem solving sessions

Assessment Results:

1. Data related to grade distributions of classes
2. Comprehensive final examinations

Proposed use of Assessment Results:

1. Planning to content for sophomore level sociology classes
2. Planning content, new lecture material, and teaching methods for Sociology 2113 classes

ENG 1113 English Composition I



General Education Competency: To improve critical and analytical reading and writing skills

Course or Program Objectives:

1. To practice expository writing in response to specific readings with emphasis on standard written English
2. To improve ability to use the writing process in learning
3. To learn to find material in the library and online and document it appropriately

Outcomes:

1. To be able to edit a piece of writing to improve its sentence structure, grammar, and mechanics
2. To be able to assemble a working bibliography for a given subject
3. To demonstrate understanding of what has been read

Assessment Tools:

1. Essays
2. Bibliographies

Assessment Results:

1. Grade distribution data
2. Comparisons of grade distributions with other sections of English Composition I
3. Comparison of transfer data when available

Proposed use of Assessment Results:

1. College credit awarded
2. Prerequisite for next level of English Composition

ENG 1123
English Composition II



General Education Competency: To improve critical and analytical reading and writing skills

Course or Program Objectives:

1. To read literature critically and analytically
2. To write critically and analytically about literature
3. To use secondary research materials obtained through the library and online

Outcomes:

1. To write an undocumented short fiction analysis
2. To write a documented analysis of a novel or play
3. To read, understand, and write about poetry and drama

Assessment Tools:

1. Tests
2. Essays
3. Research paper

Assessment Results:

1. Grade distribution data

Proposed use of Assessment Results:

1. Prerequisite for literature classes

HPR 1752 Nutrition and Wellness



General Education Competency: The purpose of this course is to expose the student to the importance and significance of nutrition in health and physical activity. It also places emphasis on the various aspects of wellness and the relationship between weight control and therapeutic exercise.

Course or Program Objectives:

2. To provide effective and up-to-date instruction in nutrition which will encourage and enable students to incorporate healthy behaviors and attitudes into their daily lives
3. To evaluate current level of fitness
4. To provide student with recent information on proper nutrition and assist in understanding how lifestyle affects health

Outcomes:

1. Student will incorporate healthy behaviors into daily life
2. Student will gain understanding of current fitness level and how it can be improved
3. Student will learn that current nutrition habits will affect future health

Assessment Tools:

1. Student will keep a daily log of personal physical exercise
2. Blood pressure, resting heart rate, cardio-endurance (three-minute step test), muscular endurance (push-ups), and flexibility (sit and reach) is all measured at the beginning of the semester and again at the end of the semester

Assessment Results:

1. Student will understand the dynamics of proper nutrition and its relationship to exercise
2. Student will see improvement in fitness levels at the time of the post assessment if a regular exercise regimen is followed

Proposed use of Assessment Results:

1. In previous assessments, the abdominal crunch test was used to measure muscular endurance. Most students are more apt to do abdominal crunches on their own. Therefore, the test will be improved by changing to the push up test in order to measure and improve upper body muscular endurance.

HPR 1213 Personal and Community Health



General Education Competency: The purpose of this course is to teach the student, through the components of wellness, about specific health behaviors. This course will help the student understand personal health behaviors by aiding the student in acquiring sound health-related attitudes and behaviors, improving skills in health decision making, offering learning experiences to improve self-esteem, developing a sense of personal self-control and educating the student toward health-related life time goals to achieve the student's full potential.

Course or Program Objectives:

1. To provide effective and up-to-date instruction in the areas of health, physical education, and recreation which will encourage and enable students to incorporate healthy behaviors and attitudes into their daily lives
2. To evaluate current level of fitness
3. To provide student with recent information on a wide variety of health topics and teach how lifestyle effects health status

Outcomes:

1. Student will incorporate healthy behaviors and attitudes into their daily lives
2. Student will gain an understanding of current fitness level and how to improve it
3. Student will learn that current lifestyles effect future health

Assessment Tools:

1. Student will keep a daily log of their physical exercise
2. Resting blood pressure, resting heart rate, cardio-endurance (three minute step test), muscular endurance (push-ups), and flexibility (sit and reach box) are all measured at the beginning of the semester and again at the end of the semester

Assessment Results:

1. Student will understand the dynamics of proper exercise and its relationship to nutrition
2. Student will see improvement in fitness levels at the time of the post assessment if regular exercise regimen is followed

Proposed use of Assessment Results:

1. In previous assessments, the abdominal crunch test was used to measure muscular endurance. Most students are more apt to do abdominal crunches on their own, therefore the test will be improved by changing to the push up test in order to measure and improve upper body muscular endurance.

Challenges



The General Education curriculum is centralized in organization and management. Each semester, department chairs outline a schedule of classes to be taught. The Academic Director (currently the Vice President for Instruction) approves this schedule. Enrollment and course sequence projections are used to develop a format of course offerings. Class size and facilities are accommodated through hands-on involvement of department chairs. Faculty availability, grants, accessible classrooms, and budgets impact the offering of course sequences and individual courses.

Challenge in the 2003 – 2004 General Education Review

Students have the opportunity to meet with an advisor of their choice, but because of the online registration system available at Pearl River Community College, a majority of students do not take advantage of this service. Therefore, students may not be exposed to all of the courses that comprise the General Education curriculum. The guidance counselors are encouraging faculty and students to be involved in the process of advisement. A suggested solution to the current situation would be the requirement of faculty/student interaction prior to allowing the student online registration privileges each semester.

Comment

Advisement of students continues to be an issue. Since the 2003 – 2004 General Education Review, a number of different working groups have expressed concern about advisement of students. To this end, exploration of different methods of advisement including assigning advisors to students is underway. According to the Pearl River Community College Office of Institutional Research, in Fall 2006, 70% of the students were undecided as to a field of study. This is further evidence that a formal system of advisement is needed. ***Therefore, this item continues to be a challenge in the 2006 – 2007 General Education Review.***

Challenge in the 2003 – 2004 General Education Review

Faculty members would benefit from receiving consultation concerning the General Education curriculum. The advantage of these potential sessions would allow instructors to better understand that their subject matter is not to be taught in isolation but instead is to be delivered in a holistic manner that allows the entire General Education program to benefit. Interaction related to General Education would involve individual faculty members and departments in the planning, delivering, and assessing of the General Education experience they desire students to have.

Comment

When the current General Education Review was written, department chairs were given the opportunity to review and revise the information listed in each academic basic core course listing. The department chairs were encouraged to share the information with instructors in order to encourage ownership of the General Education Curriculum.

Challenge in the 2003 – 2004 General Education Review

Additional forms of effective assessment continually need to be explored.

Comment

The Mathematics department is executing the Quality Enhancement Plan (QEP) which has provided a variety of new opportunities for both instructors and students. Through an on-campus mathematics laboratory and personal computers, students are able to access programs such as MyMathLab and Blackboard which make it possible for instructors to use diverse methods of assessment. ***These opportunities are expanding to other areas of the curriculum and will be reflected upon as additional program reviews are conducted.***

Challenge in the 2003 – 2004 General Education Review

The assessment surveys need to be revisited each year. It is vital objectives be reviewed annually.

Comment

The assessment surveys (the individual course information in the 2006 – 2007 General Education Review) was not reviewed annually. This was not done; however, department chairs and instructors review Assessment Charts annually which are completed as part of the annual Strategic Plan and Internal Performance Indicators document published by the Offices of Institutional Effectiveness and Institutional Research.

Appendices

Pearl River Community College

Appendices

Strategic Planning Policy

Major Committee Minutes

Institutional Effectiveness Newsletters

Program Performance Indicators and Measures

Annual Report

Pearl River Community College

Appendices



Strategic Planning Policy

STRATEGIC PLANNING

Policy:

Pearl River Community College will utilize an institutional Strategic Plan as a general process to develop and maintain college goals, purpose, and direction.

Procedure:

This ongoing plan which provides the structure to assess institutional effectiveness is reviewed at least annually and revised as needed. The process used in its development is institution-wide and based on research, planning, and evaluation. The results of this plan are demonstrated by continuous improvements being made college-wide and by accomplishing the mission of the College.

The Strategic Plan committee structure is as follows:

- Section I Administrative Council/Management Committee is chaired by the President. Its members are the Vice President for Instruction, Dean of Business Services, Dean of Student Services, Director of Development Foundation and Alumni Association, Director of Recruitment and Orientation, Director of Public Relations, Chief Planning Officer, Chief Technology Officer, Dean of Forrest County Center, Director of Career and Technical Education Programs (Poplarville), Director of Workforce Education, Director of Admissions, Director of Financial Aid, Director of Extended Education, Director of Physical Plant, Director of the QEP, Instructor of English (Hancock Center), Director of Athletics, President of the Faculty Association (Poplarville Campus), and President of the Faculty Association (Forrest County Center).
- Section II Planning and Effectiveness Committee is chaired by a faculty member appointed by the President. Its members are the Vice President for Instruction, Chief Planning Officer, Institutional Research Specialist, eight faculty representatives, and others as appointed by the President.
- Section III Policy and Procedure Committee is chaired by the Vice President for Instruction. Its members are the Dean of Student Services, Dean of Business Services, Dean of Forrest County Center, Director of Career and Technical Education Programs (Poplarville), Chief Planning Officer, the Student Government Association President, seven faculty representatives, two staff members, and others as appointed by the President.

- Section IV Fiscal Management Committee is chaired by the Dean of Business Services. Its members are the President, Vice President for Instruction, Dean of Student Services, Dean of Forrest County Center, and Director of Career and Technical Education Programs (Poplarville).
- Section V Instructional Programs Committee is chaired by the Vice President for Instruction. Its members are the Dean of Forrest County Center, Director of Career and Technical Education Programs (Poplarville), an Academic Counselor, Director of Admissions, Director of College Libraries, a Career and Technical Counselor, the Director of Extended Education, nine faculty representatives, and others as appointed by the President.
- Section VI Professional Development Committee is chaired by a faculty/staff representative appointed by the President. Its members are the Tech Prep Coordinator, Vice President for Instruction, Director of Career and Technical Education Programs (Poplarville), Chief Planning Officer, three faculty representatives, one staff member, and others as appointed by the President.
- Section VII Student Services Committee is chaired by the Dean of Student Services. Its members are the Recruiter/Assistant Student Activities Coordinator, Managers of Intramurals, Director of Financial Aid, Director of Admissions, three faculty representatives, and others as appointed by the President. Members also include the President, Vice President and Secretary of the Student Government Association.
- Section VIII Workforce Education Committee is chaired by the Director of Workforce Education. Its members are the Director of Adult Education Services, Workforce Training Project Managers, ATC Technical Support Analyst, WIN Job Center Computer Instructor and Technician, Dislocated Worker Program Coordinator, Industrial Maintenance Training Specialist, GIS Training Manager, and Secretary to Workforce Education.

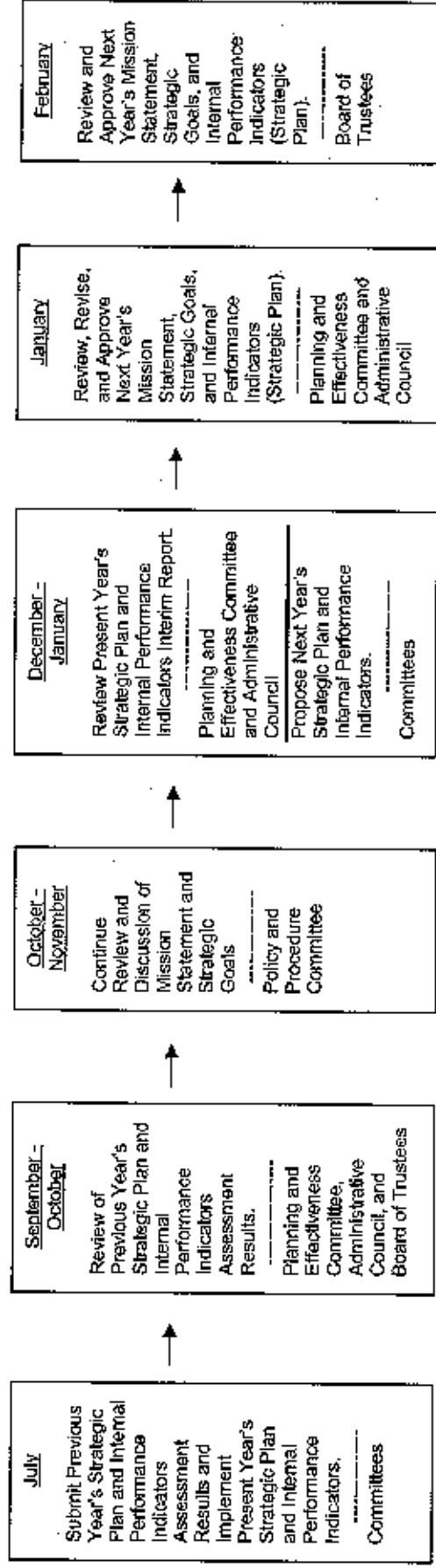
REVIEW, REVISION, AND EVALUATION PROCESS

Annual steps in the review, revision, and evaluation process are as follows:

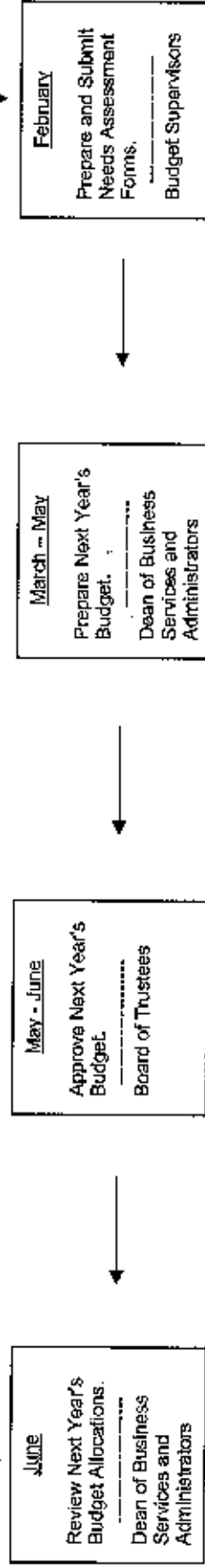
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| Step I | In December, the Planning and Effectiveness Committee and the Administrative Council review the current year's Strategic Plan (Mission Statement and Strategic Goals) and Internal Performance Indicators Interim Report. |
| Step II | In December, committee chairs involved with strategic planning review and propose next year's Strategic Plan and Internal Performance Indicators. |
| Step III | In January, the Planning and Effectiveness Committee reviews and evaluates the proposed Strategic Plan and Internal Performance Indicators for the next year and prepares recommendations. |
| Step IV | In January, the Administrative Council reviews and evaluates recommendations from the Planning and Effectiveness Committee and submits recommendations to the Board of Trustees. |
| Step V | In February, the revised Strategic Plan and Internal Performance Indicators document for next year is completed, and the Board of Trustees is requested to take formal action. |
| Step VI | In February, the budget requests based on the Strategic Plan and Internal Performance Indicators are submitted to the Dean of Business Services. |
| Step VII | In June, the Dean of Business Services and respective administrators review budget allocations as assigned to Strategic Goals and Internal Performance Indicators. |
| Step VIII | At the end of the Fiscal Year, June 30, persons responsible for reporting accomplishments of the Strategic Plan and Internal Performance Indicators update the Interim Report with accomplishments from December to June. |
| Step IX | Early in the Fall Semester, the Planning and Effectiveness Committee, the Administrative Council, and the Board of Trustees review the Strategic Plan and Internal Performance Indicators assessment results from the previous year. |

PEARL RIVER COMMUNITY COLLEGE ANNUAL PLANNING AND EVALUATION CYCLE

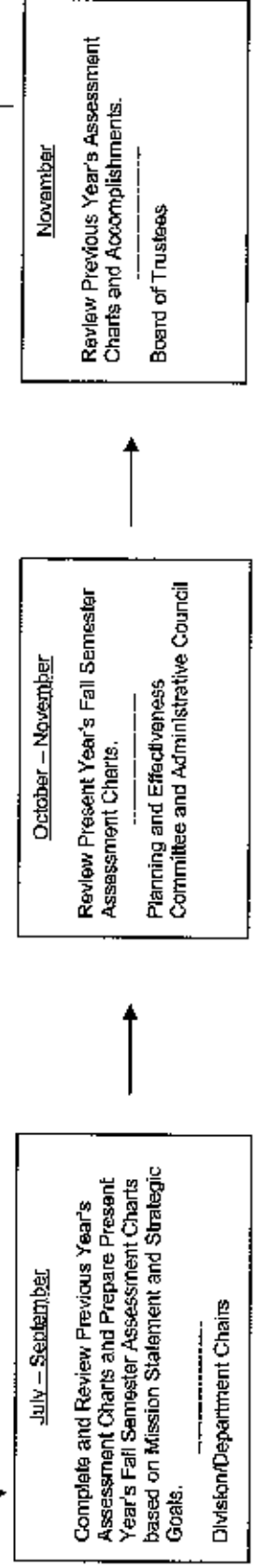
MISSION STATEMENT, STRATEGIC GOALS, AND INTERNAL PERFORMANCE INDICATORS (STRATEGIC PLAN)



BUDGET REVIEW PROCESS



DIVISION AND DEPARTMENT INSTITUTIONAL EFFECTIVENESS ASSESSMENT CHARTS



Pearl River Community College

Appendices

Major Committees' Minutes

Administrative Council / Management Committee

Planning and Effectiveness Committee

Policy and Procedure Committee

Fiscal Management Committee

Instructional Programs Committee

Faculty and Staff Development Committee

Student Services Committee

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

August 9, 2006

The Pearl River Community College Administrative Council held its regular monthly meeting at 8:30 a.m. on Wednesday, August 9, 2006, in the President's Conference Room of the Alexander Administration Building. The following council members were in attendance or absent:

- Attendance:**
- Dr. William Lewis, President
 - Mr. Roger Knight, Dean of Business Services
 - Dr. Adam Breerwood, Dean of Student Services
 - Mr. Chuck Abadie, Director of Public Relations
 - Mr. Steve Howard, Chief Technology Officer
 - Mr. Richard Mathis, Director of Athletics
 - Dr. Janice Poole, Director of Extended Education
 - Dr. John Grant, Vice President for Instruction
 - Mr. Don Welsh, Director of Career & Technical Education Programs (Poplarville)
 - Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
 - Dr. Becky Askew, Chief Planning Officer
 - Mr. Clint Tapper, Director of Physical Plant
 - Ms. Peggy Shoemake, Director of Financial Aid
 - Dr. Barbara Gandy, Director of Recruitment and Orientation
 - Mr. Dow Ford, Director of Admissions
 - Dr. Cecil Burt, Dean of Forrest County Center
 - Mr. Scott Alsobrooks, Director of Workforce Education
 - Ms. Maggie Smith, Instructor of English (Hancock Center)
 - Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)
- Absent:**
- Dr. Kyle Hill, Faculty Association President, Poplarville Campus
 - Mr. Greg Underwood, Faculty Association President, Forrest County Center

Dr. Lewis opened the meeting by welcoming all council members to today's meeting. He recognized and gave a special welcome to new council members Ernie Lovell, Jennifer Seal, and Maggie Smith. At Dr. Lewis's request, Dr. Askew distributed the updated 2006 PRCC Policy and Procedure Manual to council members. The following reports were then presented by members of the Administrative Council:

Instruction

- Reported on the schedule of activities and preparations for the start-up of the new school year;
- Reported that the new two-year school catalog is expected to arrive at any time;
- Encouraged council members to review the updated Policy and Procedure Manual and submit comments or suggestions to any member of the committee.

Administrative Council Meeting Minutes

August 9, 2006

Research and Planning

- Distributed the 2006-2007 Schedule For Evaluations;
- Distributed the August 15, 2006, Schedule for Faculty and Staff Professional Development Sessions;
- Discussed a professional development program regarding leadership characteristics, issues, demands, etc., which is being planned for Administrative Council members and supervisory personnel for September 19; additional details will be provided in the near future;
- Copies of information which will be included in a brochure regarding highlights of accomplishments between July 1, 2003, and June 30, 2006, were distributed, and council members were asked to review the information and report any changes that prior to the end of the week;
- Administrator Assessment Charts and Student Services Assessment Charts are to be completed by August 10. Information regarding accomplishments is to be included in a separate paragraph.

Physical Plant

- Reported that the Physical Plant's top priority at this time is getting the new dormitories ready for the return of students;
- Requested that only critical work order requests be submitted at this time.

Career and Technical Education (Hattiesburg)

- Reported that early registration will be held on August 10 and regular registration will be held on August 11 and 14;
- Extended an invitation to administrators to tour the additions and improvements made to the Forrest County Center Campus.

Extended Education

- Reported that preparations for on-line classes for the opening of the Fall 2006 Semester are underway.

Hancock Center

- Reported that a meeting was recently held with Benjamin Goldman, representative for the former Wal-Mart building which houses the PRCC Hancock Center; reported that the keys to the Center will be released on August 31;
- Reported that 29 students have registered as of August 8;

Administrative Council Meeting Minutes**August 9, 2006**

- Reported that communications have been established with Keesler Air Force Base as a possible recruiting area;
- Stated that the new sign for the Hancock Center will soon be ready and that an opening ceremony will be planned later in the semester.

Development Foundation/Alumni Association

- Reported that a meeting was held with Peggy Shoemake to discuss scholarship award procedures;
- Announced that the Alumni Coordinator position is open for qualified applicants;
- Reported that Homecoming events are currently being scheduled.

Career-Technical Education (Poplarville)

- Provided a brief update on the Skills USA competition held this summer;
- Reported that five new career-technical faculty members have been added for the beginning of the school year;

Business Services

- Announced that the Board of Trustees approved a bid to begin demolition of M.R. White Coliseum;
- Reported that the College's insurance adjuster, Scott Favre, is attending a meeting today in Atlanta with the College's insurance carrier, Zurich;
- Reported that an application has been submitted to the U.S. Department of Education for consideration of funds for a Foreign Aid grant; stated that if the College is awarded these funds, they will be applied to the Hancock Center and heating and air conditioning and bleachers for Shivers Gym.

Athletics

- Reported that new lights are being installed at the soccer and softball and baseball fields;
- Stated that several new athletic personnel has been added to the athletic department including: Joshua Hess, Megan Dawson, and Jason Williams.

Admissions

- Reported that enrollment is currently lower than compared to this time last year, but expects the enrollment numbers to increase by the beginning of school.

Workforce Education

- Discussed the Heavy Equipment Operator Training Program being funded by Huey Stockstill Incorporated; stated that this training program will be held in Picayune but could eventually assist the College as a district-wide program.

Recruitment and Orientation

- Updated council members on the events associated with next week's regular orientation and registration sessions;
- Discussed fall events and recruiting efforts to distribute catalogs, applications, and financial aid packets to district-wide schools;

Financial Aid

- Announced that Valerie Horne is now the new Financial Aid Assistant Director;
- Reported that Katrina funds are still available and that student applications are still being reviewed to determine eligibility to receive these funds;
- Reported that the College has received \$19,993 for the Leveraging Educational Assistance Partnership (LEAP) Program (formerly known as the State Student Incentive Grant (SSIG) Program.

Quality Enhancement Plan

- Announced that a Coordinator and Assistant has been employed for the Mathematics Laboratory as required by the QEP.

Information Technology

- Announced the College's new email system, Microsoft Outlook, is in full operation;
- Briefly discussed current student enrollment; stated that enrollment is down by 11 percent as compared to this time last year.

Public Relations

- The new football program is currently being prepared;
- The strategic goals brochure, as discussed earlier in the meeting, is being prepared;
- District advertising which promotes school registration is currently in progress;
- Announced that former Hattiesburg American reporter, Janet Braswell, is now employed in the position of Public Relations Assistant Director.

Administrative Council Meeting Minutes**August 9, 2006**

Student Services

- Discussed the opening of the new men's and women's housing complex; requested council members to tour these facilities before students move in;
- Announced that Tonia Moody has been employed for the position of ADA/Civil Rights Coordinator.

President's Report

- Discussed the new men's and women's housing complexes; encouraged council members to tour these facilities before students begin occupying the rooms next week;
- Reminded administrators about the professional development workshop and the new employee meeting on Tuesday, August 15;
- Informed council members that the Board of Trustees approved a resolution of commendation to faculty and staff for receiving continuing accreditation from the Southern Association of Colleges and Schools;
- Addressed the issue of Institutional Effectiveness which is now a priority and an on-going process for the College's accreditation with SACS;
- Addressed important past and present issues of the College including:
 - the impact of Hurricane Katrina in regards to the population increase and it's direct impact on campus-wide facilities and programs,
 - the Funding Formula (from headcount to credit hours) and how it relates to the necessity of recruiting and retaining students, where and how to offer programs, changing the way the College operates, etc.,
 - the increase in fuel costs and it's impact on commuting students and employees;
 - the popularity and increase in on-line classes;
 - the 2006 four-day summer work schedule and the results of the survey in which the majority of the College's employees supported;
 - discussed the energy saving features of a four-day schedule;
 - discussed a possible seven day schedule with classes on Monday and Wednesday, Tuesday and Thursday, and a block schedule on Friday
- In closing, Dr. Lewis stated that these items are "seeds of thought" that will be discussed in detail at a future administrative council retreat. He requested council members to begin formulating a five-year plan for their respective areas of supervision. He stated that their five-year plans will be studied and evaluated in small groups at the retreat later this year.

There being no further business for discussion, the meeting adjourned at 9:45 a.m.

William Lewis, President

Date

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

September 13, 2006

The Pearl River Community College Administrative Council held its regular monthly meeting at 8:30 a.m. on Wednesday, September 13, 2006, in the President's Conference Room of the Alexander Administration Building. The following council members were in attendance or absent:

Attendance:

Mr. Roger Knight, Dean of Business Services
Dr. Adam Breerwood, Dean of Student Services
Mr. Chuck Abadie, Director of Public Relations
Mr. Steve Howard, Chief Technology Officer
Mr. Richard Mathis, Director of Athletics
Dr. Janice Poole, Director of Extended Education
Dr. John Grant, Vice President for Instruction
Mr. Don Welsh, Director of Career & Technical Education Programs (Poplarville)
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Dr. Becky Askew, Chief Planning Officer
Ms. Peggy Shoemaker, Director of Financial Aid
Dr. Barbara Gandy, Director of Recruitment and Orientation
Mr. Dow Ford, Director of Admissions
Dr. Cecil Burt, Dean of Forrest County Center
Dr. Kyle Hill, Faculty Association President, Poplarville Campus
Mr. Greg Underwood, Faculty Association President, Forrest County Center
Ms. Maggie Smith, Instructor of English (Hancock Center)
Mr. Dale Miller, Representative for Scott Alsobrooks (Workforce Training)
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)

Absent: Dr. William Lewis, President
Mr. Scott Alsobrooks, Director of Workforce Education
Mr. Clint Tapper, Director of Physical Plant

In Dr. Lewis's absence, Dr. Grant opened the meeting by welcoming all council members to today's meeting. He stated that Dr. Lewis was attending a breakfast meeting in Picayune hosted by the Mississippi Economic Council. The following reports were then presented by members of the Administrative Council:

Instruction

- Announced that Dr. Askew will assume the duties of writing grant proposals for the College and that Dr. Martha Lou Smith will assume additional responsibilities in the area of Institutional Effectiveness.

Administrative Council Meeting Minutes

September 13, 2006

Information Technology

- Distributed and discussed a current enrollment chart.
- Announced that several wireless internet connections have been installed for student use and that additional connections will be installed in the near future.

Research and Planning

- The Strategic Plan and Internal Performance Indicators Final Report for 2005-2006 was presented and discussed. A motion was made by Dr. Burt, and seconded by Mr. Lovell, to approve the report. The motion was unanimous.
- The 2006-2007 Administrative Assessment Charts will be sent by email on Monday, September 18, to everyone who is responsible for completing one.
- Plans for the September 19 Leadership Seminar for administrators and supervisors were discussed.
- Everyone was reminded to continue documenting all meetings for future reference.

Athletics

- Everyone was reminded about this week's home football game with Mississippi Gulf Coast Community College. A record attendance is expected for the event.

Hancock Center

- Reported that the renovation of the Hancock Center is progressing on schedule.
- Announced that a small business exposition will be held on October 10.

Business Services

- Everyone was reminded that their departmental Inventory Lists are past due. These need to be submitted to Julie Ray, Inventory Clerk in the Business Office, as soon as possible.
- Requested that council members inform all of their employees that all travel information and documentation is to be submitted promptly to the Business Office.
- Requested that all employees who are responsible for authorizing payment for purchase orders do so as soon as purchases are received. Administrators were requested to communicate this request to all their employees. The Business Office relies on this procedure to promptly pay vendor invoices.
- Reminded administrators to adhere to the purchasing procedures for the purchase of emergency items. All emergency purchases are to be approved by the Dean of Business Services.

Administrative Council Meeting Minutes**September 13, 2006****Development Foundation/Alumni Association**

- Announced that an alumni Tail Gating Party will be held prior to Thursday night's game at 5:30 p.m. in the north end zone.
- Reported that Clay Sweet is the new Coordinator for Alumni Services and Debbie Terrell is the new Secretary for the Development Foundation and Alumni Association.

Student Services

- Reminded administrators that a record attendance is expected for Thursday night's home football game with Mississippi Gulf Coast Community College. Temporary bleachers (350) have been placed in the north end zone of the stadium.
- Announced that the Board of Trustees has approved of an agreement between the College and the Poplarville Police Department to request additional police officers to assist with special on-campus events. For security purposes, six additional police officers will be assigned to work during the PRCC/MSGCCC football game on Thursday night.
- Announced that additional campus activities are being planned and scheduled for students.
- Requested that Student Services be informed of all student-related problems.

Career and Technical Education (Hattiesburg)

- Announced that the Allied Health Tour Day will be held Wednesday, September 27, 2006.

Recruitment and Orientation

- Announced that the tentative date for Scholars' Night is scheduled for February 1 which will allow for the administration of the ACT exam and receipt of test scores.
- Fill The Stadium Night is scheduled for Thursday, September 28.
- SGA and Homecoming Court elections will be held October 18 and 19.

Financial Aid

- Reported that the Hurricane Relief funding program (SLEAP) is being closed out. The College was allocated a total of \$5.6 million which represents an increase of approximately \$46,000 more than the original allocation.
- The final Pell Grant closeout for the end of the 2005-2006 fiscal year is by October 2.
- The FISAP report is due September 29. The report closes out the expenditures/allocation from 2005-2006 and will determine the College's funding for 2007-2008.
- Processing of the Academic Competitiveness Grants (ACGs) for this Fall and Spring will begin in October.

Extended Education

- Reported on a meeting held with selected faculty members to review an on-line assessment tool.
- Reported that students enrolled in on-line classes will not be dropped from a class until the instructor has met with the student.
- Announced plans to attend a Disability Access Training meeting on Thursday and Friday this week.

Career-Technical Education (Poplarville)

- Announced that the Automotive Technician Program has received notification of continuing re-certification of students who successfully complete the program.

Public Relations

- Announced plans to attend a public relations meeting next Monday and Tuesday.
- Reported that the newest edition of *The RiverSide* will be released in the near future.

Workforce Education

- Announced that a proposal for an apprenticeship program for Coast Electric employees is being reviewed. If approved, the apprenticeship program will allow college credit for Coast Electric employees enrolled in the program. This proposal is in draft mode only at this time and will be routed through all appropriate committees for final approval.

There being no further business for discussion, the meeting adjourned at 9:15 a.m.

Dr. John Grant, Jr.
Vice President for Instruction

Date

Dr. William Lewis
President

Date

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

October 11, 2006

The Pearl River Community College Administrative Council held its regular monthly meeting at 2:00 p.m. on Wednesday, October 11, 2006, in the President's Conference Room of the Alexander Administration Building. The following council members were in attendance or absent:

Attendance: Dr. William Lewis
Mr. Roger Knight, Dean of Business Services
Dr. Adam Breerwood, Dean of Student Services
Mr. Chuck Abadie, Director of Public Relations
Mr. Steve Howard, Chief Technology Officer
Mr. Richard Mathis, Director of Athletics
Dr. Janice Poole, Director of Extended Education
Dr. John Grant, Vice President for Instruction
Mr. Don Welsh, Director of Career & Technical Education Programs (Poplarville)
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Dr. Becky Askew, Chief Planning Officer
Ms. Peggy Shoemaker, Director of Financial Aid
Dr. Barbara Gandy, Director of Recruitment and Orientation
Mr. Dow Ford, Director of Admissions
Dr. Cecil Burt, Dean of Forrest County Center
Dr. Kyle Hill, Faculty Association President, Poplarville Campus
Ms. Maggie Smith, Instructor of English (Hancock Center)
Mr. Scott Alsobrooks, Director of Workforce Education
Mr. Clint Tapper, Director of Physical Plant
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)

Absent: Mr. Greg Underwood, Faculty Association President, Forrest County Center

Dr. Lewis opened the meeting by welcoming all council members to today's meeting. He informed council members about this week's deaths of Mr. D. R. Davis and Coach Lewis Murray. The following reports were then presented by members of the Administrative Council:

Instruction

- Announced that the Title III Grant Application request for funding has been denied;
- Distributed and reviewed the Roster of Instructional Staff;
- Distributed and reviewed the following items from the Policy and Procedure Committee: Mission Statement and Strategic Goals (no changes), Revisions of Procedures to the Evaluation Process Policy, Grade Appeal Policy, and Students With Disabilities Policy. Dr. Grant stated that these items do require approval by the Administrative Council. **A motion**

was made by Dr. Breerwood, seconded by Mr. Lovell, to approve of the Mission Statement and Strategic Goals (with no changes) and the revisions of procedures to the policies as stated herein. The motion carried.

Research and Planning

- The 2006-2007 Institutional Effectiveness Fall Semester Assessment Charts were reviewed. **A motion was made by Dr. Burt to accept and approve the Assessment Charts. The motion was seconded by Mr. Alsobrooks. The motion carried.**
- Announced that the Women's Health Symposium is scheduled for Saturday, January 20, 2007.

Career and Technical Education (Hattiesburg)

- Reported that the Allied Health Tour Day held on Wednesday, September 27, 2006, was a successful event;
- Announced that Fall Fest is scheduled for Tuesday, October 31;
- Reported that the cleaning of the creek channel is nearing completion as is the new walking bridge being constructed over the creek.

Admissions

- Reported that the six-week enrollment audit will begin in the near future and that preparations are being made for the audit visit with personnel from the State Board for Community and Junior Colleges.

Hancock Center

- Announced that the Center will open for classes on Monday, October 16;
- Reported that a grand opening ceremony will be planned later this semester.

Extended Education

- Reported that the new on-line assessment tool (READY Program) is ready to implement;
- Reported that preparations for the spring night class schedule is underway;
- Announced that the spring night schedule for Jeff Davis County is being prepared but a class meeting location is needed. Several sites are being investigated at this time.

Quality Enhancement Plan

- Reported that all students who registered for the QEP College Algebra class are still enrolled and that no drops have been processed for the class.
- Reported that Kelly Tucker will be added as a QEP instructor.

Development Foundation/Alumni Association

- Reminded council members of the following scheduled events:
 - Forrest/Lamar County Alumni Fish Fry at 6:00 p.m. on Tuesday, October 17;
 - Keith Daniels Scholarship Golf Tournament on Friday, October 13, with tee time at 2:00 p.m.;
 - Homecoming Week activities with Homecoming Day on October 21;
 - Scholarship Donor/Recipient Scholarship Dinner on Thursday, December 7, in the PRCC Olivia Bender Cafeteria.

Career-Technical Education (Poplarville)

- Reported that the annual Craft Advisory Committee Meeting and Dinner held on October 3 was a success with 135 people in attendance.

Business Services

- No new business to report.

Athletics

- Announced that the PRCC Lady Wildcats are the MACJC South Division's women's soccer champions and that if the men win the game on Saturday, October 14, they will qualify for the state men's soccer tournament.
- Reported that PRCC will host the MACJC State Soccer Tournament for men and women on Saturday, October 21;
- In addition to the soccer tournament, reminded everyone that Homecoming Day is Saturday, October 21;
- Announced that basketball games will begin November 1 and that all home games will be held in Shivers Gym.

Administrative Council Meeting Minutes**October 11, 2006****Physical Plant**

- Reported that the demolition of M.R. White Coliseum is almost complete;
- Reported that the new campus boulevard should be complete within two weeks;
- Announced that the bridge and creek projects at the Forrest County Center are almost complete;
- The lighting project for the Athletic Complex is expected to be complete in one week.

Faculty Association (Poplarville)

- A state faculty association meeting will be held in October; a date has not been finalized.
- Two state faculty association projects will be scheduled for the 2007 spring semester; dates will be announced later this fall.
- Plans for The Capitol Day event will include a limit on the number of students who can attend.

Recruitment and Orientation

- Recruitment materials have been delivered to district high schools;
- Letters to high school seniors will be mailed near the end of October;
- Counselors' Day is scheduled for December 8;
- Scholars' Night is scheduled for February 1, 2007;
- Briefly discussed plans to begin formulating a plan to recruit older/non-traditional students.

Financial Aid

- Department of Education's Fiscal Year Report is complete;
- Announced a balanced report for the closure of pell grant disbursements;
- Reported that the Hurricane Relief funding program (SLEAP) closed at \$5.7 million in student grant disbursements.
- The review of student loan applications is now underway.

Workforce Education

- An Industrial Advisory Board meeting will be held on November 2.

Information Technology

- Distributed and discussed a current enrollment chart for the fall semester.
- Announced that several computer monitors are ready for distribution.

Public Relations

- Announced completion of the new Strategic Goals color brochure;
- Two commercials are being developed for the College;
- Reported that the October edition of the **JUCO Review** will feature the College.

Student Services

- Reminded council members to follow the proper procedure in scheduling all campus events through the Office of Student Services office in order that these events can be placed on the campus-wide Master Calendar.

President's Report

- Distributed copies of the Enrollment Study prepared by Dr. Martha Lou Smith;
- Discussed campus security and safety issues and the need to provide a safer environment for students. The Security Study recently prepared by Keith Oubre was adopted by the Board of Trustees on October 10, 2006. Council members were informed that this study will be implemented to provide improvements in the areas of campus security and safety.
- Concerns of campus litter were discussed. Council members were requested to provide any assistance that may alleviate or stop the continuous litter problem.
- Council members were reminded that transportation will be provided for the football game to be played at Jones County Junior College on Saturday, October 14, and for the Forrest/Lamar County Alumni Fish Fry on Tuesday, October 17.
- Briefly discussed a project being prepared by Chuck Abadie that will highlight student accomplishments. This information will be used for publicity purposes and as a recruiting tool.
- Informed council members that office door locks in the Alexander Administration Building are not to be changed without prior approval by the president.

There being no further business for discussion, the meeting adjourned at 3:15 p.m.

Dr. William Lewis
President

Date

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

December 13, 2006

The Pearl River Community College Administrative Council held its regular monthly meeting at 8:30 a.m. on Wednesday, December 13, 2006, in the President's Conference Room of the Alexander Administration Building. The following council members were in attendance or absent:

Attendance: Dr. William Lewis
Mr. Roger Knight, Dean of Business Services
Dr. Adam Breerwood, Dean of Student Services
Mr. Chuck Abadie, Director of Public Relations
Mr. Steve Howard, Chief Technology Officer
Dr. Janice Poole, Director of Extended Education
Dr. John Grant, Vice President for Instruction
Mr. Don Welsh, Director of Career & Technical Education Programs (Poplarville)
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Dr. Becky Askew, Chief Planning Officer
Ms. Peggy Shoemake, Director of Financial Aid
Dr. Barbara Gandy, Director of Recruitment and Orientation
Mr. Dow Ford, Director of Admissions
Dr. Cecil Burt, Dean of Forrest County Center
Ms. Maggie Smith, Instructor of English (Hancock Center)
Mr. Scott Alsobrooks, Director of Workforce Education
Mr. Clint Tapper, Director of Physical Plant
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)

Absent: Mr. Greg Underwood, Faculty Association President, Forrest County Center
Mr. Richard Mathis, Director of Athletics
Dr. Kyle Hill, Faculty Association President, Poplarville Campus

Dr Lewis opened the meeting by giving a brief recap of the 2006 Fall Semester. He added that security issues will be a focus of attention for 2007. The following reports were then presented by members of the Administrative Council:

Instruction

- Announced that Maggie Smith is the new Coordinator of the Hancock Center;
- Briefly discussed items relative to the closure of the 2006 Fall semester.

Research and Planning

- Provided a brief report of the annual meeting of the Southern Association of Colleges and Schools held in Florida December 9-12, 2006;

- Reminded Council Members of the Women's Health Symposium to be held in the Olivia Bender Cafeteria on January 20, 2007.

Physical Plant

- Reported that the street behind Moody Hall will be closed until December 31 for the removal of the back portion of Moody Hall which was destroyed by Hurricane Katrina;
- Announced that a bid opening will be held on December 19 for the Student Center Landscaping Project.

Career and Technical Education (Hattiesburg)

- Reported that the work associated with the creek project is now complete;
- Reported that the new walking bridge constructed over the creek is also complete;
- Announced that Java Joe's Coffee Shop recently opened to serve students in the Allied Health Center's Student Lounge.

Admissions

- Reported that final grades will be released to students as soon as all grades are submitted by the instructors;
- Reported that enrollment numbers from early registration for the 2007 Spring semester look good.

OEP (Quality Enhancement Plan)

- Reported that a detailed report will be provided during the 2007 Spring semester.

Distance Education

- Reported that registration is currently active in both regular and on-line classes;
- Provided a brief update on the READY Assessment (on-line assessment tool) program;
- Reported that a good response has been received for registration in Jefferson Davis County.

Development Foundation/Alumni Association

- Reported on great attendance of the Scholarship Donor/Recipient Scholarship Dinner held on December 7;
- Gave a brief report on the Pilgrim's Pride Classic Bowl trip to Mt. Pleasant, Texas;

Administrative Council Meeting Minutes**December 13, 2006**

- Reported that the Forrest/Lamar Alumni Association meeting will be held on December 14.

Career-Technical Education (Poplarville)

- Announced that the District 5 Skills USA competition will be held on February 15;
- Announced that the bid for the new Career-Technical Building has been approved by the Board of Trustees and that construction will soon begin.

Business Services

- Distributed and reviewed the SBCJC Financial Comparisons relative to PRCC salaries compared to Copiah-Lincoln Community College, Jones County Junior College, and Mississippi Gulf Coast Community College;
- Announced that the Book Buy Back Program is now available on a year-round basis.

Workforce Education

- Reported that several pieces of heavy equipment will be delivered to the campus this week. The equipment will be used for equipment training classes which will be funded through the Pathways to Construction Grant;
- Reported on a recent trip made to Atlanta, Georgia, to tour the Klondike Training Company.

Financial Aid

- Reported that the semester is being closed out by processing grades and distributing suspension and probation notices;
- Announced plans to attend a summit in the near future at Meridian Community College.

Recruitment and Orientation

- Announced that high school students may register for college courses;
- Registration reminders have been mailed to prospective students;
- Reported the completion of Career Nights;
- Announced plans to mail birthday cards to high school juniors and seniors;
- Discussed plans to send letters to students who has an ACT score of 18;
- Provided Christmas cards that have been mailed to students;
- Discussed plans to prepare posters that will be used to promote on-line classes;
- Working on a scholarship program for GED students;
- Announced that Scholars Night is scheduled for February 1, 2007;
- Reminded council members of the 2007 Spring registration and orientation dates;

Administrative Council Meeting Minutes

December 13, 2006

- Announced that the Counselors Luncheon will be held in February and that the date will be announced at a later time.

Hancock Center

- Reported that Hancock Center personnel are now working in the newly renovated building and that a punch list of repair items has been prepared;
- Reported that a date for a grand re-opening for this spring will be announced in the near future;
- Reported that the current enrollment is 178.

Information Technology

- Reported that the new version of Banner will be on-line at the end of January;
- Blackboard is up and running but training is required for this system;
- Reported that a grant application has been submitted for a portal which will eliminate multiple logins;
- Announced that the newly installed spam software has drastically reduced the influx of spam and junk email messages.

Public Relations

- Announced that the newest edition of the *RiverSide* will be released later this week;
- Reported the completion of the Women's Health Symposium color brochure.

Student Services

- Reported that bids are being received by the College for campus-wide security cameras;
- Reported that the College and the Olivia Bender Cafeteria will receive two generators from the Mississippi Department of Health through a grant and the establishment of the College as Special Needs Shelter during times of crisis.

President's Report

- Distributed the 2006 IPEDS (Integrated Postsecondary Education Data System) Data Feedback Report;
- Due to potentially bad weather, announced that the President's Christmas Open House has

- been rescheduled from Tuesday, December 12, 2006, to Wednesday, December 13, 2006;
- Announced that Doug McQueen will be the keynote speaker for a Leadership Meeting on February 16.

There being no further business for discussion, the meeting adjourned at 9:50 a.m.

Dr. William Lewis
President

Date

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

January 18, 2007

The Pearl River Community College Administrative Council held its regular monthly meeting at 8:30 a.m. on Thursday, January 18, 2007, in the President's Conference Room of the Alexander Administration Building. The following council members were in attendance or absent:

Attendance: Dr. William Lewis, President
Mr. Roger Knight, Dean of Business Services
Dr. Adam Breerwood, Dean of Student Services
Mr. Chuck Abadie, Director of Public Relations
Mr. Steve Howard, Chief Technology Officer
Dr. Janice Poole, Director of Extended Education
Dr. John Grant, Vice President for Instruction
Mr. Don Welsh, Director of Career & Technical Education Programs (Poplarville)
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Dr. Becky Askew, Chief Planning Officer
Ms. Peggy Shoemake, Director of Financial Aid
Dr. Barbara Gandy, Director of Recruitment and Orientation
Mr. Dow Ford, Director of Admissions
Dr. Cecil Burt, Dean of Forrest County Center
Ms. Maggie Smith, Instructor of English (Hancock Center)
Mr. Scott Alsobrooks, Director of Workforce Education
Mr. Clint Tapper, Director of Physical Plant
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)
Mr. Richard Mathis, Director of Athletics
Dr. Kyle Hill, Faculty Association President, Poplarville Campus

Absent: Mr. Greg Underwood, Faculty Association President, Forrest County Center

Dr. Lewis opened the meeting by informing council members that the annual HEADWAE program will be held on February 20, the Mardi Gras holiday will be held on February 19 and 20, the March board meeting will be held on March 20, and the Administrative Council meeting will be held on March 21. The following reports were then presented by members of the Administrative Council:

Instruction

- Announced that a meeting with the Instructional Programs Committee and Policy and Procedures Committee will be scheduled in the near future;
- Requested recommendations or suggestions from administrators for improvement to current policies and procedures.

Research and Planning

- The current Mission Statement and Strategic Goals and the proposed 2007-2008 Strategic Plan were reviewed with discussion centering on changes regarding three Internal Performance Indicators (Strategic Goal 2-Indicator 2, Strategic Goal 4-Indicator 3, Strategic Goal 7-Indicator 4) and the addition of two new Indicators. **After review of the current Mission Statement , a motion was made by Dr. Burt, seconded by Dr. Breerwood, to approve without changes. In the same motion, the 2006-2007 Internal Performance Indicators were also approved to be continued for another year with minor changes approved for three Indicators. The motion carried.**

It was decided that the two new Indicators being proposed needed additional consideration; therefore, Dr. Grant and Mr. Howard will make a recommendation to Dr. Lewis regarding Strategic Goal 3, a basic instructional technology tools Indicator, and Scott Alsobrooks and Dr. Martha Lou Smith will make a recommendation regarding Strategic Goal 7, an Indicator regarding non-traditional students. These recommendation will be given to Dr. Lewis and then presented to the Administrative Council for final approval prior to the February Board of Trustees meeting.

- The revised policy regarding the periodic evaluations of PRCC personnel was discussed as was the importance of documenting any improvements which are needed with any follow-up discussion included. Packets for those supervisors who are to be evaluated during January were distributed with instructions regarding procedures to be followed.
- It was announced that the date of the Administrators/Supervisors Professional Development Day is being changed because of a schedule conflict with the keynote speaker. A new date will be announced in the near future.
- The Women's Health Symposium is scheduled for Saturday, January 20, in the Wellness/Nursing Building with lunch following in the Olivia Bender Cafeteria. Approximately 185 people have registered for this special event.

Physical Plant

- Reported that the Streets and Paving and Landscaping Projects at the Forrest County Center are complete;
- Reported that several areas on the Poplarville Campus are now being landscaped;
- Announced that the back section of Moody Hall (which was heavily damaged by Hurricane Katrina) has been removed;
- Reported that mold remediation is still underway in Huff Hall; after the process is complete on the third floor, the second floor will then undergo the same process;
- Reported that the Nursing Building is also undergoing mold remediation;
- Reported that Crosby Hall's mold remediation and renovation are 90 percent complete and

Administrative Council Meeting Minutes**January 18, 2007**

- that construction of the new Career-Technical Education Building is now underway.
- Dr. Lewis added that a new room dividing system is being installed in the cafeteria and that a new faculty/staff dining room is being constructed which will provide a private atmosphere for faculty and staff dining. He added that new furniture for the cafeteria will be purchased within a year.

Career and Technical Education (Hattiesburg)

- Dr. Burt commented that the newly completed work to the streets, parking, and landscaping has greatly improved the looks of the campus.
- He announced that student enrollment was 1,424 at the close of spring registration;
- Reported that applications are being accepted for the Special Populations Coordinator and Instructor of Respiratory Therapist positions.

Distance Education

- Provided an enrollment report for on-line and night classes;
- Reported that a Professional Development Calendar is being prepared for spring training.

Hancock Center

- Announced that the Grand Re-Opening for the Hancock Center and WIN Job Center will be held on Thursday, January 25;
- Announced plans to prepare and distribute a brochure from the Hancock Center, requested ideas and suggestions from council members.
- Dr. Lewis encouraged council members to attend the Re-Opening ceremony.

OEP (Quality Enhancement Plan)

- Reported that technology training for the faculty is still underway.

Development Foundation/Alumni Association

- Provided a brief overview of funds received by the Development Foundation;
- Announced that the Extravaganza event will not be held this year, but that several dinner campaigns are being planned for March and April.

Career-Technical Education (Poplarville)

- Provided a brief enrollment report;

Administrative Council Meeting Minutes**January 18, 2007**

- Reported that construction of the new Career-Technical Center should be complete in approximately 11 months;
- Announced that due to the construction of the Career-Technical Center, the Truck Driving Program will be relocated near Beach Road at the north end of the campus.

Business Services

- Discussed initial preparations of the FY08 Budget Process and distributed the time line agenda and the Needs Assessment form to administrators. The Needs Assessment forms are to be completed and routed through immediate supervisors.
- Briefly discussed a complicated issue relative to the College's Dun and Bradstreet Number. The Business Office is in the process of resolving this matter.

Athletics

- Reported that home basketball games are being played in Shivers Gym, spring sports have begun, and intramural activities are attracting a large student attendance.

Admissions

- Reported that the spring registration process was very busy and that students have attempted to register for classes after the registration deadline.

Faculty Association (Poplarville)

- Announced that a state-wide faculty meeting is being planned for February but a date has not been established at this time.
- A Day at the Capitol will be held on February 28.

Recruitment and Orientation

- Reminded council members that Scholars Night will be held on February 1;
- Counselors' Day is scheduled for February 9;
- Reported that the College's Cheerleading Team placed 7th in the recent national championship competition.

Financial Aid

Administrative Council Meeting Minutes**January 18, 2007**

- Reported that the processing of paperwork from spring registration is under way;
- Announced that the student financial aid application for 2007-08 is now available on-line.

Workforce Education

- Reported that discussions have been held regarding the establishment of web-based classes. Council members were encouraged to submit their suggestions for this project.

Information Technology

- Distributed and discussed a current student enrollment chart;
- Announced that a grant proposal is in process to purchase a campus portal system;
- Announced that the Banner 7 upgrade has been released and requested that council members review the new upgrade which has significant changes and provide any feedback to Information Technology.
- Announced that all students have been provided a school email address;
- Reported that student enrollment is now at the pre-Katrina enrollment level.

Public Relations

- Announced that the newest edition of the *RiverSide* is being finalized;
- Reported that a new brochure for the Development Foundation is being developed.

Student Services

- Provided a housing report and stated that the new Student Housing Dormitories are completely full.

President's Report

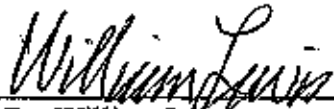
- A legislative update was provided. With the push for mid-level funding, the legislature is considering a 5 percent salary increase for community/junior college employees.
- The College's post-Katrina insurance concerns were discussed. It was announced that testimonies under oath will begin the first week in February.
- It was announced that an employment section on the College's website is now under construction. Dr. Lewis stated that Marilyn Dillard will provide all information for position vacancies to Ronn Hague to be posted to the website. He reminded administrators to be mindful in preparing the paperwork necessary for any position vacancies.
- Discussed the importance of numbers as related to student enrollment in building quality

Administrative Council Meeting Minutes

January 18, 2007

- Discussed the importance of numbers as related to student enrollment in building quality programs. With a bright future on the horizon for the College, he encouraged administrators to continue to work hard and to never get to a point of satisfaction.

There being no further business for discussion, the meeting adjourned at 10:05 a.m.



Dr. William Lewis
President

2-14-07

Date

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

February 14, 2007

The Pearl River Community College Administrative Council held its regular monthly meeting at 8:30 a.m. on Wednesday, February 14, 2007, in the Board of Trustees Room in the Olivia Bender Cafeteria. The following council members were in attendance or absent:

Attendance:

Mr. Roger Knight, Dean of Business Services
Dr. Adam Breerwood, Dean of Student Services
Mr. Chuck Abadie, Director of Public Relations
Mr. Steve Howard, Chief Technology Officer
Dr. Janice Poole, Director of Extended Education
Dr. John Grant, Vice President for Instruction
Mr. Don Welsh, Director of Career & Technical Education Programs (Poplarville)
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Dr. Becky Askew, Chief Planning Officer
Dr. Barbara Gandy, Director of Recruitment and Orientation
Mr. Dow Ford, Director of Admissions
Dr. Cecil Burt, Dean of Forrest County Center
Ms. Maggie Smith, Instructor of English (Hancock Center)
Mr. Scott Alsobrooks, Director of Workforce Education
Mr. Clint Tapper, Director of Physical Plant
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)
Mr. Richard Mathis, Director of Athletics
Dr. Kyle Hill, Faculty Association President, Poplarville Campus

Absent:

Dr. William Lewis, President
Ms. Peggy Shoemaker, Director of Financial Aid
Jennifer Seal, Director of QEP
Mr. Greg Underwood, Faculty Association President, Forrest County Center

Dr. Grant chaired today's meeting in the absence of President Lewis who was fulfilling legislative responsibilities this week in Jackson. The following reports were then presented by members of the Administrative Council:

Development Foundation/Alumni Association

- Provided a brief overview of funds received by the Development Foundation;
- Announced that an \$8,000 unrestricted gift has been received;
- Announced that a campaign dinner will be held on March 1.

Hancock Center

- Announced that a substantive change is being prepared for the Hancock Center;
- Reported that preparations are underway for the 2007 Fall Semester.

Recruitment and Orientation

- Announced that 94 students attended the February 1 Scholars Night event;
- Announced that 20 counselors attended the Counselors' Day event on February 9;
- Reported that Scholars Night Registration (for the Summer and Fall) will be held on April 17;
- Reported that Spring Fest is scheduled for March 23;
- Announced that Orientation (for Poplarville) will be held July 17, 19, and 19.

Distance Education

- Announced that preparations are being made for summer schedules and registration.

Admissions

- Reported that the College recently underwent its Spring 2007 enrollment audit by the State Board for Community and Junior Colleges.

Career-Technical Education (Poplarville)

- Reported that approximately 200 students have registered to attend the Skills USA event on February 15;
- Announced that the annual Career Fair will be held at the Technology Center on February 23.

Faculty Association (Poplarville)

- Reported that the Day at the Capitol event will be held on February 28 and that five students will be attending along with selected faculty members.

Workforce Education

- Reported that 31 students have registered for the Utility Lineman Program and that classes are planned to be held throughout the district i.e. Hattiesburg, Picayune, etc.

Athletics

- Reported that only three basketball games remain on the hoops schedule;
- Reported that all spring sports are now underway.

Administrative Council Meeting Minutes**February 14, 2007**

Student Services

- Announced that the Office of Civil Rights On-Site Review will be held April 3-5 and that additional information will be provided at the March Administrative Council Meeting;
- Announced that a new policy is being developed that will address students under the influence of alcohol or drugs.

Information Technology

- Distributed an enrollment handout which compares Spring 2006 and Spring 2007 enrollment numbers;
- Gave a brief report on the Banner upgrade and requested that employees contact Information Technology with any problems associated with the new upgrade.

Public Relations

- Reported that a new edition of *The Dixie Drawl* will be released in the near future;
- The new edition of the *RiverSide* will be released in May;
- Reported that brochures for the Office of Financial Aid are being prepared.

Research and Planning

- Copies of the 2006-2007 Strategic Plan Report were distributed for review.
- An update regarding the 2007-2008 Strategic Plan and its approval by the College's Board of Trustees was presented.
- The schedules for evaluations of supervisors and other personnel were reviewed, and copies of the evaluation process policy were distributed.
- A Leadership Conference for supervisors and administrators is scheduled for April 11, 2007.
- A review of the 2007 Women's Health Symposium was presented. Approximately 200 women attended in addition to the screeners and other health professionals.
- Information regarding Mississippi Women's Spring Leadership Conference was shared.
- Tentative plans for the August professional development program were discussed. Topics being considered include safety and security and health issues.

Physical Plant

- Presented the landscaping plans for Crosby Hall, the dormitories, and the athletic complex;
- Discussed the continuing mold remediation in Huff Hall; the third floor is now complete and the second floor is now undergoing mold remediation;
- Reported that the electrical and plumbing rough-in processes for the new Career-Technical

Administrative Council Meeting Minutes**February 14, 2007**

- Education Building are complete; concrete footings are scheduled to be poured this week;
- Mold remediation continues in the Nursing Building;
- The second floor of Crosby Hall is 95 percent complete; a punch list is now being prepared to correct minor problems;
- White Hall is complete with the exception of some punch list items and the repair of some heating problems;
- The Technology Center and Moody Hall will undergo mold remediation in the near future.

Career and Technical Education (Hattiesburg)

- Reported on the spring activities at the Forrest County Center;
- Reported that the Needs Assessment Form for budget preparation has been completed and submitted to the business office.

Business Services

- Reminded administrators that the Needs Assessment Form for the preparations of the FY08 Budget Process is due by the end of February;
- Gave a brief report on the College's continuing insurance deliminia, and reported that examinations under oath (depositions) were held last week and that additional examinations will be held in the near future;
- Reported that the College is being represented by the Merlin Law Group for the appraisal and arbitration process;
- Cautioned administrators to be careful and selective when sending email messages to and from the College.

Instruction

- Announced that the Instructional Programs Committee met on February 8 and that the committee approved recommendation of the following six items:
 - Reinstate SOC 2163, Introduction to Social Work;
 - Change the ACT score requirement for MAT 1613, Calculus with Analytic Geometry I, from 18 to 25 on the mathematics portion of the Enhanced ACT;
 - Adopt a new mathematics course, MAT 1343, Precalculus;
 - Accept the new curriculum for Occupational Therapy Assistant Technology pending final approval by the Research and Curriculum Unit and the State Board for Community and Junior Colleges;
 - Adopt a new Honors course pending an approved syllabus;
 - Accept the new updated Curriculum Proposal Form.

Administrative Council Meeting Minutes

February 14, 2007

- Accept the new curriculum for Occupational Therapy Assistant Technology pending final approval by the Research and Curriculum Unit and the State Board for Community and Junior Colleges;
- Adopt a new Honors course pending an approved syllabus;
- Accept the new updated Curriculum Proposal Form.

A motion was made by Dr. Askew, seconded by Dr. Breerwood, to approve and accept the items listed above as recommended by the Instructional Programs Committee. The motion carried.

There being no further business for discussion, the meeting adjourned at 9:40 a.m.



Dr. John Grant
Vice President for Instruction

4/2/07
Date

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

April 11, 2007

The Pearl River Community College Administrative Council held its regular monthly meeting at 8:30 a.m. on Wednesday, April 11, 2007, in the President's Conference Room in the Alexander Administration Building. The following council members were in attendance or absent:

Attendance: Dr. William Lewis, President
Mr. Roger Knight, Dean of Business Services
Dr. Adam Breerwood, Dean of Student Services
Mr. Chuck Abadie, Director of Public Relations
Mr. Steve Howard, Chief Technology Officer
Dr. Janice Poole, Director of Extended Education
Dr. John Grant, Vice President for Instruction
Mr. Don Welsh, Director of Career & Technical Education Programs (Poplarville)
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Dr. Becky Askew, Chief Planning Officer
Dr. Barbara Gandy, Director of Recruitment and Orientation
Mr. Dow Ford, Director of Admissions
Dr. Cecil Burt, Dean of Forrest County Center
Ms. Maggie Smith, Instructor of English (Hancock Center)
Mr. Scott Alsobrooks, Director of Workforce Education
Mr. Clint Tapper, Director of Physical Plant
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)
Mr. Richard Mathis, Director of Athletics
Mr. Greg Underwood, Faculty Association President, Forrest County Center

Absent: Dr. Kyle Hill, Faculty Association President, Poplarville Campus

Dr. Lewis opened the meeting by requesting that administrators present only items of importance due to the time limitation for attendance of the Leadership Meeting this afternoon. The following reports were then presented by members of the Administrative Council:

Instruction

- Requested approval of a new policy, Criminal Background Investigation. A motion was made by Dr. Burt, seconded by Mr. Tapper, to approve of the Criminal Background Investigation policy as presented. The motion was unanimous.

Research and Planning

- Discussed the finalizing of the personnel evaluations;
- Reminded administrators to send a copy of their Schedule of Evaluations

ADMINISTRATIVE COUNCIL MEETING MINUTES**APRIL 11, 2007**

- Stated that the next Women's Health Symposium will be held on January 26, 2008;
- Requested that all committee lists be updated by committee chairpersons.

Physical Plant

- Gave a brief update on renovations to the Band Hall and Shivers Gym. Stated that the electrical power to these facilities will be temporarily disconnected on April 30.

Career and Technical Education (Hattiesburg)

- Reported that the Wildcat emblem has been mounted on the side of the new walking bridge.

Distance Education

- No items of urgency to report.

Quality Enhance Plan

- Stated that the Quality Enhance Plan will be implemented for the 2007 Fall Semester.

Development Foundation/Alumni Association

- Reminded administrators that the Faculty/Staff Appreciation Dinner and Recognition Ceremony will be held at 6:00 p.m. on Friday, May 4, 2007.
- Stated that all of the campaign fund raising events have been successful.

Career-Technical Education (Poplarville)

- Reported that the Career-Technical Secondary Directors meeting will be held on April 20 at the Lowery Woodall Advanced Technology Center.
- Announced that the Non-Traditional Tour Day will be held on April 24.

Business Services

- No items of urgency to report.

Athletics

- Gave a brief report on spring sports.

ADMINISTRATIVE COUNCIL MEETING MINUTES**APRIL 11, 2007**

Admissions

- No items of urgency to report.

Hancock Center

- Reported that a new full-time history instructor has been selected.

Financial Aid

- Reported that final allocations for campus-based funds have been finalized for the 2007-08 year;
- Reported that the College has received \$144,000 in the Supplemental Education Opportunity Grant and \$168,000 in Federal Work-Study funds;
- Discussed the possible minimum wage increase and it's potential impact to the College's federal and institutional work study positions;
- Mr. Knight stated that a proposal for an increase in institutional wage funds has been submitted which will assist in the offset of federal work study funds before the fiscal year ends;
- Reported that the Participation Agreement for Title IV funds between PRCC and the Department of Education has been renewed through the year of 2011;
- Reported that the Lumina Scholarship application has been submitted.

Recruitment and Orientation

- Discussed Scholars Night registration to be held on April 17;
- Stated that the student certificates have been updated;
- Announced that the PRCC folders are being updated and orders are now being accepted.

Information Technology

- Discussed the recent web registration and enrollment numbers (207 for the fall semester and 280 for the summer terms).

Public Relations

- Gave a brief report on the development of the CD yearbooks;
- Reported that this year's final edition of *The Dixie Drawl* will be released in the near future;
- Reported that the 2007 summer schedules have been released and that the 2007 fall schedules will be released in the near future.

ADMINISTRATIVE COUNCIL MEETING MINUTES**APRIL 11, 2007**

Student Services

- Announced that Award's Day will be held on Thursday, April 19, at 3:00 p.m.;
- Expressed appreciation to all council members for their assistance with the recent OCR (Office of Civil Rights) Review.

Faculty Association (Hattiesburg)

- No items of urgency to report.

Workforce Education

- No items of urgency to report.

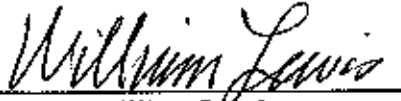
President's Report

- Discussed the Office of Civil Rights Review and Exit Interview. Stated that the review was successful and expressed appreciation to everyone with their help and cooperation.
- Distributed an updated publication statement and is to be used on all college publications; A discussion was held regarding what type publications and documents the statement is to be used on; Dr. Lewis stated that he will follow up on this item and request clarification in writing.
- Reported that in the near future, Janet Braswell will become the campus-wide editor and will have the responsibility to proof all documents before they are released to any public media.
- Requested that administrators submit Personnel Information Forms in a timely manner.
- Stated that the board approved calendar allows for the Independence Day holiday on July 4 and 5 (Wednesday and Thursday). Dr. Lewis stated that the college will be closed for these two days, but in the future, the only time the college will be closed for two days on the Fourth of July is when July 4th falls on Thursday or Tuesday.
- Stated that all professional employees are required to attend and participate in the spring graduation ceremony to be held on Monday, May 14, at 10:00 a.m. at the Lynn Cartledge Multi-Purpose Center in Hattiesburg. Faculty and staff will be requested to sign-in at the graduation ceremony.
- Announced that the College will have a four-day work week for the summer months of June and July, but all administrative offices will be open five days per week. Administrators will coordinate employees' work schedules to accommodate the summer work schedule. Specific information will be forwarded in the near future.
- Discussed preparations of the FY 2007-2008 budget which allows for a 5 percent salary increase, but no tuition increase this year.
- Provided a report on the on-going insurance matter and stated that a negotiating settlement is

ADMINISTRATIVE COUNCIL MEETING MINUTES

APRIL 11, 2007

There being no further business for discussion, the meeting adjourned at 9:15 a.m.



Dr. William Lewis
President



Date

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

May 9, 2007

The Pearl River Community College Administrative Council held its regular monthly meeting at 8:30 a.m. on Wednesday, May 9, 2007, in the President's Conference Room in the Alexander Administration Building. The following council members were in attendance or absent:

- Attendance:**
- Dr. William Lewis, President
 - Mr. Roger Knight, Dean of Business Services
 - Dr. Adam Breerwood, Dean of Student Services
 - Mr. Chuck Abadie, Director of Public Relations
 - Mr. Steve Howard, Chief Technology Officer
 - Dr. Janice Poole, Director of Extended Education
 - Dr. John Grant, Vice President for Instruction
 - Mr. Don Welsh, Director of Career & Technical Education Programs (Poplarville)
 - Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
 - Dr. Becky Askew, Chief Planning Officer
 - Mr. Dow Ford, Director of Admissions
 - Dr. Cecil Burt, Dean of Forrest County Center
 - Ms. Maggie Smith, Instructor of English (Hancock Center)
 - Mr. Dale Miller, Representative for Workforce Education
 - Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)
 - Mr. Richard Mathis, Director of Athletics
 - Dr. Pamela Jones, Faculty Association President, Poplarville Campus
- Absent:**
- Mr. Scott Alsobrooks, Director of Workforce Education
 - Mr. Greg Underwood, Faculty Association President, Forrest County Center
 - Mr. Clint Tapper, Director of Physical Plant
 - Dr. Barbara Gandy, Director of Recruitment and Orientation

Dr. Lewis opened the meeting by reviewing some of the highlights from the May 8 Board of Trustees meeting. He stated that the new policy, Criminal Background Investigation, was approved by the board with a minor change to the procedure. He added that the board also approved a contract for a new food service vendor. Effective July 15, 2007, Valley Food Services will provide the college's cafeteria food services. The following reports were then presented by members of the Administrative Council:

Instruction

- Discussed the Board's approval of the new policy, Criminal Background Investigation, with a change in procedure that will address current employees. The new policy is effective June 1, 2007. Dr. Lewis stated that the Personnel Information Form will initiate the background check from the President's Office.

Research and Planning

- Distributed and discussed the updated grant approval form. Dr. Lewis informed council members that Dr. Askew is the clearinghouse person for all grant proposals.

Physical Plant

- No report.

Career and Technical Education (Hattiesburg)

- Announced that the annual pinning ceremonies for Allied Health Programs are being held this week at the Woodall Advanced Technology Center.

Hancock Center

- Gave an update on activities at the Hancock Center.
- Announced that the grand opening ceremonies for the Bay Bridge at Bay St. Louis will be held on May 17.

Distance Education

- Dr. Poole announced that today is her last meeting with the Administrative Council and will be reporting to her new position at Gulf Coast Community College next week.
- Announced the implementation of the new state wide e-Learning system.
- Reported that enrollment has been slow, but is beginning to increase for the summer and fall semesters.

Quality Enhance Plan

- No report.

Development Foundation/Alumni Association

- Reported that the campaign fund raising dinner events were very successful;
- Announced that the Faculty/Staff Appreciation Dinner and Recognition Ceremony held on Friday, May 4, was well attended by college employees.
- Reported that planning efforts are underway for the College's 100th Centennial Celebration for 2008-2009 and that Berlon Lee and Mary Lynn Smith will serve as co-chairs for the steering committee.
- Announced that the Forrest/Lamar Alumni Golf Tournament will be held on June 9, the Major Donor Dinner will be held on August 2, and the Hancock County Alumni Fish Fry will be held on August 3.
- Reported that the scholarship guideline form is now available on-line through the College's web site.

ADMINISTRATIVE COUNCIL MEETING MINUTES**MAY 9, 2007****Career-Technical Education (Poplarville)**

- Reported that the Skills USA received 4 gold medals and 2 silver medals at the regional competition and that this group will be attending the national competition in June.

Business Services

- Announced that Ms. Heidi Walters has been selected to fill the Students Accounts Receivable position;
- Reported that an overview of the FY08 budget was presented to the board of trustees on May 8 and that the new budget will provide a 5 percent salary increase for all employees. Final approval will be made at the June board meeting.

Workforce Education

- Gave a brief update on the status of the Utility Lineman Program.

Athletics

- Provided an update on spring sports and the closure of the season.

Faculty Association (Poplarville Campus)

- Dr. Lewis recognized Dr. Pamela Jones as the new PRCC Faculty Association President for the next two years. Dr. Jones stated that she is looking forward to serving as faculty association president.

Financial Aid

- Reported that tracking letters and rejection letters are being prepared to mail to students;
- Announced that registration for summer classes will be held next week.
- Reported that the Mississippi Association of Financial Aid Administrators will be held at the Woodall Advanced Technology Center July 19 and 20, 2007.

Admissions

- Reported on registration activities;
- Reported that end-of-semester grades will be printed May 9 and 10.

Information Technology

- Reported that a new email system will be installed in the near future; more information will be forwarded before the system is implemented.
- Reported that a new password system will be implemented to help with security concerns. The new system will require employees to enter a new password every 90 days.
- Reported that new projectors and computers are being installed for the Quality Enhance Plan (QEP).
- Reported that 896 students have preregistered for the 2007 fall semester.

Public Relations

- Reported that the RiverSide Annual Report will be released in the near future;
- Work is underway to design the College's 100th Centennial logo;
- Reported on graduation preparations i.e. programs and media coverage.

Student Services

- Announced that dormitories will close at 3:00 p.m. on May 10.

Recruitment and Orientation

- No report.

Faculty Association (Hattiesburg)

- No report.

President's Report

- Provided a brief update on the College's insurance dilemma and stated that a settlement conference is scheduled for May 24;
- Gave a report on the College's mold remediation project;
- Announced that work will begin immediately on the College's Courtyard Project and that the estimated completion date will be in September;
- Reminded administrators that Spring Graduation will be held on May 14 in Hattiesburg and that transportation from the Poplarville Campus to Hattiesburg will be available for all employees attending the program.

ADMINISTRATIVE COUNCIL MEETING MINUTES

MAY 9, 2007

- Reminded administrators that Spring Graduation will be held on May 14 in Hattiesburg and that transportation from the Poplarville Campus to Hattiesburg will be available for all employees attending the program.

There being no further business for discussion, the meeting adjourned at 9:30 a.m.



Dr. William Lewis
President



Date

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

June 14, 2007

The Pearl River Community College Administrative Council held its regular monthly meeting at 8:30 a.m. on Thursday, June 14, 2007, in the President's Conference Room in the Alexander Administration Building. The following council members were in attendance or absent:

- Attendance:**
- Dr. William Lewis, President
 - Mr. Roger Knight, Dean of Business Services
 - Dr. Adam Breerwood, Dean of Student Services
 - Mr. Chuck Abadie, Director of Public Relations
 - Mr. Steve Howard, Chief Technology Officer
 - Dr. John Grant, Vice President for Instruction
 - Mr. Don Welsh, Director of Career & Technical Education Programs (Poplarville)
 - Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
 - Dr. Becky Askew, Chief Planning Officer
 - Mr. Dow Ford, Director of Admissions
 - Dr. Cecil Burt, Dean of Forrest County Center
 - Ms. Maggie Smith, Coordinator of Hancock Center
 - Mr. Scott Alsobrooks, Director of Workforce Education
 - Mr. Greg Underwood, Faculty Association President, Forrest County Center
 - Mr. Clint Tapper, Director of Physical Plant
 - Dr. Barbara Gandy, Director of Recruitment and Orientation
 - Ms. Jennifer Seal, Director of QEP
 - Ms. Valerie Horne, Assistant Director of Financial Aid
 - Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)
- Absent:**
- Ms. Peggy Shoemake, Director of Financial Aid
 - Dr. Pamela Jones, Faculty Association President, Poplarville Campus
 - Mr. Richard Mathis, Director of Athletics
 - Dr. Martha Lou Smith, Director of Extended Education and Instructional Design

Dr. Lewis opened the meeting by reviewing some of the highlights from the June 12 Board of Trustees meeting. He stated that the Board of Trustees approved the FY 2008 PRCC Budget which includes a 5 percent salary increase for all employees. The following reports were then presented by members of the Administrative Council:

Student Services

- Provided a dormitory update.
- Reported that Joshua Hess, former PRCC Assistant men's and Women's Soccer Coach, has been selected and approved as the new Men's & Women's Soccer Coach.

Administrative Council Meeting Minutes**June 14, 2007**

- Announced the resignations of Patrick Hayes (Men's & Women's Soccer Coach) and Reggie Richardson (Assistant Baseball Coach).
- Reported that revisions and updates are being made to the student handbook, *The PRCC Cat Country Guide*.

Public Relations

- Announced that the *RiverSide Annual Report* will be ready for release on July 1.
- New PRCC color books are now available.
- Radio station Kicker 108 will soon begin advertising for PRCC.
- Plans are in process to begin PRCC advertising on cable channels.

Information Technology

- Provided an updated enrollment chart.
- Reported that the new voice mail system will be on-line on June 27. More information on the operation of the new system will be made available in the near future.

Recruitment and Orientation

- Announced that student application packets are being prepared to mail in the near future.
- The student calendar is being updated. For inclusion in the student calendar, event dates were requested from council members.

Financial Aid

- Reported that 1,630 financial aid eligibility award letters have been mailed. (These letters do not include student loan awards.)

Faculty Association (Hattiesburg)

- Provided a brief report on the FCC Faculty Association's activities.

Workforce Education

- Reported on recent visits to Gulf Ship in Gulfport and Trinity Shipbuilding. Announced that there is a big demand for carpenters and welders in the shipbuilding workforce.

Business Services

Administrative Council Meeting Minutes**June 14, 2007**

- Addressed workers compensation issues and requested that administrators and/or supervisors must report all employee accidents to the Business Office as soon as possible.
- Requested that administrators adhere to the rules of the College's purchasing policy.
- Stated that the Business Office is responsible for mailing and distributing purchase orders and vendor checks.

Career-Technical Education (Poplarville)

- Reported that the Utility Lineman Technology Program has been approved and that classes for this program will commence with the 2007 Fall Semester.
- Reported that the Board of Trustees has approved the leasing of college property on Beech Road to the PRCC Development Foundation for the purpose of constructing a metal building. The new building will house the Heavy Equipment Training and Truck Driving Programs. Funds for the construction of the building have been donated by Huey Stockstill, Inc.
- Announced that John Deere has announced the donation of equipment be used in the Heavy Equipment Training Program..

Development Foundation/Alumni Association

- Reported that the Forrest/Lamar Golf Tournament was a very successful event.
- Announced that the Major Donor Dinner will be held on August 2 and the Hancock County Alumni Fish Fry will be held on August 3.
- Announced the Development Foundation has adopted two campus projects. These include the PRCC Football Program and the renovation of the back dining room in the Olivia Bender Cafeteria.
- Announced that an Estate Seminar is being planned in the near future.
- Reported that Lisa Magee, Accountant, has resigned her position with the College and that an applicant search process is underway to fill this position.

Hancock Center

- Reported on two programs that will be implemented at the Hancock Center. These programs include a Leadership Program and an Artist In Every School Program.
- Briefly discussed work that is in process for presenting a Substantive Change request;
- Discussed course offerings that will meet business and industry needs;
- Announced that Mississippi Department of Education's funds are still available for students affected by Hurricane Katrina;
- Gave a brief report on the Aviation Maintenance Program at Stennis Space Center;
- Announced that summer enrollment numbers is low at Stennis Space Center.

Quality Enhance Plan

- Reported that the Quality Enhancement Plan is being implemented at the Forrest County Center and that instructor training will begin in the near future.

Career and Technical Education (Hattiesburg)

- Gave a fall enrollment report.
- Reported that many of the allied health classes are at maximum enrollment.

Physical Plant

- Gave a report on the following building projects: Forrest County Center Grill, Courtyard, Dormitories, Career-Technical Education Building, Highway 11 Entrance, and Campus Lighting.

Research and Planning

- Distributed the revised Grant Proposal Form and requested that all signatures be provided before submitting the form for processing.

Instruction

- Reported that Dr. Martha Lou Smith has been selected as Director of Extended Education. At this time, Dr. Smith is attending a training workshop for the implementation of the Blackboard system.

Distance Education

- No report.

Athletics

- No report.

Faculty Association (Poplarville Campus)

- No report.

Administrative Council Meeting Minutes

June 14, 2007

Faculty Association (Poplarville Campus)

- No report.

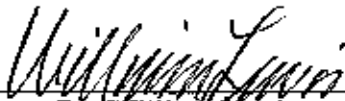
Admissions

- No report.

President's Report

- Announced that Valley Food Services has been selected as the College's new food service provider effective July 1, 2007. Dean Garland, LeRoy Nix, and other cafeteria employees will remain as Valley Food Services personnel.
- Reported that the Courtyard project is estimated to be completed on September 15.
- Provided brief updates on the new Career-Technical Education Building, Transportation Shop, Stadium Renovation, Exterior of Moody Hall, and Marion, Lamar Hall, and Huff Halls.
- Briefly discussed the development of a five year plan for the College. More discussion on the plan will be held in the near future.

There being no further business for discussion, the meeting adjourned at 10:00 a.m.



Dr. William Lewis
President

7/17/07
Date

Planning and Effectiveness Committee
October 5, 2006 Minutes

Committee Members Present: Ginny Warren Miller, Becky Askew, Martha Lou Byrd Smith, John Grant, Jennifer Seal, Judy Wells, Elaine Smith.

The Planning and Effectiveness Committee convened for the purpose of reviewing the Assessment charts in need of change.

1. Martha Lou gave updates as to the upcoming completion of the charts. She stated the after the first two columns undergo revision they will be presented before the Administrative Council and the Board.
2. We discussed the increasing importance of Student Outcomes.
3. We review the charts with changes.
4. It was noted that all assessment charts need to be in "Word."
5. Progress report for Internal Performance Indicators were discussed. Martha Lou explained that the "Work Keys" will be changed for the Career and Technical Programs. MSC Pass has already been changed.
6. There were no recommendation for changes made.
7. The meeting was adjourned at 11:30 a.m.

Planning and Effectiveness Committee December 5, 2006 Minutes

Committee Members Present: Amy Daly and Martha Lou Byrd Smith

The Planning and Effectiveness Committee convened for the purpose of reviewing the Fall 2006 Internal Performance Indicators Progress Report, revisions for current Indicators, and proposed new Indicators.

1. The Fall 2006 Internal Performance Indicators Progress Report was shared. No corrections were noted.
2. Revised Indicators and proposed new Indicators were shared. (Both were approved. See the attached page for a description of these Indicators.)
3. Since many committee members had previous obligations at the time of the scheduled meeting, the information was emailed to all committee members, and each was asked to respond if he or she had comments or questions regarding the Fall 2006 Internal Performance Indicators Progress Report, revisions for current Indicators, and proposed new Indicators. No comments or questions were received; therefore, the information was passed along to the Administrative Council as outlined in the Pearl River Community College Annual Planning and Evaluation Cycle.

Revised and New Indicators

Goal 2, Indicator 2:

Currently: The Pearl River Community College Learning Resource Center will meet 80% of Association of College & Research Libraries (ACRL) guidelines by June 2005.

This Indicator states that ACRL guidelines will be met. The ACRL had some "discussion" regarding their guidelines. According to Jeanne Dyar, this discussion is being finalized and a decision will be passed along soon. Whenever this occurs, the Indicator will be written to reflect a different goal date.

Goal 3, New Indicator

Availability of basic instructional technology tools will increase by ten percent each year.

Goal 4, Indicator 3:

Currently: One hundred percent (100%) of faculty will be qualified according to accreditation requirements.

Revise To: One hundred percent (100%) of faculty will be qualified according to accreditation guidelines.

Goal 7, Indicator 4:

Currently:

Summer school enrollment will increase by 20% each summer.

Revise To:

Summer school enrollment will increase by 5% each summer.

Goal 7, New Indicator

The number of non-traditional age students (age 26 and older) will increase by five percent each year.

POLICY AND PROCEDURE COMMITTEE MEETING

Thursday, September 21, 2006

10:50 a.m.

Minutes

Members Present: Dr. John A. Grant, Jr. (Chair), Mr. Scott Alsobrooks, Dr. Becky Askew, Ms. Susan Bedwell, Dr. Adam Breerwood, Dr. Cecil Burt, Mr. Glenn Dale, Mr. James Elbers, Ms. Rebecca Hoehne, Mr. Roger Knight, Ms. Angelia Ryals, Ms. Dianne Smith, Ms. Patricia Strebeck, Mr. Jim Walsh, Mr. Don Welsh, Ms. Lisa Williams

Minutes from March 2, 2006, Meeting

A motion to approve was made by Mr. Don Welsh.
The motion was seconded by Ms. Dianne Smith.
The motion was passed unanimously.

Mission Statement and Strategic Goals

A motion to approve was made by Ms. Patricia Strebeck.
The motion was seconded by Mr. Scott Alsobrooks.
The motion was passed unanimously.

Proposed Revisions of Procedures

Evaluation Process

A motion to approve was made by Dr. Cecil Burt.
The motion was seconded by Mr. Jim Walsh.
The motion was passed unanimously.

Grade Appeal

A motion to approve was made by Dr. Cecil Burt.
The motion was seconded by Ms. Dianne Smith.
The motion was passed unanimously.

Students with Disabilities

A motion to approve was made by Dr. Adam Breerwood.
The motion was seconded by Dr. Becky Askew.
The motion was passed unanimously.

Other Business

Drug Testing for Students in Selected Programs – Deferred for additional research.

Substance Abuse Policy – Deferred for additional research.

Grants & External Funds Transmittal Form

A motion to approve was made by Mr. Jim Walsh.
The motion was seconded by Mr. Scott Alsobrooks.
The motion was passed unanimously.

Meeting Adjourned at 11:50 a.m.

POLICY AND PROCEDURE COMMITTEE MEETING

Thursday, February 22, 2007

10:50 a.m.

Minutes

Members Present: Dr. John A. Grant, Jr. (Chair), Mr. Scott Alsobrooks, Dr. Bocky Askew, Ms. Susan Bedwell, Dr. Adam Breerwood, Dr. Cecil Burt, Ms. Judy Roane (for Dr. Glenn Dale), Mr. James Elbers, Ms. Rebecca Hochne, Mr. Roger Knight, Ms. Angelia Ryals, Ms. Dianne Smith, Ms. Patricia Strebeck, Mr. Jim Walsh, Mr. Don Welsh, Ms. Lisa Williams

Minutes from September 21, 2006, Meeting

A motion to approve was made by Dr. Cecil Burt.
The motion was seconded by Mr. Don Welsh.
The motion was passed unanimously.

Proposed Policy and Procedure

Criminal Background Investigation

A motion to approve was made by Dr. Adam Breerwood.
The motion was seconded by Dr. Cecil Burt.
The motion was passed unanimously.

Proposed Revisions of Procedures

Adjunct Faculty Policy and Work Load Policy

Dr. Grant appointed a work group to study these policies and make recommendations to the Committee in approximately one month. The members of the work group include Dr. Cecil Burt, Dr. Glenn Dale, Mr. James Elbers, and Mr. Jim Walsh. Mr. Jim Walsh will head the work group.

Drug Testing for Students in Selected Programs

No action taken.

Substance Abuse Policy

No action taken.

Proposed Revision of Form

Grants & External Funds Transmittal Form

A motion to approve was made by Ms. Patricia Strebeck.
The motion was seconded by Ms. Lisa Williams.
The motion was passed unanimously.

Other Business

Dr. Askew asked the committee members to review and note changes, etc., regarding the Externally Funded Programs Policy.

Meeting Adjourned at 11:55 a.m.

Fiscal Management Committee Meeting Minutes Fall 2007

The institution's Fiscal Management Committee members met numerous times throughout the Fall 2007 semester to discuss and review specifically the college's plan of action concerning the on-going Hurricane Katrina recovery effort.

Following the storm, the Business Office established an internal financial management system that has enabled the institution to track on a daily and monthly basis all revenue and expenditure experiences related to the storm. The revenue would include such sources as grant funding awarded to the college, specifically through sources such as the U.S. Department of Education, as well as insurance advances, etc.

This internal financial management system product has served as the foundation for the Fiscal Management Committee meetings throughout the Fall 2007 semester.

The primary discussions held within these meetings have been to address the allocation of insurance funds to renovation and remediation work being conducted throughout the campus.

INSTRUCTIONAL PROGRAMS COMMITTEE

Meeting of September 26, 2006

MINUTES

The following members of the instructional programs committee were present:

Dr. John A. Grant, Jr., Chair
Mr. Kenneth Adams
Mr. Lonnie Burchell
Dr. Cecil Burt
Ms. Peggy Dease
Dr. Ann Moore
Dr. Jim Moore

Dr. Janice Poole
Mr. Archie Rawls
Ms. Judy Roane
Mr. Shane Seal
Mr. Jim Walsh
Mr. Don Welsh
Ms. Martha Willoughby

Also present: Mr. Scott Alsobrooks and Troy Teadt

1. A proposal was made to add PHI 2113, Introduction to Philosophy I, and PHI 2713, Logic to the PRCC curriculum. A motion was made by Dr. Janice Poole to add PHI 2113, Introduction to Philosophy I, to the curriculum and that we table the proposal for PHI 2713, Logic, until the next committee meeting. Mr. Walsh seconded the motion. The committee voted unanimously to recommend this addition.
2. A proposal was made to change MFT 1112, Introduction to Automation and Controls to MFT 1113, Introduction to Automation and Controls. A motion was made by Ms. Peggy Dease to accept this change and Dr. Cecil Burt seconded the motion. The committee voted unanimously to recommend this change.
3. A proposal was made to change INT 1214 Fluid Power to INT 1213 Fluid Power. A motion was made by Mr. Lonnie Burchell to accept this change and Ms. Peggy Dease seconded the motion. The committee voted unanimously to recommend this change.
4. A proposal was made to accept three new Geographic Information Technology (GIT) courses to be taught at John C. Stennis Space Center. The three courses will be GIT 1212, Introduction to Arc GIS II; GIT 1113, Introduction to Programming Arc Objects with VBA; and GIT 1211, Introduction to Arc GIS I. A motion was made by Mr. Archie Rawls to accept these courses and Mr. Lonnie Burchell seconded the motion. The committee voted unanimously to recommend accepting these courses to the curriculum.
5. A proposal was made to add MAT 2323, Statistics, to the curriculum. A motion was made by Dr. Jim Moore to add MAT 2323, Statistics and was seconded by Ms. Judy Roane. The committee voted unanimously to recommend this addition.

6. A proposal was made to add BAD 2813, Business Communications, to the curriculum with one change to the proposal. English Composition II, ENG 1123 will not be a prerequisite. However, it is a recommended course. A motion was made by Ms. Judy Roane to add this class and was seconded by Mr. Shane Seal. The committee voted unanimously to recommend this addition.
7. A proposal was made to add BAD 2713, Principles of Real Estate Law, to the curriculum. A motion was made by Mr. Archie Rawls and seconded by Dr. Cecil Burt. The committee voted unanimously to recommend this addition.
8. A proposal was made to change three Welding and Cutting (WLV) classes. The three classes are WLV-1135, Gas Tungsten Arc Welding, to WLV 1136, Gas Tungsten Arc Welding; WLV 1255, Shielded Metal Arc Welding II; WLV 1226, Shielded Metal Arc Welding II; WLV 1115, Shielded Metal Arc Welding I, to WLV 1116, Shielded Metal Arc Welding I. Mr. Don Welsh made a motion to recommended these changes and Mr. Archie Rawls seconded the motion. The committee voted unanimously to recommend these changes.

Approved:

Dr. John A. Grant, Jr., Chair

Date

INSTRUCTIONAL PROGRAMS COMMITTEE

Meeting of February 8, 2007

MINUTES

The following members of the instructional programs committee were present:

Dr. Cecil Burt, Acting Chair
Mr. Kenneth W. Adams
Mr. Lonnie Burchell
Ms. Peggy Dease
Mr. Dow Ford
Dr. Jim Moore

Dr. Janice Poole
Mr. Archie Rawls
Ms. Judy Roane
Mr. Jim Walsh
Mr. Don Welsh
Ms. Martha Willoughby

Also present: Ms. Ginny Warren-Miller

1. A motion was made by Ms. Peggy Dease to adopt the agenda. Seconded by Dr. Jim Moore. The committee voted unanimously to adopt the agenda for the meeting.
2. A motion was made to approve an Honors course, pending an approved syllabus, by Dr. Janice Poole and seconded by Ms. Peggy Dease. The committee voted unanimously to recommend approval of a new Honors course.
3. A motion was made by Mr. Archie Rawls to approve two mathematics proposals. (1) Change the ACT requirement to 25 for MAT 1613, Calculus with Analytic Geometry I, and (2) Adopt a new mathematics course, MAT 1343, Precalculus. Ms. Peggy Dease seconded the motion and the committee voted unanimously to recommend approval of the two proposals.
4. A motion was made to approve the new Occupational Therapy Assistant (OTA) curriculum pending final approval by the Research and Curriculum Unit at Mississippi State University (RCU) and the State Board for Community and Junior Colleges (SBCJC) by Mr. Archie Rawls. Ms. Peggy Dease seconded the motion and the committee voted unanimously to recommend approval of the curriculum.
5. A motion was made to reinstate SOC 2163, Introduction to Social Work by Dr. Janice Poole and seconded by Mr. Don Welsh. The committee voted unanimously to recommend reinstatement of SOC 2163.
6. Dr. Grant joined the meeting and explained the changes to the Curriculum Proposal form. Dr. Janice Poole made a motion to adopt the new form and Mr. Lonnie Burchell seconded the motion and the committee voted unanimously to recommend the new form.

Professional Development Committee

Ms. Brenda Wells, Chair

Date: October 24, 2006

Location: Great Hall Conference Room, Olivia Bender Cafeteria

Members present: Ken Adams, Teresa Alexander, Scott Alsobrooks, Dr. Becky Askew, Becky Dale, Sarah Henry, Scott Kimball, Jacki Runnels

Discussion:

- Plans for the August 2007 professional Development session for faculty and professional staff were discussed. Items mentioned included the following:
 - General format
 - Topics of interest:
 - Health – promoting good health practices for faculty
 - Security – classroom and campus
 - QEP Best Practices
- Recommendation for Future Speakers
 - Jason Dorsey

Meeting adjourned.

STUDENT SERVICES COMMITTEE

Dr. Adam Breerwood, Chair

Date: September 13, 2006

Location: 2nd Floor Conference Room / 10:00am

Members Present: Dow Ford, Deborah Hewitt, Rebecca Hoehne, Lindsay Miller, Barbara Gandy, Peggy Shoemake, Adam Breerwood

Members of the Student Services Committee discussed the following issues:

1. New security issues regarding the addition to college housing.
 - A. Campus Policing
 - B. Security Gates / Cameras
 - C. ID Cards exposed at all times
 - D. New Campus police station located in River Village
2. Student Activity Center
 - A. Decided we would make request to receive a trailer from the Hancock Center to house new student activity center.
 - B. Outside Basketball Courts. Where?
3. Hurricane Katrina Financial Aid
 - A. Criteria for receiving funds
 - B. Amount
 - C. Previous funds received via scholarships
 - D. School reimbursement
4. Freshman Year Preview
 - A. New orientation ideas
 - B. Ideas from other colleges (University of Southern Mississippi)
5. Sophomore Transition Plan
 - A. Discussed ideas to help our graduating sophomores transfer to 4 year schools
 - B. Counseling center office space for four year universities.

Pearl River Community College

Appendices



Institutional Effectiveness Newsletters

PEARL RIVER COMMUNITY COLLEGE INSTITUTIONAL EFFECTIVENESS NEWSLETTER SEPTEMBER 2006

SCHEDULE FOR EVALUATIONS

2006 - 2007

November 6 – Student Evaluation packets distributed

November 13 - 17, 2006 – Student Evaluations of Faculty

November 20 – Student Evaluations returned to Office of Planning and Research

January 8 – Student Evaluation results distributed to administrators

January 11 – Supervisor Evaluation packets distributed to supervisors

January 16 - 19, 2007 – Supervisor Evaluations

January 22 – Supervisor Evaluations returned to Office of Planning and Research

February 1 – President Evaluations to Board Chairman

February 1 - 28, 2006 – President's Evaluation

February 12 – Personnel Evaluations (with results of Supervisor Evaluations – as needed) distributed to administrators

February 19 – Schedules for Personnel Evaluations sent to Office of Planning and Research

February 13 - March 6, 2007 – Personnel Evaluations

March 6 – All Personnel Evaluations completed

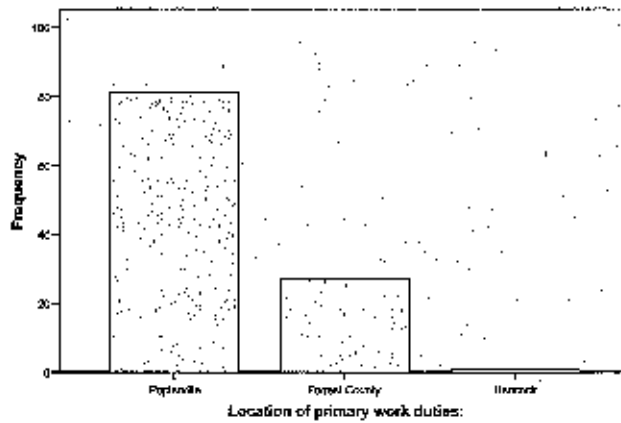
Four Day Work Week Survey

During the 2006 Summer Semester, Pearl River Community College offices operated with extended hours (7:30 a.m. – 5:00 p.m.), Monday through Friday. With this in mind, a survey was administered to employees regarding the advantages and disadvantages of this alternative schedule. In addition to responding to five questions, office personnel were requested to provide comments with their observations regarding the schedule. A summary of their responses is provided in a bar graph format on the back of this newsletter.

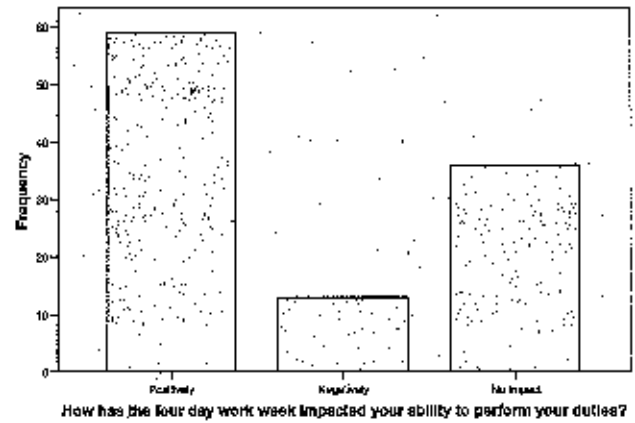
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Four Day Work Week Survey

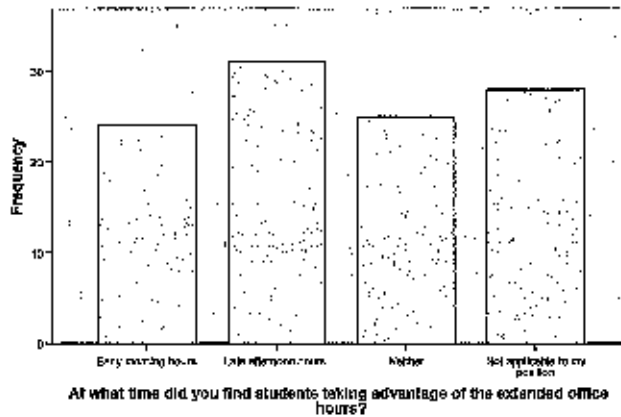
Location of primary work duties:



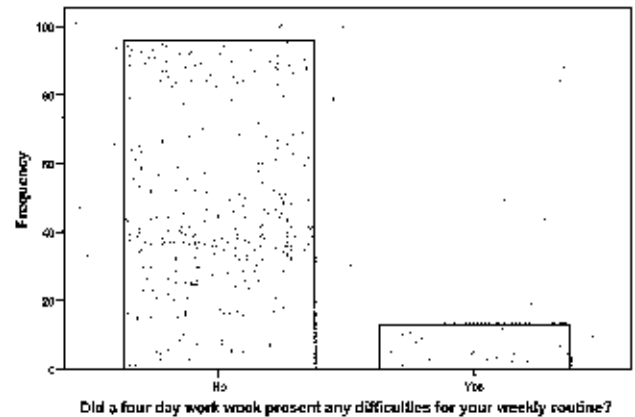
How has the four day work week impacted your ability to perform your duties?



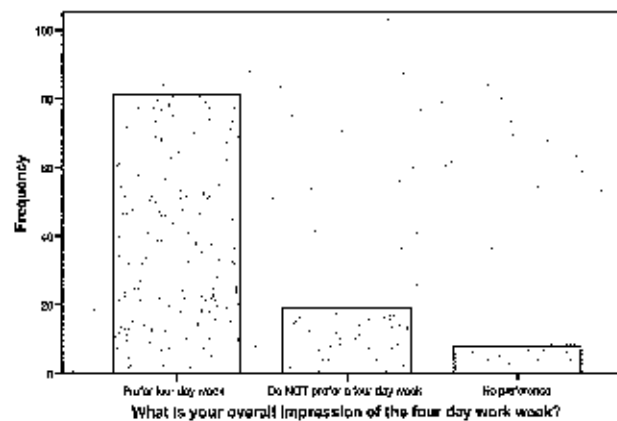
At what time did you find students taking advantage of the extended office hours?



Did a four day work week present any difficulties for your weekly routine?



What is your overall impression of the four day work week?



Published by the Office of Planning and Research
 Chief Planning Officer: Dr. Becky Askew
 Institutional Research Specialist: Dr. Martha Lou Byrd Smith
 Secretary: Mrs. Shannon Ladner

PEARL RIVER COMMUNITY COLLEGE

INSTITUTIONAL EFFECTIVENESS

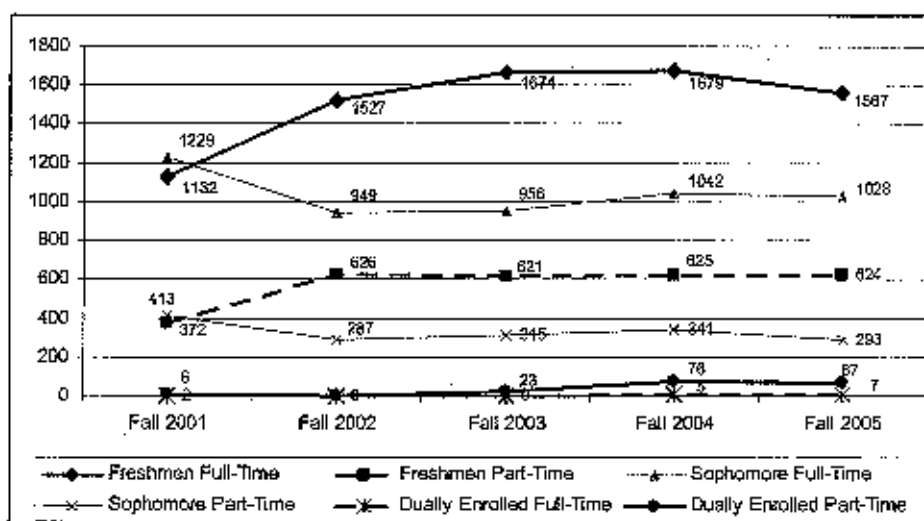
NEWSLETTER

NOVEMBER 2006

Fall 2005 – Spring 2006 Factbook Published

The Fall 2005 – Spring 2006 Factbook has been published and is available in both hard copy and digital format. Information in the Factbook includes Enrollment Status, Curriculum Enrollment, District Information, and additional information important for planning and growth at Pearl River Community College. The Factbook can be accessed online at <http://pr10.prc.edu/~mlbyrd/lr/factbook/index.html>.

Fall Enrollment Status Trends



Distance Education Statistics for Spring 2006

- 500 Pearl River Community College students enrolled in the Mississippi Virtual Community College.
- 287 (57%) took campus classes as well as online classes.
- 259 (52%) were Full-Time students.
- Average age = 27.22 years (Average age of all PRCC students was 25.21 years)
- Average Cumulative GPA* = 2.84.
- 106 (21%) males (average age = 25.56)
 - 18 Blacks
 - 2 Hispanic
 - 86 Whites
- 394 (79%) females (average age = 27.67)
 - 117 Blacks
 - 1 Hispanics
 - 274 Whites
 - 2 Not Reported

Number of VCC hours taken by students during Spring 2006

| Hours | Number of Students | Percentage |
|-------|--------------------|------------|
| 3 | 233 | 46.6 |
| 6 | 142 | 28.4 |
| 7 | 1 | .2 |
| 9 | 60 | 12.0 |
| 12 | 58 | 11.6 |
| 15 | 6 | 1.2 |

Additional information can be found online at <http://pr10.prc.edu/~mlbyrd/lr/factbook/index.html>. Those needing hardcopies or individual copies of graphs can contact the Office of Institutional Research at mlbyrd@prcc.edu or at extension 1379.

Published by the Office of Planning and Research
 Chief Planning Officer: Dr. Becky Askew
 Institutional Research Specialist: Dr. Martha Lou Byrd Smith
 Secretary: Mrs. Sharman Ladner

PEARL RIVER COMMUNITY COLLEGE INSTITUTIONAL EFFECTIVENESS NEWSLETTER FEBRUARY 2007

Quality Enhancement Plan Update

In Fall 2006, Pearl River Community College began implementation of the Quality Enhancement Plan (QEP) in three College Algebra classes on the Poplarville campus. Students were exposed to a variety of technologies including MyMathLab, a software created by the textbook publisher and, in Spring 2007, the Course Management Software (CMS) Blackboard. As part of the QEP, utilization of a Mathematics Laboratory has been implemented. The Mathematics Lab is open to all Pearl River Community College mathematics students (including online) for free tutoring. The QEP is being implemented in four College Algebra classes during Spring 2007. The expansion of the QEP to the Forrest County Center will begin in Fall 2007 at which time, a mathematics laboratory will be ready for operation. Intermediate Algebra classes will begin implementation of the QEP in Fall 2007 on the Poplarville Campus.

At the completion of the 2006 – 2007 school year, a written analysis of the Quality Enhancement Plan will be prepared. This summation will be part of the written analysis that is required by the Southern Association of Colleges and Schools (SACS) during implementation year five of the QEP.

Instructors from other disciplines are invited to visit the QEP classes (taught in room G06) and the mathematics lab (located in room G14) in the Science and Mathematics Building. For additional information regarding the QEP or to arrange to visit a class, contact Ms. Jennifer Seal, QEP Director, at 601-403-1146 or at jseal@prcc.edu. Contact the Mathematics Laboratory at 601-403-1086.

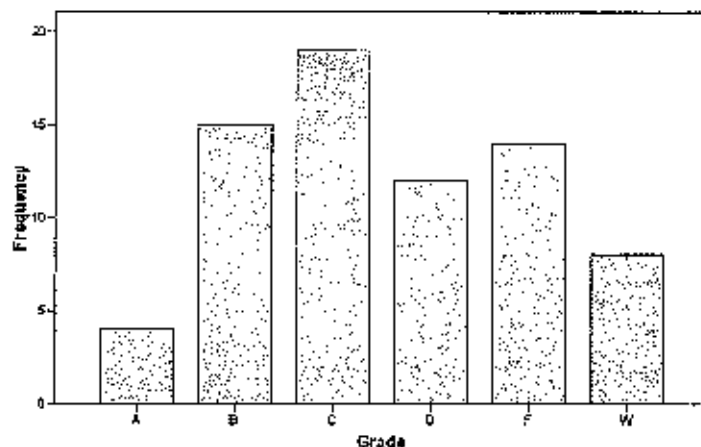
Fall 2006 Grade Distributions

Anyone wishing to view grade distributions from the Fall 2006 Semester should contact the Office of Institutional Research at 601-403-1379 or at mbyrd@prcc.edu.

Please provide the following information:

- Instructor name
- Subject and class taught (e.g., MAT 1313)

At right is a sample of a grade distribution graph. A chart with exact numbers and percentages regarding the grade distributions will be provided with each graph.



Upcoming Events

Campus Climate Survey

In late March, instructors will be given packets containing the Campus Climate Survey. The primary purpose of the survey, which is given in conjunction with the Office of Student Services, is to determine students' level of satisfaction with services offered on campus. Students should be encouraged to use the survey as an opportunity to share strengths, challenges, and concerns with College personnel.

Feedback obtained from previous Campus Climate Surveys resulted in a review of campus security now known as Campus Police and a more streamlined registration process which is still evolving.

Graduate and Alumni Surveys

A Graduate Survey will be administered to each graduate as he/she collects a cap and gown for graduation. This survey is designed to gather information about students' overall experience while attending PRCC.

An Alumni Survey, designed to gather feedback about the individual's purpose for attending PRCC, the services received while in attendance, and the type of alumni activities he or she would be interested in joining will be administered to students who recently graduated.

Pearl River Community College

Appendices



Program Performance

MISSISSIPPI
Public Community and Junior Colleges
PROGRAM PERFORMANCE INDICATORS AND MEASURES
FY 2005

| TARGETED OUTCOMES: | CO | CL | EC | EM | HI | HO | IT | JO | ME | MD | MG | NE | NW | PR | SW | Average & Totals |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------------------|
| Cumulative GPA of CC transfer students at HL's will equal or exceed GPA of native students Spring 04 (2.79) | 2.74 | 2.79 | 2.79 | 2.69 | 2.75 | 2.72 | 2.86 | 2.81 | 2.94 | 2.59 | 2.87 | 2.86 | 2.69 | 2.82 | 2.85 | 2.79 |
| Avg. class size will range between (16-30) 2004-05 | 21.5 | 17.3 | 20.5 | 19.1 | 16.8 | 22.2 | 20.5 | 22.3 | 21.3 | 19.7 | 20.6 | 21.2 | 19.6 | 18.4 | 20.3 | 19.7 |
| 90% of CC ADN graduates will pass state board on first writer 2004 | N/A | 85.7% | 88.9% | N/A | 87.8% | 86.7% | 89.6% | 84.6% | 92.0% | 94.4% | 85.4% | 86.4% | 85.5% | 78.3% | 84.1% | 86.5% |
| 100% of full-time and adjunct faculty will have met criteria for academic and prof. preparation 2004-05 | 100.0% | 100.0% | 100.0% | 100.0% | 98.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 99.7% |
| 90% of Voc-Tech who complete a program are positively placed | 73.1% | 91.6% | 87.9% | 79.4% | 93.0% | 89.7% | 90.8% | 94.3% | 86.5% | 98.4% | 94.7% | 90.3% | 84.6% | 90.8% | 89.8% | 88.9% |
| Total cost per FTE student will be (\$5,171.76) | \$5,965 | \$5,096 | \$4,059 | \$4,834 | \$3,971 | \$4,570 | \$4,100 | \$4,509 | \$4,907 | \$4,762 | \$5,093 | \$4,557 | \$4,807 | \$5,352 | \$5,098 | \$4,634 |
| There shall be 60 or fewer student injuries on Community College grounds | 0 | 3 | 8 | 4 | 6 | 4 | 1 | 12 | 8 | 1 | 6 | 2 | 5 | 16 | 2 | 78 |
| There shall be 90 or fewer employee injuries on Community College grounds | 4 | 26 | 0 | 4 | 10 | 6 | 4 | 12 | 5 | 9 | 15 | 9 | 17 | 4 | 11 | 138 |
| 100% of Community College will have a written safety and health program. | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

13-Jul-05
Final

(Note: This is the most recent table available.)

Pearl River Community College

Appendices



Annual Report

2007 President's Report

J U N E 2 0 0 7

RIVERSIDE

100 YEARS

Pearl River
To Celebrate
100 Years
In Education
In 2009



CENTURY OF EXCELLENCE

1909 • 2009

★ Especially for Faculty, Staff, Alumni, and Friends of Pearl River Community College ★

Pearl River's 2007 Graduation Exercises Held May 14 At Forrest County Multi Purpose Center



■ STEVE COLLINS OF JACKSON, CENTER, LEFT photo, received a welding degree May 14 from Pearl River Community College. Collins, a sergeant first class in the Transitional Replacement Company at Camp Shelby, introduced military buddies Sgt. Brandon Bailey of Detroit, Mich., left, and SFC Willie Cooper of Greenville to fellow students Fredrick McClendon of Hattiesburg and Quin Burise of Amite, La., before the ceremony. Vernon Dampier of Prentiss, bottom left photo, left, gets help from classmate Kenny Buck of Hattiesburg before PRCC's graduation ceremony, while Cheryl Johnson of Picayune, bottom center photo, helps Ayeshaia Green of Hattiesburg with the cord that signifies Green graduated from PRCC with honors. Both women received nursing degrees. In bottom right photo, Sara LeBlanc, right, helps Samantha Taylor with her cap before the graduation ceremonies held at the Forrest County Multi Purpose Center in Hattiesburg. Both are from Carrlora and received marketing degrees.



Attitude, choices keys to success, says PRCC graduation speaker



■ MORE THAN 525 STUDENTS received diplomas from Pearl River Community College in May after hearing the success story of a fellow PRCC graduate. Sherie Hinton Henry, PRCC Class of 1975, told the graduates to aim high and work hard. "The world is yours with all its possibilities," she said. Henry began working for the U.S. Department of Agriculture in Poplarville while attending PRCC. She returned to the USDA after graduating from Alcorn State University and recently was named the department's associate assistant secretary for civil rights. "There were many roadblocks along the way, but I used them as stepping stones," Henry said. Henry told the graduates they control four factors — attitude, belief in self, choices and setting goals — that will determine the course of their lives. "Decide what it is you want," she said. "Find your goal in life. All you have to do is plant that seed in your mind. Work hard and you will achieve your goal."





PRCC MISSION

PEARL RIVER COMMUNITY COLLEGE is a public institution committed to providing quality educational and service opportunities for all who seek them.

STRATEGIC GOALS

- To prepare students to transfer and be successful in their studies at baccalaureate institutions and/or to be successful in careers for which they have been prepared.
- To provide quality student services
- To provide access to college courses and programs using various instructional methods, including distance education.
- To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.
- 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.
- To improve communication among campus personnel and community members regarding the college goals, objectives, and activities.
- To recruit and retain students from a diverse population.
- To provide workforce training programs that meet requirements of business, industry, educational, and public services agencies for basic skills, specific job skills, and technical skills training.

RIVERSIDE is produced by the Pearl River Community College Public Relations Department. News items or letters should be sent to RiverSide editor, 101 Highway 11 North, Poplarville, MS 39470.

Chuck Abadie, Director Mitch Deaver, Assistant Director
Janet Braswell, Assistant Ronn Hague, Webmaster
Kenny Russell, Compositor & Master Printer

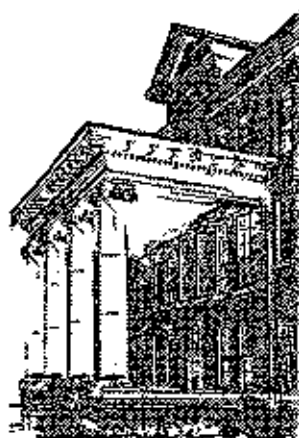
Pearl River Community College offers equal education and employment opportunities. We do not discriminate on the basis of race, religion, color, sex, age, national origin, veteran status, or disability. For inquiries regarding the non-discrimination policies or to request accommodations, special assistance, or alternate format publication, please contact Tonia Moody, ADA/Civil Rights Coordinator, at P.O. Box 5118, Poplarville, MS 39470 or 601 403-1060.

RIVERSIDE

Annual Report

★ June 2007 ★

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**PEARL RIVER
COMMUNITY
COLLEGE**

Established in
1909



President's Report

Dr. William Lewis

As this report is being written, the college continues to wait on a settlement of the insurance claim from Hurricane Katrina's devastating destruction on the Poplarville campus. The two years following the storm have been a time of massive clean-up, repair, renovation and construction. While much progress has been made with the repair and renovation phase of the clean-up, the major construction projects continue to be stymied by the slowness of the insurance claim settlement.

On the Poplarville campus, the roofs on 24 buildings have been repaired or replaced. Several buildings including White Coliseum and Moody Hall Auditorium have been demolished. Huff Hall, White Hall, Crosby Hall and the Nursing Building have all been through major renovation and repair projects as a result of Katrina. Roof repair has also been completed on several buildings at the college's Forrest County Center, including the installation of a completely new roof for the Allied Health Center Building.

The Hancock Center, which was engulfed with more than 8 feet of water during Katrina, has returned to its home on Highway 90 in Waveland following a major renovation project.

One of the unique happenings this past year was the use of Shivers Gymnasium as the home court for the men's and women's basketball teams. Built in 1948, Shivers Gym served as home to the basketball Wildcats until 1973 when White Coliseum was opened for use.

In recent years, the old gymnasium had been used primarily as an intramural facility. In preparation for a rebirth as a facility that would house basketball competition, the gymnasium underwent a major facelift including the addition of seating on one side of the facility. The result was a unique atmosphere for basketball competition that was a "throwback" to another era on the campus.

Expanding frontiers

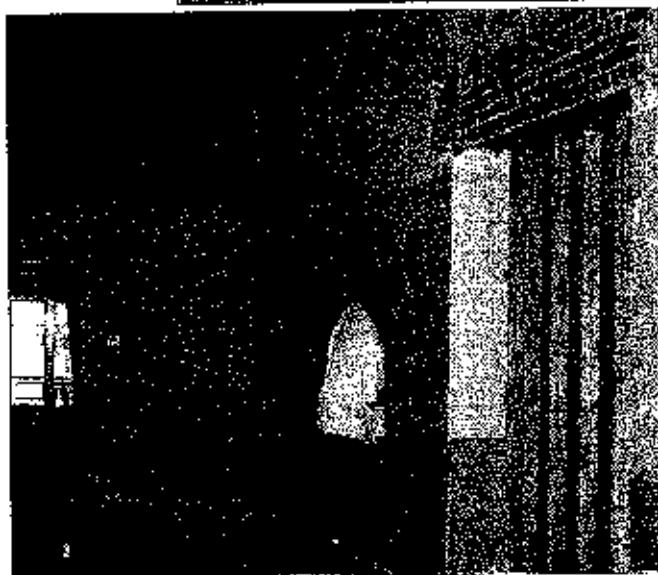
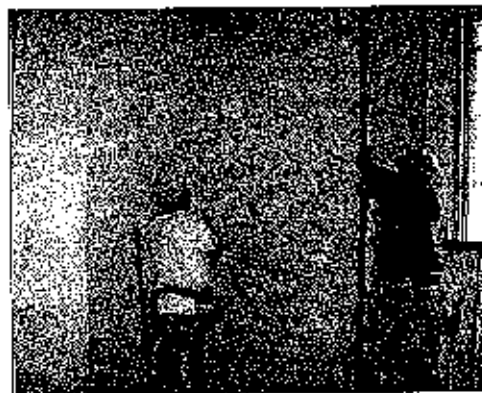
As we begin planning to celebrate Pearl River Community College's 100 years of excellence, there are many new frontiers in higher education. In order to accommodate these new frontiers, Pearl River Community College continued to expand its programs and services during the past year. The continued growth of students enrolling in on-line programs moved forward at a rapid pace. This expanding phenomenon provides students with an opportunity to take courses at virtually any time and any place. The Mississippi Virtual



Community College has expanded to over 30,000 student enrollments in just four years of existence. PRCC continues to expand its virtual offerings with more and more faculty becoming involved in this method of instruction.

The college's Workforce Education Program and the Career and Technical Division have combined efforts to provide credit coursework in response to the workforce training needs of area business and industry. This blending of non-credit and credit course offerings seems to be filling a demand from the business and industry community. Another major step in this effort to provide responsive programs is the offering of credit courses in a non-traditional block of time rather than being spread out over a semester or more. Many companies are encouraging their employees to pursue additional higher education and they find the non-traditional schedule appealing in meeting their needs.

Southern Contractors workers Billy Wedgeworth of Biloxi and Kirk Agny of Pascagoula install drywall in Huff Hall.



Justin Simpson of Waveland scrapes loose paint near a door to the old auditorium in Moody Hall.

Board of Trustees



**PEARL RIVER
COMMUNITY
COLLEGE**

Established in
1909



Pearl River Community College is governed by its Board of Trustees- the county school superintendents in PRCC's district and members appointed by the county Boards of Supervisors. From left, seated, are board attorney Martin Smith of Poplarville, Charles Speed of Prentiss, Sandy McCardle of Carriere, Dr. Kay Clay, Forrest County superintendent; Frank Ladner of Bay St. Louis, Herbert Ray Nobles of Petal, M.L. 'Sonny' Knight of Poplarville and Barry Harper of Carriere; standing, Marion County Superintendent Craig Robbins, Lamar County Superintendent Glenn Swan, Al Brooks of Columbia, Hancock County Superintendent David Kopf, Pearl River County Superintendent Dennis Earl Penton, Gregory Mitchell of Picoyune, Dale Purvis of Hattiesburg, Dr. Gale Harris of Poplarville and Dr. William Lewis, PRCC president.

(President's Report continued)

In response to the needs of area high schools, dual enrollment programs are growing in popularity and demand. Many high school students are requesting an opportunity to earn college credit while completing their high school diploma requirements. To this end PRCC has developed a cooperative effort with local school districts to teach college-level credit courses on the high school campuses. A unique aspect of the dual enrollment concept has been the development of dual enrollment programs of study in the career-technical arena. This concept allows high school students to earn college credit in certain career-technical fields with coursework being delivered by the college at the local high school.

The college has recognized the need for continued expansion in the use of technology as an instructional methodology. Most of our students are arriving on the PRCC campuses with extensive exposure to technology. This past year the college began an effort to infuse the expanded use of technology into the teaching of mathematics. The early results indicate greater student satisfaction in the teaching-learning process and more in-depth learning taking place. The college is developing plans for greater use of technology as a teaching tool.

The men who founded Pearl River County Agricultural High School almost a century ago could never have envisioned the opportunities today's students enjoy. These are exciting times to be in higher education and Pearl River Community College continues to work diligently at improving the teaching and learning environment while expanding services and programs for our students.



Shivers Gymnasium puts the crowd close to the game.



Vice President for Instruction

Dr. John Grant

The Office of the Vice President for Instruction is responsible to the President of the College for all instructional programs, College Libraries, Information Technology, and the Office of Planning and Research.

The academic year 2006 - 2007, because there was no catastrophic event such as Hurricane Katrina, was much better than 2005 - 2006. However, frustrations remain for those college personnel who continue to manage without major facilities lost in the storm.

A bright spot in the college's continuing recovery from Katrina has been the Hancock Center in Waveland. It has reopened, and enrollment has already reached pre-hurricane levels.

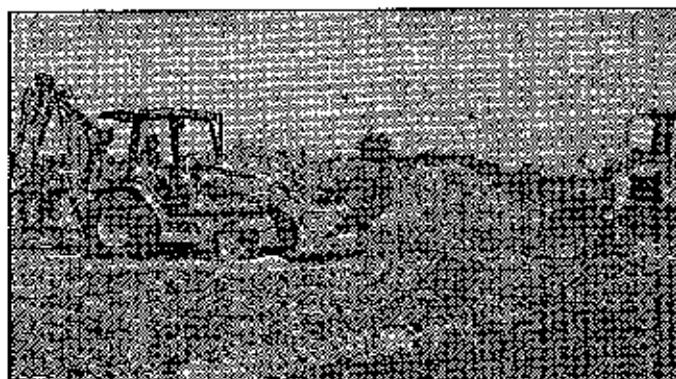
Plans have been made for expansion of course offerings as soon as approval is received from the college's principal accrediting agency. These plans include adding certificate programs as well as more courses that apply toward associate degrees.

The college continues to suffer from the lack of an auditorium and coliseum. The loss of Moody Hall Auditorium has forced the Department of Fine Arts and Communication to present concerts, plays, competitions, and recitals in Malone Chapel, Bender Cafeteria and off-campus facilities. Graduation has been held off campus for two years because of the loss of M. R. White Coliseum.



Students cheer as commencement nears an end.

| Fall enrollment | | |
|-----------------|--------------|-----------------------|
| Year | All campuses | Forrest County Center |
| 2000 | 3,005 | 681 |
| 2001 | 3,448 | 689 |
| 2002 | 3,743 | 1,022 |
| 2003 | 3,923 | 1,185 |
| 2004 | 4,056 | 1,261 |
| 2005 | 4,310 | 1,376 |
| 2006 | 4,150 | 1,522 |



Heavy equipment operation students work on campus.

One of the most active units within the college this past year has been the Department of Workforce Education, which is based at the Lowery A. Woodall Advanced Technology Center in Hattiesburg but is busy throughout the college's six county district. The Director of Workforce Education is working closely with the college's Technical Education administrators to blend workforce training programs with new and existing programs leading to the associate in applied science degree and to certificates of proficiency. An example of such a new program is one that educates and trains utility linemen, which arose from the needs of a local electric utility company to provide better training for its employees. It is expanding to serve employees from other companies and students who wish to prepare themselves to be qualified to work as linemen. Plans are in place to develop a training center that will serve several states. A new program to train operators of heavy equipment has proved to be very popular.

Several of the college's instructional departments have added new courses, programs and facilities. An example is the Department of Business and Commerce Technology, which has added new and expanded existing programs in the area of Computer Networking. The Department of Science, Mathematics, and Business began the Quality Enhancement Plan, designed to improve student learning in mathematics, on the main campus in Poplarville and will expand that program to the Forrest County Center during 2007 - 2008. New courses have been added in that department and in the Department of Humanities and Social Sciences, which has added courses in philosophy, social work and criminal justice.

All instructional departments of the college are looking forward to the full implementation of Blackboard, a computer- and Internet-based system that will allow faculty members greater flexibility in teaching methods, provide greater opportunities for students to learn and facilitate communication of information throughout the college. This implementation process has begun and will continue through the coming months.

Retirements hit PRCC hard

PRCC lost more than a half century of combined teaching experience when Linda Cousins and Phyllis Daniels retired at the end of the 2007 spring semester.

"I was teaching on typewriters when I came here," Cousins said. "Now everything relates to computers."

Cousins, 63, has taught on the Poplarville campus taught 3.5 years at the Forrest County Center and was an adjunct instructor at the University of Southern Mississippi.

Daniels's career at PRCC goes back to 1967 when she was still working on a master's degree at USM.

"I started out as the first teacher in the vocational-technical area," she said. "When I got here, I think they only had manual typewriters. When I hired on, they got money to buy IBM Selectrics."

Both women look forward to traveling and spending time with family after adjusting to retirement.

"I'm going to miss the students and the people I work with," Cousins said. "I'm going to miss everything, but it's time." She and her husband, retired banker Tom Cousins, live in Bay St. Louis. Their two children and three grandchildren live in Birmingham.

Daniels, 62, and her husband, retired teacher and coach Doug Daniels, live in Poplarville. They have three children and eight grandchildren, with a ninth expected in late May. "I have had a wonderful experience here at Pearl River," she said. "I know I will miss coming back."

Others who retired this year are Rusty Smith, Susan Nodurft, Betty Carlisle and Lee King.



Cousins



Daniels

High marks

Approximately 160 students were selected to join Phi Theta Kappa on the Poplarville campus. Induction ceremonies were held during the fall and spring.

At the Forrest County Center, 38 students were inducted during the spring semester.

Fifteen students at the Forrest County Center met in March to organize the Student Teacher Association.

Students Emma Harris of Kiln and Alison Seal Duhe of Picayune were named University Transfer Scholars by Mississippi University for Women and selected for the Hearn Leadership Program. Both will receive \$14,000 in scholarships over two years.



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Barnes on Hancock Center staff

Raymunda Barnes has joined the Hancock Center staff as lead instructor.

Barnes, a 1991 graduate of D'Iberville High School, holds a history degree from Alcorn State University and a master's degree in education from William Carey University. He is working on his doctoral degree at the University of Southern Mississippi.



Barnes

He comes to PRCC after teaching GED classes at the Gulfport Job Corps and Mississippi Gulf Coast Community College where he also was an adjunct history instructor.

Barnes is the first full-time instructor at the Hancock Center since Hurricane Katrina destroyed it. He teaches history and provides administrative support to coordinator Maggie Smith.



Shasta Gadel of Henley Field became the first Pearl River Community College student to earn the Certified Coding Associate designation. She graduated in May with an Associate in Applied Science degree from the medical billing and coding technology program.

'Magic River' wins top award



Carter

The 2007 edition of "The Magic River" won first place in the in-house journal competition of the Mississippi Community College Creative Writers Association.

The collection of student art, poetry, essays and short stories was edited by April Carter of Lakeshore. "It kind of became like a pet," she said. "I enjoyed seeing it come to life."



Clint Tapper, Camille "Bandit" Souler and Cecil Burt at the annual faculty-staff dinner in May.



Graduation 2007

HATTIESBURG - Approximately 500 students received diplomas May 14 from Pearl River Community College.

Graduate Demetric Spencer of Hattiesburg was thrilled to receive her diploma.

"I've got honors and worked a full-time job and went to school full time with four children," she said. "I'm very proud today."

Spencer received the office systems technology degree and will return to school in the medical billing and coding program.

Nursing graduate Cheryl Johnson of Picayune had one more stepping stone - the state licensing examination - before starting work at Highland Community Hospital.

"It's over, thank god," she said.

For the second year, PRCC held graduation at the James Lynn Carlidge Forrest County Multi Purpose Center in Hattiesburg. Hurricane Katrina severely damaged the Marvin R. White Coliseum, the traditional site of graduation, and it has been demolished.

PRCC alumnus Sherie Hinton Henry was the speaker.



Graduates wait to receive their diplomas on May 14. See more photos and a related story on page 2.

Graduates

Bassfield - Wade R. Bryant, Regena C. Burton, Norman Copeland, Adam R. Dyess, Roderick D. Fairley, Eric Harper, Kenneth Harrison, Denise Renee Hinton, Donel J. Johnson and Shane T. Wilson.

Bay Springs - David Dwayne Blankinship.

Bay St. Louis - Guy D. Alteman, Jesse A. Beck, Darrell Lee, Tiffany J. Lenain, Travis Martin, Brent L. Scelson and Whitney Leigh Thomas.

Beaumont - Dondrae Hinton.

Brandon - Leslie Ann Barrentine.

Carriere - Eric Chet Anderson, Lisa M. Beech, Jennifer L. Bounds, Jonathan Scott Brewer, Thomas R. Brewer, Becki Gaden Buntin, Sharon Louise Coon, Scott Corbin, Jeanette M. Craft, Sarah Sabina Dearmin, Erica R. Eden, Jordan A. Flynn, Shawn A. Freeman, Shasta R. Gadell, Julie P. Gandy, Kenneth Candelaria Garner, Maria Louise Gomila, James R. Haden, Amy Jarrell, Danjelle R. Lane, Sara E. LeBlanc, Talley J. Martin, Amy L. McCranie, Zachary C. McLellan, Amber Mummert, Rodney Joseph Necaize, Holly Marie Pearman, Krystal S. Pullens, Sandra F. Williams Sessions, Ronald H. Shaffette, Nick D. Shalders, Jennifer Whitney Spiers, Megan L. Stockstill, Amanda Lynne Strong, Ashley M. Taylor, Samantha

Taylor, Tamara Terrell Thompson, Cally Ellayne Treadway, Wilburn R. Whittington, Jacob Lee Yarbrough, Debra M. Zamsky and Michael Zamsky.

Carson - Thomas A. Bourne, Christopher Clark, Josh William Daley, Kimberlie Ratcliff and Brittany Smith.

Clinton - Dylan Craig Fulgham and Scott Alan Mardis.

Collins - Willie W. Price and Glensirres O. Spencer.

Columbia - Cynthia Jean Aultman, Tina D. Belk, Justin E. Bennell, Casey D. Boyd, Jason Edgar Branch, Nathan Joel Broom, Calvin C. Brown, Kayla M. Carney, Patrick B. Cox, Daniel Culliver, Jarron P. Davis, Jared Eldridge, Todd C. Expose, Mary Ann Burch Farris, Tim Folse, Latasha N. Franklin, Benita K. Graham, Bobby A. Greer, Beverly Lynda James, David D. May, Samatha S. McDaniel, Stephanie L. McNeese, Steven R. Neal, Thomas Isaiah O'Quinn, Carolyn B. Odom, Sharon L. Pendarvis, Rachette Annastas Powell, Daga Prine, Ashley K. Robbins, DeLaina DeAnn Rutland, Latony S. Webber, Brock Baxter White and Cynthia Louise Williams.

Crawford - Quentin L. Bibbs.

Diamondhead - Sean M. Gilman and

Heather Nicole Johnston.

Ellisville - Tammy Irene Barnhart, Sherri L. McDonald, Kayla Marie Smith, Lisa M. Whited.

Foxworth - Olivia D. Broom, Joshua L. Davis, Bryan C. McCain, John Pounds, Michael P. Pounds, Ashley B. Ratliff, Ashley Stringer, Sterling Shayne Stringer, Sharon Fleese Thornhill, Brittany Walters, Heather A. Wesley and Kelli D. Williams.

Gulfport - Andrew James Bennett, Amanda Carol Clark, Christi M. McCoy, Shane Normand.

Hattiesburg - Cynthia Denise Alexander, Daniel Allman, Nadia E. Arnold, Twyla Marie Aultman, Jonathan Louis Baggett, Allison B. Baker, Kenesha L. Barnes, Schlee D. Barnes, Latisha Ann Bcall, LaShanna M. Bembry, Anissa P. Bon, Marissa Q. Blackmon, Chimere Shante Blakae, Sylvia Gail Bowens, Amanda Elaine Brabham, Joshua Bracey, Natalie D. Breithaupt, Margaret Broome, Chiquita M. Brown, Kenneth L. Buck, Quynlyn Burise, Kristy R. Cameron, Marcus A. Carr, Daniel Scott Carter, Kimberly Nicole Carter, John Alvin Clements, Elliot A. Collins, Steve M. Collins, Ashley J. Dawkins, Jennifer N. Dilmore, Wesley Douglas, Robin Nikita Drake, Charles E. Drinker, Leo Ester Ducksworth, Erica V. Dunmore, Brandon Easer, Miranda R. Fenner, Alexandria R. Flowers, Chriss Shannon M. Forde,

Graduates

Milton Foster - Ayesha L. Green, Katicia Lashelle Green, Jesse A. Harrison, Joshua J. Hayes, Sarah Helton, Jeremy D. James, Shenika Ladora Johnson, Britney M. Jones, Casey O. Jones, LaCeleste S. Jones, Caryn M. Kersh, Leigh Katharine Lambert, Chalonda Sumbree Lawrence, Jennifer Lee, Brandie Carroll Lowery, Earl K. Loyd, Kyle A. Maxie, La'Tasha McBride, Jeffery Michael McCardle, Fredrick Jerome McClendon, Rhyann McDaniels, Emily E. Meyer, Francis N. Mills, Anthony D. Myers, Jonie Leann Newman, Pearl Evelyn Parker, Carla Perkins, Jameca R. Pruitt, Stacey E. Thomas Rester, Emily Dianne Rutherford, Michael Albert Schafer, Nicole L. Shows, Renita M. Simmons, Jannie A. Smith, Jessica Leigh Smith, Taloshia Smith, Demeuric D. Spencer, Christopher Michael St. John, Eric J. Stewart, James Elton Stewart, Latasha N. Stovall, Lidesse Danielle Strickland, William S. Talbert, Christy Nicole Taylor, Andre James Tellis, Concheta E. Thomas, Chasen Mark Uptain, Roger M. Veracoechea, Holly Anne Wade, Leighanne O. Watts, Annie L. Walker, Angelia Weary, Gail R. White, April L. Williams, Kristi N. Williams, Kristina Elizabeth Williams, Laura Williams, Teondra Shaneta Williams, Nina N. Woodland, Linet Woodland, Brandon Neal Young and Willard Alfred Young.

Jackson - Audrey Marie Jones, Christi M. Steed and Barbara L. Turner.

Kilo - Tia C. Cuevas, Lacey L. Grimes, Emma K. Harris, Daniel Johnson, Micah A. Ladner, Erica M. Lee, Jacquelin Necaise, Tabatha Ann Necaise, Kerri M. Roberson, Richard Earl Tolar, Pepper Allen Vance, and Courtney M. Vincent.

Kukomo - Evelyn D. Anderson, Tonya Lashune Green, Gloria Jean Pough and Janetta Michelle Thompson.

Laurel - Brenda G. Millsap and Kelly Nicole Windham.

Long Beach - William E. Zugg.

Lucedale - Megan R. Langston.

Lumberton - Adrian B. Bowens, Albert T. Creppel, Joseph A. Daugherty, Lisa Lynn Davis, Linda Fay Diamond, Beau B. Easley, Kristen A. Hannaford, Richard Paul Harrison, Dennis RayShawn Holder, Chad Micah Hunt, Michelle M. Kleye, Marcus K. Mackey, Justin Martin, Lloyd Buckley Roberts, Judy Melinda Sanderson, Douglas C. Schlautman, Vincent David Scott, Candice Warden, Angela Shonette Watts and Corey Micheal Welch.

Madison - Robert T. Garth.

Magde - Sandy H. Cockrell and Deidra L. Green.

Magnolia - Landon Lee Wilson.

McHenry - Lyndsey Jean Freiberg.

Mendenhall - Lonnie Aaron Harris and Deidra E. Welch.

Meridian - Nicketta M. McDyeas.

Morgantown - Allison Leanne Albritton.

New Augusta - Judd M. Reynolds.

New Hebron - Vernon A. Dampier.

Pascagoula - Justin Lucas.

Pearl - Felicia A. Stevenson.

Perkinston - Lindsey R. Cuevas, Erica F. Farmer, Brittany Ladner, Chase A. Ladner and Amber N. Peterson.

Petal - Darlana Ann Bach, Amy Elizabeth Berry, Yolanda Denise Bruner, Brandi M. Clark, Matthew M. Denson, Chasta M. Espy, Melody C. Freeman, Cheri S. Hamill, Michael S. Hooks, William F. Kilpatrick, Helena A. Lasseter, Keshia L. McCabe, Jennifer P. Phillippi, Stephen W. Roberts, Jennifer N. Robertson, Kristal Russell, Robin Leah Smith, Amber L. Sumrall, Heather A. Tate, Hank Thompson, Megan Huyen-Thi Tran, Ursula J. Travis and Melissa Wade.

Picayune - Cody A. Bales, Sandra Carol Bennett, Christal J. Blades, Jeffrey Blevins, Matthew Michael Burdette, Bertha Alice Bang Campbell, Charles E. Clark, Yolanda Lynette Clayborne, Melissa Kate Colgan, Nicole L. Cressonnie, Janie Denton, Chris R. Drouilhet, Cassandra Jane Dupres, Hynearther Durr, John A. Evans, Patti Ann Gasper, Rosalee M. Guidara, Michelle D. Guzman, Seth B. Hayden, Andrew Hill, Kelly L. Hinds, Cheryl Lynn Johnson, Candecia M. Jones, Paula J. LaVergue, Reid A. Lee, China A. Lemon, William Leonard, Portia D. McCastile, Akeem Jabar McKinney, Chastity McElmore, Ashley Elizabeth Morgan, Jena Morrow, Julie F. Morse, Brandon Peterson, Leann D. Grierson Philyaw, Tiffany Marie Polk, Courtney Justin Porter, Kelly M. Ray, Anita K. Richardson, Serenity Shawtil Robinson, Jennifer A. Smith, Angela M. Stallings, Lennie Laole Stewart, Sabrena L. Stewart, Scott Wayne Stewart, Grayson L. Stockstill, Lillie Beatrice Terrell, Cade V. Travis, Crystal Amy Vanburen, Justin M. Wagner, Alexia A. Whitman-Pearson, Celisa C. Williams, Daniel N. Wise and Michelle Marie Ybarzabal.

Poplarville - Amy E. Anderson, Brandy Marie Andrews, Kimberly D. Baldo, Laura L. Baltimore, Patrick J. Berger, Benton R. Bickham, Nelson Joseph Breaux, Steven Colson, Ashley N. Cowart, Amanda Blair Davis, John Daniel Davis, Victoria Elizabeth Gault, Charlie Gray, Amy Hall, Freda Henry, Harold J. Hickman, Brennan D. Hodgc, Charles L. Jordan, Jason A. Kelly, Tricia R. Skipper Meyers, Kenion Parker, Allison Elizabeth Peters, Ann C. Peterson, Brandy L. Saucier, Daniel Ray Schmid, Ramsey Scott Searcy, Jillian Latrish Silas, Jonathan L. Smith, Justin O. Smith, Donte D. Spires, Natalie S. Stafford, Crawford R. Wallace, Carmen M. Welis, Finisha Wheat, Robyn Wild, Jeremy B. Williams and Julie Williams.

Prentiss - Johnnie K. Adams, Latoya Kenice Barnes, Monica C. Bridges, Shari A. Bryant, Charles B. Delk, LeCarlos M. Drummond, Alexis Gray, Maurice Fulton Haynes, David B.

Mobley, Lester R. Smith and Mary L. Smith.

Purvis - Jason T. Anderson, Barbara A.

Barrow, Joshua D.

Breazeale, Daniel

DuFatta, Laura E.

Duck, Matthew Dyer,

Carrie Ealon, Jonathan

Howard, Angela Lucky,

David B. McMahon,

Rickey E. McPhail,

Cynthia L. McVay,

Quincy Monroe Oatis,

Christopher N. Pugh,

Dustin M. Robinett,

Matthew L. Rungeling, Heather Michelle

Sellers, Jerrica M. Shoemaker, Glenda T.

Smith, David Bradford Williams and

Katlynn D. Williamson.

Richton - Matthew Cory Mills and Justin

Myrick.

Sandy Hook - Timothy A. Albritton, Kelly

A. Ellis, Ramsey Paul Roberts, Lacey J.

Smith and Shannon N. Thornton.

Saucier - Julie M. Morris.

Seminary - Michael Hust.

Sumrall - Jessica Leigh Adams, Todd S.

Aultman, Timothy A. Bounds, Jennifer L.

Foxworth, JoAnn Gardner, Amy M. Gore,

Jennifer G. Green, Karl Hinrichsen, Virginia

B. Jones, Christy Myrd Kinsey, Angela

Michelle Long, Keith Renard Magee, James

P. Maloney, Jason J. Martin, Rembert B.

Powell, Karen Marie Reid, Carla D.

Robertson, Daniel S. Shade, Brittany A.

Stevens, Katherine N. Williamson and

Jessica S. Withers

Taylorville - Heather Nicole Hankins.

Tylertown - Amanda Eggen, Dawn Nicole

Hughes, Jeffrey Scott Johnson and Clyde D.

Provost.

Vance - Keri Michelle Keen.

Waveland - Ashley C. Ladner and Lauren

P. Ladner.

Waynesboro - John Robert Cochran.

Wiggins - Shawne Marie Caldwell, Avery

Dorrek Dearman and Audrey Strickland

Loper.

Out-of-state graduates

Fort Meade, Fla. - Larry Donnell Freeman.

Macon, Ga. - Danielle Flowers.

Baton Rouge, La. - Anthony Leandre

Warren.

Bogalusa, La. - Tracy M. Holliday, Shanda

A. Keaton, Dustin E. Mitchell, Perry

Matthew Nolan and Valerie Welch.

Franklin, La. - Brad D. Crowe, Jennifer

Lynn Jones and Loretta L. Jenkins Miner.

Metairie, La. - Jessica Lynn Scallan.

Slidell, La. - Justin M. Gutierrez, Stephen

Donald Olson, Paul A. Sabol and Erica A.

Sohl.

Midland, Texas - Justin Charles Brandon.



**PEARL RIVER
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Business Services

Roger Knight, Dean

Pearl River Community College's Board of Trustees approved a \$45 million budget during the regular board meeting held in June 2007.

The \$45 million budget for the fiscal year 2008 includes both restricted and unrestricted funds. The institution's unrestricted budget for FY 2008 actually grew by \$2.20 million while the restricted grant fund budget experienced an \$816,102 decrease.

Some of the primary areas responsible for the increased growth in the unrestricted budget include salaries and fringe benefits, as well as increases in operational support funding for the various programs and departments throughout the institution.

Revenue projections for the fiscal year 2008 reflect an increase in state funding, while funding support from Pearl River Community College's six-county district increased by \$623,778.

The student tuition for the FY 2008 academic school year will remain the same as the tuition paid by students throughout FY 2007. An increase in the college's out of state tuition, however, was mandated by the state for FY 2008.

Pearl River Community College was also awarded two grants sponsored by the U.S. Department of Education following the aftermath of Hurricane Katrina. The U. S. Department of Education Hurricane Katrina Foreign Contribution Award provided the institution with \$524,808.00 to be used in replacing equipment lost to the storm at the college's Hancock County locations and to provide upgrade funds for the Shivers Gymnasium that was brought back on line due to the loss of the coliseum.

The U.S. Department of Education Hurricane Katrina Education Recovery Award in the amount of \$1.7 million was also received by the college to assist in the reconstruction and remediation of facilities to include buildings and grounds.

PRCC has awarded a 5% salary increase to its faculty and staff, effective July 1, 2007. The annual salary increases have been a key focus of the administration over the recent fiscal years in an effort to improve the institution's salary ranking within the Mississippi community college system. Such positioning has enabled the institution to attract the very best in faculty and staff.

Pearl River Community College continues to be financially sound.

Governor names Huey to state board

Max Huey of Picayune, a former PRCC trustee, will serve a 5-year term on the State Board for Community and Junior Colleges at the request of Gov. Haley Barbour.



Huey, a graduate of then-East Central Junior College in Decatur, is chairman and CEO of First National Bank of Picayune.

He views two-year colleges as the most important step on the educational ladder.

"It's that level that either encourages them to go on to some type of academic career or they move on into a career-technical field," he said.

"I think I can make a difference. I think I bring a unique insight because my history is in the field of commercial banking and not in education. We have about 68 employees in our banking institution, and I see the needs and skills they need in order to be successful in life. I think that experience gives me an advantage over someone who hasn't been in the commercial business."

Huey served on the PRCC board from January 2002 until December 2006. He holds a BS degree in business administration from the University of Southern Mississippi and a diploma from the Graduate School of Banking at Louisiana State University.

"Max Huey is extremely well-qualified to serve on the State Board for Community and Junior Colleges," said PRCC President William Lewis. "He knows and understands the unique role community colleges play in the well-being of our state. In addition, his exemplary career in banking will be an asset in the decision-making role that state board members play."

Huey and his wife, Carolyn, have two children and two grandchildren.

Did you know?

Pearl River Community College originally was Pearl River County Agricultural High School and opened to students with just one building that served as both a dormitory and classrooms. The building burned in 1919.

The PRCC Wildcat football team won its first national championship in 1961 under legendary coach Dobie Holden. The second came in 2004 under coach Tim Hatten.

Marvin R. White, PRCC president from 1968-1986, graduated from Pearl River County Agricultural High School and Pearl River Junior College.



Career-Technical Education

Don Welsh, Director



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Work started this spring on the \$3 million Center for Technical Education which will provide new office and shop space for several career-tech programs.

Electrical Technology, Heating, Air Conditioning and Refrigeration Technology, Construction Management Technology and Machine Shop Technology will move from their current quarters in the 40-year-old Career-Technical Building to the new facility adjacent to the Auto Mechanics Technology and Welding shops.

More than 1,375 technical and career students were enrolled during the 2006-2007 year. In the spring of 2007, 255 graduates were awarded the Associate in Applied Science Degree or the Certificate of Proficiency at commencement.

Approximately 100 students will complete graduation

requirements in July, compared to 103 in July 2006.

The PRCC Tech Prep Office continues to provide assistance and support to the 14 secondary school districts in PRCC's six-county district.

About 500 Tech Prep Consortium administrators, counselors and teachers attended 28 professional development activities sponsored through the PRCC Tech Prep Program during the year.

Through its emphasis in career guidance, real life applications of academics in the classroom, technology, workplace learning experiences, MS Tech Prep is providing our high school students with the skills needed for a successful future.

Highlights



- All career and technical programs met or exceeded mandatory Standards and Measures as required by the State Department of Education.
- PRCC students scored above state average on the Mississippi Career Planning and Assessment System regarding their level of proficiency in the areas of selected occupational programs.
- Skills-USA had five students representing Brick and Stone

Masonry, Electronics Technology, Computer Network Support Technology selected for the National Skills Competition in Kansas City, Mo.



- The State Board for Community and Junior Colleges allocated \$435,575 in 85% Carl Perkins Federal Funds regarding salaries, capital equipment and other cost.
- The State Board allocated \$27,663 for upgrading career and technical equipment.
- Approximately 110 students qualified for full- or half-tuition scholarships from the high school secondary vocational centers.
- Ten career and technical programs are nationally accredited. They are Automotive Mechanics, Child Development, Dental Assisting, Dental Hygiene, Medical Laboratory Technology, Occupational Therapy Assistant, Physical Therapist Assistant, Respiratory Therapy, Surgical Technology and Medical Radiologic Technology.

- Delta Epsilon Chi/DECA (Distributive Education Clubs of America) had seven students from Business Management and Marketing Technology who competed nationally in Orlando, Fla.
- Will Quinn of Picayune, president of PRCC's Delta Epsilon Chi/DECA organization, was elected state president.
- Phi Beta Lambda had students in Network Design and Network Concepts selected for national competition in Chicago, Ill.
- Computer labs in Office Systems Technology, Management Information Technology, Automotive Technology, Drafting and Design Technology and WEB Design Technology were updated.
- All career and technical education programs received funds to upgrade and enhance them with the latest equipment, software, and instructional training aides.
- A pilot block class schedule will be implemented in fall 2007 for Computer Programming Technology, WEB Design Technology, Network Support Technology, Electrical Technology and Heating, Air-Conditioning and Refrigeration Technology.
- PRCC began a new program in Utility Lineman Technology and implemented an A.A.S. Degree program with Coast Electric Power Association.
- PRCC and Pearl River Central High School implemented dual enrollment in Automation and Controls course.





Forrest County Center

Dr. Cecil Burt, Dean

This was another busy year at the Forrest County Center with record enrollments during both fall and spring semesters. While program enrollments in Career and Technical remain stable since they are usually full, the academic course offerings continue to grow along with the number of students who want them. At this time enough academic courses are offered on the FCC to enable a student to complete the requirements for an Associate of Arts degree.

While most Career and Technical enrollments are stable and full, the Surgical Technology Program has expanded by offering two classes each year. Debbie Hinton, department chair, and Tammy Allhoff, clinical coordinator, came up with a plan for starting a class in the fall and another in the spring. This has really been well received by the hospitals since graduates are now available twice each year. Students in Surgical Tech also scored in the top 20 in the nation on their national certification test.

All of the 2006 Physical Therapy Assistant graduates passed the licensure exam and are employed as LPTAs. Karinna Lee, clinical coordinator, obtained a grant and surveyed local physicians about their use of physical therapy and how the profession could help provide better physical therapy services to their patients; the results of the survey were presented at the Southern District Spring Meeting of the MPTA. All PTA program students performed community service during the fall of 2006 by working on three houses for Habitat for Humanity.



Welding and sociology students provided the PRCC Wildcat mascot for the foot bridge.

The Occupational Therapy Assistant students presented a concrete picnic table and benches to the campus for student use.

All 16 graduates in the Dental Hygiene program passed the National Board Exams. Five graduates were listed as Who's Who Among America's Community Colleges and 12 were inducted into Phi Theta Kappa. Amanda Strong of Carriere was the most outstanding Dental Hygiene student. Strong and occupational therapy assistant

student Aaron Simmons of Hattiesburg were named to the Mississippi All-USA Academic All-American team.

Cheyenne Barnard of Seminay, a freshman PTA student, won the Mississippi Poet Laureate Award for 2006. She won first place in the Mississippi State Poetry Society's Poet Laureate Award competition with her poem, "Love God." She placed second in the Poet of the Year.

FCC had 100 percent passage on the Dental Assisting National Board - Infection Control and Radiology. In February, 2007, all students presented an oral hygiene program to district elementary schools in observance of National Dental Health month. The students presented a program on the importance of flossing and brushing with videos, coloring pages, demonstrations and certificates.

Java Joe's opened in the Allied Health Building in December, giving hungry students and employees an alternative to vending machines. The shop, owned by Joe Falla, serves gourmet coffees, espressos, frappuccinos, jumbo muffins, cakes, pastries, cookies, sandwiches and salads.

Iola Williams was the speaker for the Forrest County Center's first Black History Month program.

Despite studying from hand-me-down books in overcrowded classrooms, many black students in segregated Hattiesburg schools learned what they need to make their mark nationally, she said.

"They taught us like the Boy Scouts: Be prepared. We learned to get skills and knowledge. We learned to know our strengths and weaknesses. We learned when you get knocked down, get up and start all over," she said.

Williams served as vice mayor of San Jose, Calif., and as director of recreation and community relations for the city of Hattiesburg.



William Talbert of Hattiesburg and Benita Graham of Columbia and other students in Steve Saucier's computer servicing technology program refurbished computers for the Pine Belt Christian Women's Job Corps.



Workforce Education

Scott Alsobrooks, Director



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Partnerships between Workforce Education at Pearl River Community College and the private sector are putting people to work in industries needing employees for post-Katrina recovery.

PRCC started the Heavy Equipment Operations program during the spring semester and is developing an Electrical Utility Technology degree program.

The heavy equipment program combines federal Pathways funding with donations of \$100,000 from Huey Stockstill Inc. in Picayune, \$25,000 from Puckett Machinery in Hattiesburg and \$25,000 and four pieces of equipment from the Caterpillar Foundation - a front-end loader, dozer, track hoe and rubber tire back hoe.

The John Deere Co. also is providing four pieces of equipment on a loan/rotation basis - motorgrader, crawler, four-wheel-drive loader and an excavator.

Three students in the first class completed training and testing and were working in the field by early June.

The Electrical Utility Technology Program is driven by the utility industry, including an advisory board of Chain Electric Co., South Mississippi Electric Power Association, Mississippi Power Co., Coast Electric Power Association, Dixie Electric Power Association, Entergy Mississippi and the EPAs of Mississippi.

This program will train and educate traditional students seeking an Associate in Applied Science degree as well as employees of utility companies in the Southeast. The program will be composed of a series of modules so that full-time employees can work on degrees as part of their training with their employer.

The Adult Basic Education/GED program served 1,050 students in basic skill and GED classes.

The Emergency Medical Technician/First Responder project served approximately 175 students and filled the

Hattiesburg EMT class twice and the Pearl River County class once. Approximately 350 people have taken CPR/First Aid courses.

Area companies and agencies utilizing PRCC training include Wesley Medical Center, Forrest General Hospital, Kohler, Pine Belt Mental Healthcare Resources, Owens, Illinois, Lamar County Jail, Cooper Power Systems Inc. and Pioneer Aerospace.

More than 150 students took advantage of computer courses through the Hattiesburg WIN Job Center. Overall completion rate was 91 percent, and students completed an average of four courses.

The Pathways program trained 476 students in general construction carpentry, electrical, heating and air conditioning, welding, residential building codes and Spanish for supervisors.

The High Growth grant program provided commercial truck driving training for 35 students and EMT training for four students.

The Geographic Information Systems program at Stennis Space Center received a state Challenge Grant of \$249,199 to develop a state-of-the-art training lab in the Hancock Center in Waveland. The lab will be equipped with 20 laptop computers, a data server, high-speed color printer, 10 GPS units and a large-format plotter for use in the two-year technology program.

The GIS program also received \$26,547 for workforce training projects. More than 150 students have attended nine classes that provided technical training and software tools for the geospatial field.



Instructor Ernest Evans stands beside the storage shed built by students in one of the Pathways construction classes in Hattiesburg.



Twenty-two students participated in the GED graduation ceremony.



Students in the Pathways heavy equipment class listen as Huey Stockstill Jr., treasurer of Huey Stockstill Inc., talks about skills they will need in the construction industry.



Planning and Research

Dr. Rebecca Askew, Chief Planning Officer

The Office of Planning and Research is the primary unit for activities relating to institutional planning, research, and evaluation. This office also serves as the official liaison for Pearl River Community College with the Southern Association of Colleges and Schools (SACS). Institutional effectiveness is often defined as the extent to which a college is meeting its mission and achieving its goals as demonstrated by a comprehensive, integrated, participatory planning and evaluation process that focuses on improvement in all aspects of college operations and educational outcomes. An important responsibility of the Office of Planning and Research is to study and analyze the effectiveness of the educational programs and services available at PRCC; therefore, the college must engage in continuous review of its purposes, policies, procedures, and programs. Effectiveness must be evaluated, and the results must be used for improvements.

In order to coordinate and analyze efforts regarding institutional planning, research, and effectiveness, the Office of Planning and Research prepared and published a number of documents which review progress in all areas of the college, including instruction, student services, and administration. Faculty, staff, and administrators are responsible for the activities and information included in each of these documents, which are reviewed by a number of college committees, the president and Administrative Council, and the Board of Trustees in order to determine and implement improvements in each area of the college. Many of these publications can be found on the Web site of the Office of Planning and Research.

A number of other forms of planning and evaluation are coordinated by the Office of Planning and Research and utilized throughout the year. These include program reviews, evaluations of personnel, and various surveys. Results from these assessment tools are shared with committees, focus groups, and others and are often used for determining the need for improvements.

Trend identification

The PRCC Fact Book, prepared annually by the Institutional Research Specialist, is distributed to various college personnel. The information is useful in a number of ways, including the identification of trends which can lead to the need for changes in specific locations, programs, etc.

A major activity in the Office of Planning and Research is that of coordinating the reaffirmation process which is associated with the Southern Association of Colleges and Schools Commission on Colleges. During the 2005-2006 school year, the college's Leadership Team and others provided documentation that the college maintains clearly specified educational objectives that are consistent with its Mission

and Strategic Goals and that the college is successful in achieving its stated objectives. The final report regarding the reaffirmation of the college was received in early July 2006 and stated that the accreditation of the college was reaffirmed. No additional report was requested.

Inaugural health symposium

Personnel in the Office of Planning and Research also coordinated the first Pearl River Community College Women's Health Symposium. Approximately 200 women attended the event, which offered free health screenings and concurrent sessions on several topics. Robert St. John, author and chef, was the featured speaker during the general session and shared information that was both informative and interesting. The sponsors for this special event were the Lower Pearl River Valley Foundation, Forrest General Hospital, Sodexo, BankPlus, Chain Electric Company, First National Bank Picayune/Poplarville, Mississippi Power, Southern Bone and Joint Specialists, Wachovia, Blossman Propane Gas & Appliance, Hattiesburg Clinic, and Wesley Medical Center. The 2008 symposium will be held Jan. 26.

The Office of Planning and Research is also responsible for updating and distributing the Policy and Procedure Manual and for preparing and distributing the Institutional Effectiveness Newsletters. Activities associated with the implementation of professional development opportunities and with the submission of grant proposals are also coordinated in this office. During the 2007 Spring Semester, the Mississippi Arts Commission announced a \$350,000 grant from its Building Fund for the Arts program to Pearl River Community College for construction of the Performing Arts Center to replace Moody Hall which was heavily damaged by Hurricane Katrina.



Medical laboratory technology student Melinda Morris of Carnes checked cholesterol for Janet Ferguson of Picayune during the first Women's Health Symposium.

Information Technology

Steve Howard, Chief Technology Officer



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Many improvements continue to be made in the technology available to both students and faculty at Pearl River Community College.

The primary focus of each technological implementation is to improve the effectiveness of teaching and learning. Included in the technology implemented during the past year was the addition of 15 new "smart" classrooms. These classrooms are located in Seal Hall, Johnston Library, Nursing Facility, Science Building and at the Forrest County Center. The data projectors, computers and other equipment provided in these classrooms allow the instructor to deliver subject content in a multi-sensory format that enhances the learning environment.

Highlights

- Re-established T-1 network services to the Hancock Center
- Enhanced network infrastructure
- Completed migration to Banner version 7
- Deployed Office 2007 and Vista software
- Replaced aging UPS equipment
- Deployed new voice mail system
- Expanded wireless Internet services

The college has also committed significant resources to implement the Blackboard Learning Management System. This software will provide a platform to facilitate greater faculty-to-student communication and allow for a repository of supplemental course materials.

The Division of Information Technology is committed to the expansion of wireless Internet services for both student and faculty

use. All students living in the new Men's and Women's Suites are able to connect wirelessly to the Internet from their rooms. Wireless World Wide Web connections are available from most buildings and this service is available at any PRCC campus or center.

The deployment of 90 additional personal computers, donated by Stennis Space Center, has allowed for the enhancement of student computer labs in Aviation Maintenance, FCC Computer Science and the FCC Computer Repair programs. Many of these personal computers are being utilized in classrooms and for preparation of classroom materials by instructors.

Each student enrolling in PRCC is once again being issued a college e-mail address. Having a college-issued e-mail address helps to insure timely communication between students and faculty.



Residents of the Men's and Women's Suites enjoy wireless Internet service.

Courtyard to be complete soon after fall classes begin



Creation of a pedestrian plaza began in May with crews (bottom right) tearing up College Drive and the sidewalks from Jefferson Davis Hall to the south side of Crosby Hall. The \$885,000 project, expected to be complete in mid-September, will provide a landscaped, handicapped-accessible courtyard at the center of campus. Tim Maples Construction of Hattiesburg is general contractor.

Tim Maples of Hattiesburg (left photo) moves reinforcing steel in the courtyard while Michael Washington of Poplarville waits to unhook it.





Alumni Milestones

Gendusas donate gym equipment to alma mater

Forty-year-old Anthony "Stony" Gendusa, a two-time cancer survivor, credits Pearl River Community College with helping him through some tough times as a teen-ager.

He especially credits Career and Technical Counselor Ann Moore with helping him make it through PRCC from 1986-89. He entered the auto mechanics program and then went into the drafting program. Today, he is a designer in an architectural firm in New Orleans.

He is also a competitive body builder. In 1994, he opened Main Street Gym in downtown Poplarville. His health made it difficult to work two businesses, especially since the architectural firm has been so busy post Hurricane Katrina. So he tried to sell the gym. There were no takers. "The health-club industry is so institutionalized now," he said. "It's tough to be in."

Stony and his wife, Shelley, decided to donate \$50,000 worth of body-building equipment, including free weights and cardiovascular equipment to PRCC.

"It's a win-win situation for everybody," said Stony. "Actually, my initial thought was to donate it. If nobody was going to buy it, the only option was to donate it to the college."

Pieces of the equipment have been placed in the PRCC Wellness Center and the weight room for the athletic department.

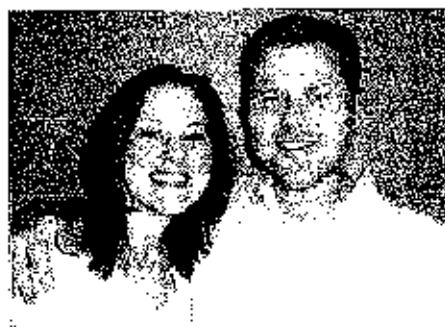
"All of our students, faculty, staff and community are very appreciative of the equipment," said Tara Rouse, director of PRCC's Wellness Center. "When they closed the gym, a lot of their members joined our Wellness Center. They were very happy when some of the equipment they were used to working out on appeared at the center one day."

Rouse added that plaques will be placed on all the equipment so patrons will know where it came from.

"Everyone here at the PRCC Wellness Center would like to personally thank the Gendusas for their donation," said Rouse.

Stony and Shelley, a Lumberton native and former PRCC student, met on a blind date and have been married for 11 years. She is an administrator at Southern Neurologic and Spine Institute in Hattiesburg and they live in Poplarville.

Gendusa was only 18 years old, in the spring of his senior year at Carrollton Presbyterian High in New Orleans when he learned he had Hodgkins lymphoma.



Shelley and Stony Gendusa

Since his family had a history in Poplarville, he spent time recovering here while preparing for his future by earning the GED.

"I took a lot of classes at PRCC to get through the remedial stuff. PRCC was instrumental in getting me through all this."

He then transferred to the University of Southern Mississippi where he received a degree. During that time, he owned the 4th Street Gym near USM, where he got into competitive body building. At 29, he was rediagnosed with Hodgkin disease in 1996.

"It was much, much worse," said Shelley. A bone marrow transplant put Stony into remission.

Recently, there has been another recurrence, more tumors have been found. But, said Shelley, "It's stable enough. They are not treating it, but just watching it. He is an inspiration to live with. The courage that he has is inspiring to me everyday."

NASA honors Stogner with Public Service Medal

Jeanette Stogner of Carriere has received the prestigious Public Service Medal from NASA.

She is a real property specialist for Mississippi Space Services at Stennis Space Center, where she has worked for 35 years.

Stogner performs the annual real property inventory of institutional and test facilities. She was a pioneer in implementing the site's computerized maintenance management system and has personally input more than 15,000 equipment records in to the system.

Stogner attended Pearl River Community College at night for three or four years to earn a business degree about 12 years ago. The Public Service Medal is awarded to a non-government employee for exceptional contributions to NASA's mission. The medal citation also recognizes Stogner's many years of medical mission trips to Peru and her volunteer work after Hurricane Katrina.



Stogner



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Parker grows career from seeds planted at PRCC

Information he found in the Pearl River Community College library formed the basis of a career that has taken Perry Parker from his hometown of Sumrall to New York City, London and California.

Parker, who deals in hedge funds or currency trading for Peloton Partners, came to PRCC in the mid-1980s.

"I used to go to the library and read about the markets," Parker said. "I learned about the futures market. I was first exposed to it at Pearl River Community College."

Parker, 41, moved into Pearl River Hall after zipping through Sumrall High School in three years. He earned an associate's degree from PRCC.

"The business administration courses were solid in general and opened my eyes," he said. "It was certainly a good foundation to continue my education."

Parker received a business administration degree in 1985 from the University of Southern Mississippi and an MBA at the University of Chicago in 1989.

He began working for Goldman Sachs, a global investment banking, securities and investment management firm, before completing graduate school.

Parker worked in the Goldman Sachs New York offices from 1990 to 1993 when he was transferred to London. He stayed with the company for three more years, taking a job in 1996 with the London offices of Deutsche Bank.

In 1996, Parker and his brother, Ted Parker, helped form



Parker at PRCC

The First: A National Banking Association which operates 10 banking locations.

"We were the original organizers of that and are on the board," Perry Parker said.

He returned to New York in 1999 with Deutsche Bank, working there until the company sent him back to London in 2004. Parker moved to Santa Barbara, Calif., in 2005, taking his present position with Peloton Partners.

"Basically, it's the same thing I did for Goldman Sachs and Deutsche," he said.

Parker and his wife, Eileen, own property in Greene County and a home in the Sanford-Seminary area.

"My wife and two children spend 10 to 12 weeks a summer there," he said.

Parker returns to Mississippi at least once a quarter for meetings of The First's board and to visit his family - father Carl Parker, brothers Harold, Roger and Ted Parker and sister Nan Wilson. All live in Sumrall, except Ted who is near by in Seminary.

While away, he keeps up with his alma mater.

"I've followed Pearl River's football team's success," he said. "Tim Hatten was at Sumrall a few years ahead of me."

Parker and his sons, 12-year-old Beaumont and 10-year-old Harry, settled in front of the television last December to watch Hatten coach the Wildcats in the Pilgrim's Pride Bowl Classic and he keeps up with PRCC's success in other sports on-line.

"I had a great time at Pearl River College and still have friends from those days," Parker said.

Engineers honor PRCC grads

The Mississippi Engineering Society has named Jason Goar, 30, of Oak Grove the Young Engineer of the Year and Stephen D. Rawls, 23, of Poplarville Outstanding Engineering Student at the University of Mississippi.

"I guess I was surprised and humbled," Goar said. "It is a recognition by the Engineering Society for engineering service and community service."

Goar received an associate's degree in pre-engineering in 1996 from PRCC and a bachelor's degree in electrical engineering from Mississippi State University in December 1999.

He is a planning engineer for South Mississippi Electric Power Association in Hattiesburg and has served as director of the Hattiesburg-area Math Counts program for three years.



Rawls



Goar

Rawls, a 2004 PRCC graduate, received a mechanical engineering degree in May with a 3.95 grade point average. He hopes to work for NASA or in the automotive industry after completing graduate school.

The educational foundation Rawls received at PRCC had him on par with other students when he transferred to a four-year university, he said.

"I was either right at or above in all my classes when I got here to Ole Miss," he said. "I was very well-equipped to jump right in."

Goar and his wife, Jaclyn, are the parents of two children. He is the son of Jasper and Judy Goar of Columbia. Rawls is the son of Archie and Frances Rawls of Poplarville.



Century of Excellence

Committee starts planning 100th anniversary events

From its 1909 roots as Mississippi's pioneer community college, Pearl River Community College has long been recognized as a leader in the state and the South in providing excellence in academic, career and technical education.

As it approaches its 100th anniversary, PRCC is planning a year-long centennial celebration beginning in fall 2008. School officials and supporters are gearing up for a wide range of activities that will incorporate academic, social and community functions.

The anniversary date is Sept. 8, 1909.

"We are coming up on a really special time for our college," said PRCC President William Lewis. "To be a part of this will be really special. This is going to be a really good time for the college."

To help formulate a year-long series of activities, PRCC has formed a Centennial Celebration Steering Committee, co-chaired by Mary Lynn Smith of Poplarville and Berlon Lee of Picayune.

The faculty appointments include Dr. Becky Askew, chief planning officer; Dr. John Grant, vice president for instruction; Dr. Cecil Burl, dean of the Forrest County Center; and Ronn Hague, museum director and digital media coordinator.

Board of Trustees appointments include Frank Ladner of Bay St. Louis and Herbert Ray Nobles of Petal.

Foundation Board/Alumni Association appointments include Ann Morris of Pearl River County, Maude Parrish of Marion County, Dr. Elton Raby of Forrest County, Verlone Cole of Lamar County, James Ginn of Hancock County, and Francis Herrin for out of district. An appointment will be made for Jeff Davis County.

Ex-officio members include Dr. Lewis and Ernie Lovell, Director of the Development Foundation.

The committee held its first monthly meeting June 21. The next meeting is Thursday, July 19.

"We want you to help us formulate a series of activities at different times that will focus on the history of the college," Dr. Lewis told the committee. "We ought to consider the first day of the operation to be a special day. A lot of people will want to be involved in this. This will not only showcase our institution, but community colleges as a whole in the state since we were the first."

Smith and Lee, both PRCC graduates, said they were honored and excited to be selected as co-chairmen.

"This institution has meant so much to me," said Lee, a 1954 graduate. "What an opportunity and what a privilege. This can be one of the greatest events in this college's history."



Mary Lynn Smith of Poplarville and Berlon Lee of Picayune, center, are chairing the Centennial Celebration Steering Committee. Ernie Lovell, executive director of the Development Foundation, left, and PRCC President William Lewis met recently with the committee.

We want your photos

As part of the PRCC Centennial Celebration, the Public Relations Department is planning to publish a book: "Pearl River Community College - Our History in Photos" in 2008.

The book will contain more than 125 pages of photos depicting the history of PRCC, dating back to 1909.

"We need your help," said Public Relations Director Chuck Abadie. "Actually, we need your old photographs. Pearl River has opened its doors to thousands of students over the past 99 years. I am sure that many of you have old photographs of their days at Pearl River."

"We have not yet determined how much the book will cost, but we feel like it will be a great fit for your coffee table or as a Christmas gift. We will have more details in future RiverSide magazines."

The photographs can be black and white or color. They can be sports photos, graduation photos, campus photos, etc. Donors will receive credit for their photos in the book and they will be returned immediately after they are scanned.

Our address: PRCC, Public Relations Department, 101 Highway 11 North, Poplarville, MS 39470. For more information, call 601-403-1312 or cabadie@prcc.edu

Development Foundation

Ernie Lovell, Executive Director



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The Pearl River Community College Development Foundation is a non-profit and tax-exempt corporation established in 1987 to serve as the fund raising arm of the college.

Since then, the foundation has funded more than \$2 million in scholarships and provided almost \$200,000 for faculty development.

Through personal contact, the Development Foundation staff raises money from alumni across the country and from individual and business supporters throughout the college's six-county district.

Prospective donors had the opportunity to learn more about PRCC this spring during dinner meetings with key administrators, alumni and students. The four dinners resulted in pledges and investments of more than \$120,000. The foundation has received revenue of more than \$800,000 to date this year.

The funds will be used by the foundation to enhance college programs, provide scholarship support to students, and to grow an endowment for future needs of the college.

Annual Fund

The Annual Fund is made up of contributions that are received from donors on an annual basis. These funds are used to expand program opportunities for students, support facility development at the college, and to aide and assist in the support of faculty development through seminars and extended education programs. The fund also supports the full-time position of Pearl River Community College Alumni Coordinator.

The Annual Fund includes all alumni and non-alumni contributions which are unrestricted or not designated to scholarships or identified projects.

These funds are allocated by the Foundation Board of Directors on a college-wide basis where the greatest need is identified. Investments in the college foundation are made through offerings of cash, securities, trusts, wills, and real estate transfers.

Alumni Association

The Pearl River Community College Alumni Association operates as an extension of the Development Foundation. Its purpose is to promote the college to current and future students. It also is the venue for those who have graduated or attended Pearl River Community College to stay in contact and fellowship with each other. There are currently four active chapters that are part of the PRCC Alumni Association - the Pearl River County Chapter, the Marion/Jeff Davis Chapter, the Forrest/Lamar Chapter and the Hancock County Chapter. All persons who have attended Pearl River College are eligible to join the Association through a minimum annual gift of \$25. The Alumni Association is governed by an Executive Committee. The 2006-07 Chairman of the Alumni Association is Mr. J. Larry Ladner. Clay Sweet serves as the Coordinator of Alumni Affairs. Offices for the Association are located in the Alumni House on the Poplarville campus.

The Alumni Association honors the Alumnus of The Year and presents a Distinguished Service Award to an alumnus at the annual Homecoming Luncheon.

Magic Makers

Donors must give an irrevocable deferred gift of \$20,000 or more or a pledge of a \$10,000 lump sum payment or \$1,000 annually for 10 years. Membership in this giving level is for 10 years from date of pledge. After 10 years, pledge must be renewed within one year.

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Donors give \$1,000 to \$10,000 annually.

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Robert Jelks
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Sandy Hook Baptist Church
Scholarship Program
Administrators, Inc.
South MS Electric Power Assn.
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President William Lewis and his wife, Janet Gail, attend the Development Foundation donor dinner in Hattiesburg.

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Charles Hartell
Chris Broom
Christine Ford
City of Picayune
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Clyde Dease
Community Bank
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Cuevas Machine Company, Inc.
D & R Conoco
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Danny Hankins
David Hannaford
David Kopf

David Lee
David Shumens
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Real Estate LLC
Debrae Chereskin
Dominion Foundation
Don K. Welsh
Donald O. Penton
Doana Matthews
Donnie Williamson
Dorothy Glover
Douglas & Phyllis Daniels
E. Howell Crawford
East Central Community College
Ella Smith
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Eric D. James
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Eugene Riverbank
First United Methodist Church
Forrest Dantin
Frank R. & Beverly Ladner
Fred Hatten
Friendship Missionary Baptist Church
Funds Management, Inc.
Gale Harris
Garland Parish
Glen Porter
Greg Holland
Gregory H. Mitchell
Gregory Underwood
Greg's Auto Sales, Inc.
Hancock County Jr. Miss Association
Hancock High School Softball Club
Hancock Women's Center
Harold S. Strahan
Heather E. Heatn
Hebert Kline
Herbert R. Nobles

Maroon Voyagers continued

Herman Nurlou
Hestian Society
Houston Insurance Services
Houston Ladner
Hubbard's Waveland Hardware, Inc.
Hudsons, Inc.
Huey Stockstill, Inc.
Ian Smith-Parker
Irene Powers
Irma Day
Itawamba Community College
J. Roy McComb
Jack Morris
James A. Lagasse
James C. Sonos
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James Moore
James P. Walsh
James O'Quinn
James R. Johnston
Janice M. Poole
Jason R. Pigott Agency
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Jay-Van Company
Jeff Haydel
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Kenneth Williams
Kenny Young
Kevin Avin
Kihn Trucking, Inc.
KRE, LLC
Kristi Hancock
Laura G. Berry
Lee's Electric
Lillian Louie
Lumberton Lions Club
Mack Grubbs Motors, Inc.
Marcy Dulligan
Marion County Area AARP
Chapter #3970
Marion County Board of Supervisors
Marion County Retired Teachers
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Martha L. Smith
Martha Wiloughby
Marvin R. Casdeberry
Marvin R. White
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Memorial Hospital at Gulfport
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Mississippi High School Rodeo Assn.
Moody, Lisa
Nancy R. Ginn
National Association of Letter Carriers
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Pete Kincannon
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Richard Morgan
Robert J. Madison
Robyn Cook
Roy Helton
Shane Seal
Sigma Chapter Delta Kappa Gamma
Sonic Drive-In
Sonny Knight
Southwest Mississippi Community
College
Sprabery Dental Clinic, P.A.
St. Matthew Missionary Baptist
Church
Stanley L. Hill
Stephen B. Holmes
Sunni Smith
Susan Albritton
T & T Communications
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T.K. Stanley, Inc.
Tammy A. Ladner
Tanya Duboisson
Tara Rouse
Terrebonne Memorial Park, Inc.
Theodore O. Bilbo
Thomas E. Thoms
Tim Kellar
Timberton Golf Club

Timothy Albritton
Timothy Pulver
Toby Lofton
Tom Cousins
Tom Wilder
Tommy Keen
Toni Trahan
Trustmark National Bank
University of Mississippi
University of North Alabama
USA Auto Brokers
Vic Holford
W. C. Pahlman
Walter J. Banks
Wayne Alexander
Wayne Fortenberry
Webb Forestry Consultants, Inc.
Welcome Hill Baptist Church
Wendy L. Stewert
WFFF AM-FM Radio
Wheat's Building Supply
William E. Gill
William Hinesbeets
William S. Seal
William W. Nix
Williams Farm
Winifred A. Kendrick

Pearl Discoverers

\$10-\$99 donation

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Albert R. Tolar
Amanda Feeley
Ann Shultz
Anne Q. Smith
Anthony C. Jackson
Apples, Ltd.
ARC/Pearl River County
Archie Herrin
Armand H. Serpas
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Ashley Harper
Ashley's West
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Brian Dickens
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Candace Harper
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Kenneth Weir
Kristi Mitchell
Kurtis Owen
Lampton O. Williams
Larry S. Kimball
Lee Byrd
Leo T. Weyenberg
Lewis V. Murray
Louise Howell
Lucy H. Bishop



Alumni and Wildcat supporters tailgate before the PRCC game against Gulf Coast.

Pearl Discoverers continued

Lynn English
 Madelyn Lee
 Mac J. Wilson
 Margaret B. Morgan
 Margaret J. Rouse
 Margaret Smith
 Marie Willoughby
 Marion A. Mitchell
 Mark J. Simon
 Mark Malone
 Marvin L. Arnold
 Mary A. Coleman
 Mary F. Gilmore
 Mary Porter
 Mattye Alderman
 Metal Express
 Michael L. Eager
 Mike Gandy
 Milton J. Cuevas
 Nathaniel T. Fairconneau
 O.C. Alexander
 Partridge Enterprises, Inc.
 Patricia B. Cone
 Patricia H. Strebeck
 Pauline Miles
 Pearl River Drug Store
 Peggie J. Daniels
 Peggy A. Hunt
 Percy McCain
 Picayune Sports & Swim Shop
 Poplarville Dental Clinic
 Poplarville High School
 Radio Shack
 Ralph Crosby
 Ray Holmes
 Raymond Miller
 Raymond Saucier
 Rick Viator
 Robert E. Young
 Robert Escudero
 Robert H. Rogers
 Robert L. Morris
 Roco Renovations
 Rodney Shows

Ruby M. Scarborough
 S & H Waste
 Salom Ron-Da-Vee & Yanning Too
 Sam Holston
 Sanford A. Redock
 Scrubs-N-Such
 Sergey Ivanenko
 Sheila's Looking Glass
 Southern Tractor
 SouthGroup Insurance & Financial Services
 Stacy W. Walker
 Stephen A. Worrel
 Stephen R. Lawler
 Stewart H. Huey
 Susan J. Bedwell
 Susan Nodurft
 Susie Hall
 Tammy Penton
 Ted Musgrove
 The Cornerstone
 Thomson
 Tim Anderson
 Tim Prince
 Tim Seal
 Tina O. Jerome
 Tony Smith
 Toyota of Hattiesburg
 Tracy A. Casey
 Travis J. Harrison
 Troy Stockstill
 Van B. Dunaway
 W. Robin Schlaudt
 W.G. Yates & Sons Construction Co.
 Ward Motor Company
 Wayne Willoughby
 Webster Ladoer
 Wilbur H. Boyles
 William Lowry
 William T. Anderson
 Woody Alliston
 Worldwide Companies
 Wrostad Real Estate and Insurance
 Yvonne B. Shener
 Zella D. Weathersby

FOUNDATION HIGHLIGHTS

1987-2007

\$8,098,872 Cash
 \$450,000 Land Gift
 \$8,548,872 Total

- ★ 4,152 scholarships worth \$2,023,169
- ★ \$82,000 in Teaching Enhancement Grants and Faculty Development Funding
- ★ \$73,500 in Faculty/Staff Excellence Awards
- ★ \$1,435,504 in endowed scholarships
- ★ \$1,449,369.63 in general endowment funding

Development Foundation Executive Board

Forrest County: Allen Anderson, Sidney Malone
Hancock County: Jay Lagasse, Tom Longo
Jeff Davis County: Don Robbins, Tony & Tracy Waits
Lamar County: Verlone Cole, Tammy Purvis
Marion County: Berlon Lee, Maude Parish
Pearl River County: Wayne Alexander, chairman; Bob Applewhite, secretary-treasurer; P.W. Polk Jr., Mary Lynn Smith, Charlotte Travis
At-large: Emmet Foxworth, Francis Herrin
Ex-Officio Members: Dr. William Lewis, PRCC President; Ernie Lovell, Foundation Executive Director; Dr. Pamela Jones, PRCC Faculty Association president; Sonny Knight, PRCC Board of Trustees representative; J. Larry Ladner, Alumni Association president; Roger Knight, PRCC Dean of Business Services



JOIN THE PRCC ALUMNI ASSOCIATION

Name _____
 Spouse's name _____
 Address _____
 City/State _____ Zip Code _____
 County _____ Phone _____
 E-mail Address _____
 Did you Attend PRCC? _____ When? _____
 Did Spouse Attend PRCC? _____ When? _____
 Marital Status: ☐ Single ☐ Married ☐ Divorced
☐ Other _____

GIFT GIVING

My Gift to the Annual Fund in the amount of \$ _____ is pledged for:

- ☐ Unrestricted - For college's greatest needs
☐ Restricted for _____
☐ Athletics (specify sport) _____
☐ Scholarship(s) in memory of _____

Checks should be made payable to:

Pearl River Community College
 Development Foundation
 Box 5389
 Poplarville, MS 39470

You can also phone 601 403-1183/1182 to become a member.

Pearl River Community College Museum

Ronn Hague, Director



PEARL RIVER
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Established in
1909

During the past year, Pearl River Community College Museum underwent several programs to improve its facilities and the methods of maintaining its collection.

Through the Conservation Assessment Program (CAP), funded by the Institute for Museum and Library Services (IMLS) and administered by the Heritage Preservation Foundation, the museum was able to afford consultations with a preservation architect and a collections conservationist.

Preservation architect Robert J. Cangelosi, Jr., A.I.A., visited in November and submitted a report suggesting changes and improvements to improve the museum's physical environment.

In April 2007, museum conservationist Shelley Reisman Paine spent two days examining the museum's collection and the staff's conservation methods. Paine recommended improving the handling, exhibit and collection storage.

The museum staff is currently working on both sets of recommendations and hopes to have met the near-term recommendations by early 2009.

Patrons' Organization

The Patrons' Organization gave \$5,396 and spent \$3,591, leaving a year-end balance of \$1,805. With the previous year's balance brought forward, the total year-end balance is \$7,321. The Dobie Holden fund received \$3,030 in FY2006-2007, making the year-end balance \$14,125.

Patrons elected new Museum Advisory Board members and approved a \$5,000 budget for the 2006-2007 fiscal year via a mail-in ballot. New board members for the year were: Ralph P. (Pat) Riley and Dr. Stephen Black, representatives at large; Alex Ladner and Earla Holden, representing Pearl River County; and Peggy Ladner, representing Hancock County. At a recent meeting, J. Larry Ladner was elected chairman while Traci Waits was elected honorary secretary-treasurer.

During the spring of 2006, 2,250 feet of mildewed 16mm film was found in Moody Hall and White Coliseum. A bid was secured from Film Technology Institute in Hollywood, Calif., for \$1,739 to clean, preserve and digitize the unknown film.

After an article ran in the Museum News, Jean Templeton Baughman sent a check for the whole amount. The cleaned and digitized film recently was returned and DVDs were burned. The DVDs of 1958 through 1971 football,

1958 band and 1956 band camp are now available for viewing in the museum's research room.

Working from drawings and old photos, the Drafting and Design Technology class has created three-dimensional scale models of the Pearl River County Agricultural High School buildings - Batson Hall, the high school girl's dorm; Jacobs Hall, a high school building; and a boy's dormitory that burned in 1919 and was replaced by Huff Hall. Under the supervision of Instructor William Lee, the students used Computer Aided Design (CAD) programs to draw the buildings to scale, then produced the models with a 3-D printer. This 3-D exhibit will show what the campus looked like in 1917.

Student support

The museum continues to utilize Career and Technology classes to fabricate exhibit furniture, install and program audio and interactive lighting, and to produce exhibits and drawings. This program has been on-going since 2004 and has included Welding, Machine Shop Technology, Drafting and Design Technology and Automation and Controls Technology students and instructors. The program has saved the museum more than \$10,000.

During the summer months, while the front entrance is blocked by construction of a courtyard, the museum will open only by appointment. While the museum is closed, the staff will do extensive exhibit changes, ready new exhibit cases and convert the front room, the Pearl River County Agricultural High School Room, into a lobby. The change will protect the documents from the massive temperature and humidity changes that occur each time the front door is opened. This is being done at the recommendation of the museum's conservationist.

For more information on how you can become a Museum Patron, call Ronn Hague at 601-403-1316.



Drafting and Design Technology students created 3-D replicas of original buildings.



Student Services

Dr. Adam Breerwood, Dean

The Pearl River Community College Department of Student Services is committed to meeting the various needs of PRCC students on a daily basis. The task is undertaken through a well defined set of goals and objectives established by this department.

The Office of Student Services includes, but is not limited to, the following: admissions (including registration and student records), financial aid (federal, state, institutional, and private programs), campus police, student housing, health services, recruitment and orientation, student support services, varsity athletics and student conduct (rules and regulations related to student behavior).

In accordance with its mission statement and purpose, PRCC's Office of Student Services embraces the concept of student development - that is the intellectual, cultural, social, moral, and physical development of its students - and employs it as a guiding principle in its delivery of services and programs to students. In doing so, it recognizes the need to understand and know the extent and levels of effectiveness and efficiency.

Services were improved in a variety of areas this fall. The PRCC Police Department continued to make improvements this year. Many of our officers upgraded their certification and training to better serve the needs of our

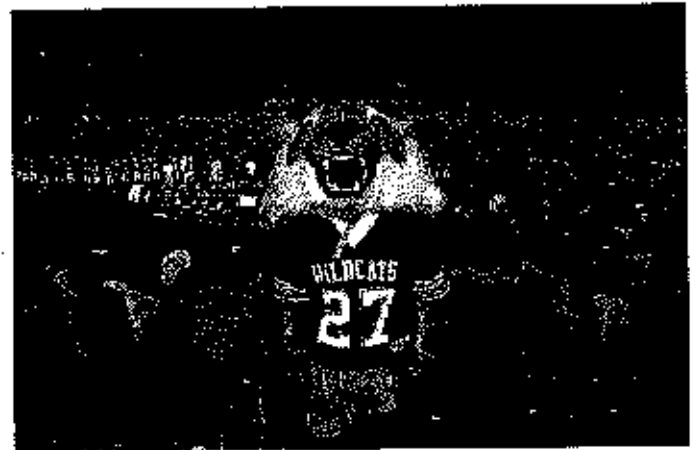
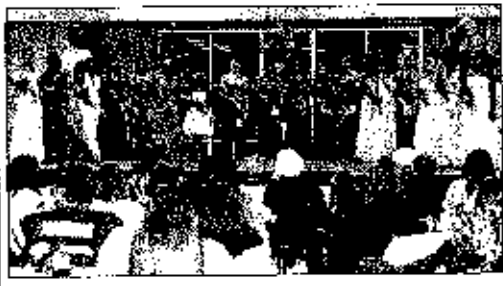


The student activities office hosted a hot dog cookout for baseball and softball fans.

campus community. The Poplarville Junior Police Academy camp was co-sponsored and hosted by the PRCC Police Department.

Shivers Gymnasium which had provided an excellent outlet for students to pursue a wide variety of activities in past years was severely damaged by Hurricane Katrina; however, repairs were completed this year and the gym hosted our home basketball games and several student activities this year. In addition to this facility, a new student activities trailer opened in the Spring of 2007. This facility and its surrounding area was used by approximately 85 students per day for intramural activities, billiards, ping-pong and video games.

Clara Gunn of McNeil, right, was named Miss PRCC Wildcat during the annual scholarship pageant which attracted more than a dozen entrants. Gunn received a full tuition scholarship.





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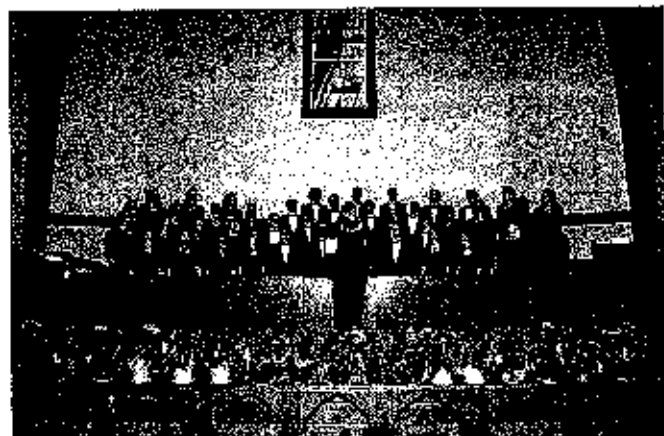
The Athletic Department celebrated another successful and exciting season culminating with the 4th consecutive State Championship title in football and a second appearance in the National Championship in the last three years. The PRCC men's and women's soccer teams, men's basketball, baseball and softball teams made the playoffs in 2006-2007. Our PRCC cheerleaders competed in the National Championships at Walt Disney World in Orlando, Fla., where they placed seventh in the nation.

On campus housing was at full capacity in 2006-07. Dormitory renovation projects continued this year and should be completed in August of 2007. Our new on-campus suites were opened in the Fall of 2006. These state-of-the-art facilities provided our students with the best on campus living environments in the state. The demand for on-campus housing has continued to rise in 2007. New students applications have been received in record numbers.

With enrollment reaching a record 4,150 students last fall, we have many challenges that lie ahead in the near future: the expansion of student services to the Forrest County Center and the Hancock Center, the continued

expansion of the scholarship programs, especially to recruit and retain a diverse student population; maintaining a strong student activity and intramural program to enhance the quality of student life at PRCC.

The vital role the Office of Student Services plays on our campus is necessary to provide quality educational opportunities for all PRCC students. As we look to the future, this role will increase and greater demands will be placed on this office. In order to meet these demands, we must never lose sight that students are our top priority and their education is our primary concern.



The Pearl River Singers and the Voices ensemble presented their annual Christmas program in Malone Chapel.



Norman Nicholson of Hattiesburg, left, and Gregory Young of Bassfield received Citizenship Awards from Dr. Robert Escudero during Student Support Services Recognition Day. The Student Support Services department provides assistance to students who are considered disadvantaged, students with disabilities and students who are the first generation of their families to attend college.



Students, faculty and staff enjoyed the annual end-of-school crawfish boil.



Recruitment and Orientation

Dr. Barbara Gandy, Director

The Office of Recruitment and Orientation is the liaison between prospective students and the college. Numerous activities are held throughout the year to promote the quality educational opportunities that are offered at Pearl River Community College. Recruitment programs, special services, new student orientations and cheerleading, are coordinated through the office.

One of the best ways to determine if a college is right for a particular student is to visit the campus. The office offers campus tours to provide prospective students and their families with a better understanding of campus life. The tours proudly promote the campus, while showing places of interest and sharing insightful information about the student experience at Pearl River Community College.

Our first on-campus recruiting event was kicked off in late September with Fill the Stadium when approximately 70 high school juniors, seniors and their parents attended a PRCC football game.

The Allied Health Tour Day took place at the Forrest County Center on Sept. 27. Approximately 200 students toured the various health-related programs and participated in occupational demonstrations in each area.

The annual Counselors Information Day, Feb. 8, provided district high school counselors with an informal information session, campus tour, lunch and a PRCC gift.



Sarah Schraeder of Petal tests classmate Nathan Barton's reflexes.



Occupational therapy assistant technology students explain tools they use to high school students.

One of the most successful events of the year took place in early February. "Scholars Night," is a special event designed to acquaint prospective students and their parents with PRCC course requirements, scholarships, financial aid, and other aspects of campus life. More than 197 students and parents participated in this special dinner and entertainment event.

One of the most successful events of the year took place in early February. "Scholars Night," is a special event designed to acquaint prospective students and their parents with PRCC course requirements, scholarships, financial aid, and other aspects of campus life. Almost 200 students and their parents attended the dinner.



Radsheeta Johnson of Prentiss tried basic carpentry during Nontraditional Field of Study Day.



Justin Nobles, left, and Will Robinson, both from Petal, work their way through the Spring Fest crowd. Spring Fest, an annual recruiting event, brought about 600 high school seniors to campus.



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Spring Fest was held at the football stadium and it gave high school seniors the opportunity to meet with representatives from both academic and career-technical areas as well as touring the campus and dorms.

Fall and spring semesters, several large groups from high schools in the PRCC district visited the campus. Various 10th-12th graders were provided with information regarding a variety of topics. Three different "Gear Up" tours were given on both Hattiesburg and Poplarville campuses.

All district high schools were visited on a regular basis in both the fall and spring semesters and current materials were left with counselors throughout the school year. PRCC representatives attended many college and career day/night programs. During May, a PRCC representative attended 18 awards day and graduation ceremonies. Nearly 50% of the seniors in

the district were extended scholarship offers. All total, 1,103 scholarship offers were extended to high school seniors in the PRCC district.

The Office of Recruitment and Orientation also arranged numerous tours and appointments with staff, faculty and administrators for prospective students.

For the second year, an early orientation and registration session was held in April and 94 high school seniors registered for summer and/or fall classes. Students who had scored 18 or higher on the ACT and their parents were invited to the early registration session.

The revived student recruitment team, River Navigators, assisted with several of the events throughout the school year. Twelve students from all six counties serve on the recruitment team.

Retention of current students is also coordinated through this office and includes varieties of planned activities and events.

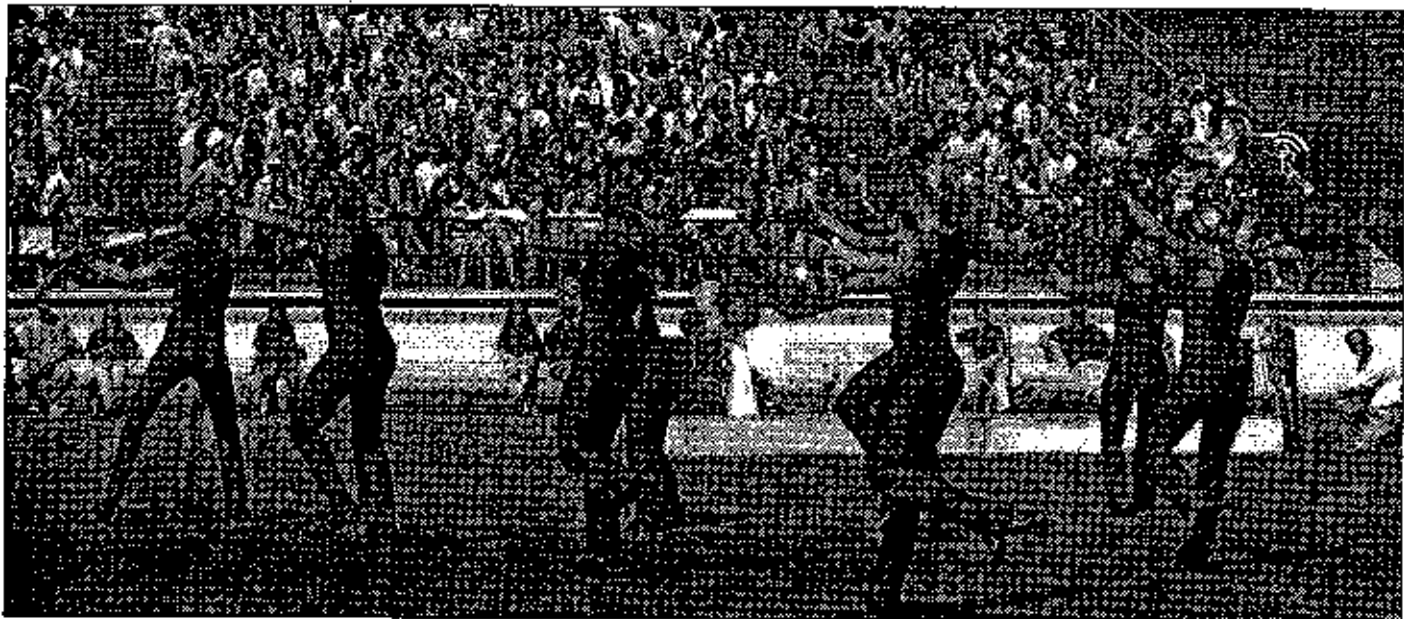
Before Hurricane Katrina, PRCC had the largest student enrollment in the history of the college, looking to surpass the record number of

students. The Office of Recruitment and Orientation is looking towards the future with great hopes and expectations by recruiting a more diverse student body and by finding new ways to attract non-traditional students to the campus. New innovative recruitment ideas are being prepared.

With the continued assistance of the outstanding faculty, staff and administration here at Pearl River Community College, the Office of Recruitment and Orientation will continue to strive to meet to needs of our entire district.



Brandy Burchfield of Caniere, Courtney Cowart of Star, Rebecca Hoshne of Poplarville and Justin Barrett of Wiggins were on the River Navigators student recruitment team.



The String of Pearls dance team performed at Spring Fest.

sports

Lady 'Cat softball's late rebound spells impressive finish in 2007

■ Pearl River finishes second in Region 23, third in MACJC

GO BACK A COUPLE OF months before the end of the 2007 season and you'd think the Pearl River Lady Wildcat softball team pulled off the unthinkable according to some skeptics.

PRCC's squad finished second in the annual Region 23 Tournament and third in the MACJC event, rising from the losers' bracket in the regionals only to fall to No. 2-ranked and now-MACJC and Region 23 champ Mississippi Gulf Coast 4-0 in the championship round.

Leigh White, a Quitman native who just completed her fifth season as the Lady 'Cats' head coach, was elated over her team's effort.

"Our girls stepped up when we had to," she said. "We had our backs against the wall when we faced three straight games on Friday after we lost to Gulf Coast (8-3) in the morning but we stayed alive by getting by Northwest (4-0) and LSU-Eunice (12-5) later in the day to make to the semi-finals.



"That says a lot for our players. I couldn't be prouder of their effort."

PRCC opened play with a 7-3 trouncing of East Central before a torrential downpour postponed

the remainder of the opening day's action until Friday. The Lady Wildcats were tossed into the losers' bracket with their loss to Perk, but rebounded with their Northwest

and LSU-E victories.

Saturday's opening foe was Hinds, which fell to MGCCC 12-2 to wrap Friday's play, and The River responded to the challenge with a resounding 9-2 bashing to make it to the championship round.

"We knew that was a big mountain to climb on Saturday," White continued. "We were going to have to beat Gulf Coast twice to earn the championship. We just seemed to run out of gas I guess."

Gulf Coast scored two runs in the bottom of the second and third frames and that was all it would need to ice the title.

White had gobs of praise for slugger Krystal Penton for her six home run effort in the tournament.

"Krystal's been a huge asset all season long, but she was incredible in the regionals," White said. "Not only did she hit six homers, including a grand slam, but she accounted for 18 RBIs in the six games we played up there. And she had two home runs against (LSU) Eunice (a grand slam and a three-run) and against Hinds in the semi-finals."

"I've never witnessed anything like that in my life."

White also touted the likes of Courtney Dickens, Jessica Dubuisson, Jessica Scallan and Kaci Williams for their efforts at the plate.

"Dubuisson has been our 'iron man' on the mound all season long and she shined in the post season," said White. "She pitched in every single tournament game, started four of our six, and picked up three of our four wins."

GOLF

River finishes 7th in state-regional tournament

PEARL RIVER'S GOLF TEAM finished seventh among the 13-squad field in the 2007 MACJC-Region 23 Tournament under first-year head coach Jason Williams.

Freshman Jess Helton led the team, finishing tied for fifth place.

"Five of our six players are first-year guys so we were a very inexperienced bunch going into the season," said Williams. "But this was the best finish we've had in a while. We'll be okay next year."

Justin Kopf was the only sophomore on the team with Dillon Barber, Garrett Lyles, Adam Porter, Dave Porter, and Colby Stickland returning in 2008.

BASEBALL

Wildcats finish at a lackluster 24-24

■ PRCC wraps up season with 5-4 loss to host Mississippi Gulf Coast in MACJC Tournament

PEARL RIVER COMMUNITY College's Wildcats wrapped up their 2007 baseball season with a hard-fought 5-4 loss to the nationally-ranked Mississippi Gulf Coast Bulldogs in the MACJC State Tournament.

PRCC, which fell to Northwest Mississippi in opening round action of the event held in Perkinston, finished the year with a lackluster 24-24 record.

Against MGCCC, the two arch rivals battled to a scoreless stalemate through three innings before the Wildcats went up 1-0 in the top of the fourth off a solo homer by Brock White. The Bulldogs answered with three runs in the bottom



■ HODGE HAD THE BEST PITCHING RECORD on the Wildcat squad in 2007.

of the frame to take a two-run lead, but Johnny Allen, Daniel Lawrence, and Michael Lindsey belted

successive solo home run shots in the top of the sixth to put the Wildcats up 4-3.

Mississippi Gulf Coast's two runs in the bottom of the seventh iced the victory.

Mark McKinley picked up the win after relieving Bulldog starter Brian McCants with one out in the sixth, while Wildcat starter Ryan Hebert (3-3) picked up the loss in his six-and-two-thirds innings on the mound.

Cory Jordan closed it out in the seventh.

All told, PRCC finished with eight hits. Derak Titorich doubled, while Allen, Hoyt Hughes, and Nick Smith had base hits. Perk had five hits, including a two-run homer by Bo Bell.

The Wildcats committed three errors to the Bulldogs' two.

Wildcat hoops make it into post season; Lady 'Cats miss for second straight year

PEARL RIVER'S WILDCATS wrapped up their 2006-2007 basketball season with a 72-64 loss to nationally-ranked Itawamba in first-round action of the Region 23 Tournament.

The Wildcats, who finished the year at 15-13 overall, gallantly rallied from a 21-point deficit late in the first half to pull to within six points late in the game.

On the women's side, the Lady Wildcats didn't make it into post-season play for the second straight year, but finished its season with a winning record at 13-12.

Shiney Paul sank a buzzer-beating bucket in the season finale to propel PRCC to a 64-62 victory over playoff-bound East Central.

"We just didn't win the ones that counted," said Lady Wildcat head coach Ed Walley. "We came close to getting into the post season, but came up a bit short."

Wildcat head coach Richard Ma-



■ WESLEY JONES LED THE WILDCATS in scoring in 2006-2007 and will be playing for the Ole Miss Rebels next season.

this was proud of his team's performance in its season finale.

"We dug ourselves a deep hole in the first half, but played well in our attempted comeback," Mathis said. "We got it to a two-possession game late, but our first-half

turnovers came back to haunt us."

Pearl River committed 13 turnovers to Itawamba's five in the first 20 minutes and the 14th-ranked Indians scored 18 first-half points off the miscues.

Wildcat guard Chazz Hawkins was absent from the lineup due to complications from influenza; aggravating the already crippled depth situation as four other players—including three starters—were dismissed from the squad prior to the MACJC Tournament.

"With five guys gone, it was just too much to overcome," Mathis said. "We didn't handle their pressure very well early, but considering the situation we did about the best we could."

PRCC hit an incredible 90.9 percent (10 of 11) at the free-throw line in its final game to Itawamba's 61.1 percent (11 of 18), while the Wildcats were 25 of 47 (53.2 percent) from the field to the Indians' 27 of 60 (45 percent) effort.

The Wildcats finished the game with 20 turnovers to the Indians 10 and won the rebounding battle with 39 to IGC's 21.

Forward Wesley Jones led the team in scoring in 2006-2007 and signed with Ole Miss.

SOCCER

Lady Wildcats come up short in defense of state title; Wildcats finish at 10-3-1

PEARL RIVER'S LADY WILDCATS came up short in defending their state title in 2006, but made it into the MACJC and Region 23 post-season tournaments.

Pearl River's 4-0 consolation game shutout over rival Mississippi Gulf Coast in the MACJC Tournament earned the Lady Wildcats a berth in the regionals hosted by state champ Hinds in Raymond.

PRCC's women were tossed into the consolation round in the state event after falling to eventual state champ Hinds.

Pearl River's men also made it to the state tournament. The Wildcats ended their season with an impressive 10-3-1 overall record, while finishing 9-2-1 in the South Division.

The South Division champ Lady Wildcats, the South's No. 1 seed in the state tournament, finished their season at 14-4-1.

PRCC head coach Patrick Hayes resigned his position in May after three outstanding seasons



■ LADY WILDCAT STANDOUT HANNAH JOHNSON will return to the line up in 2007.

a standout soccer player. He also played at SUNY Fredonia in Fredonia, NY. Hess earned his master's degree in accounting from the University of Cincinnati.

at the women's and men's programs to accept the men's head coaching job at Gulfport High School.

His first-year assistant coach Josh Hess was promoted to the women's and men's head position and his hiring was unanimously approved by the Pearl River Board of Trustees at its June meeting.

Hess, a Cincinnati, Ohio, native, has some huge shoes to fill as Hayes guided this teams into the post-season playoffs every season he coached the women's and men's teams.

Hayes' Lady Wildcat squad in 2006 won the MACJC state championship.

Hess holds a bachelor's degree in sports medicine from Mt. Vernon Nazarene University in Mt. Vernon, Ohio, where he was



■ TENNIS STANDOUT GEORGE KANDELAKI picked up a win at the MACJC-Region 23 Tournament in Meridian.

PRCC tennis teams make positive tourney showings

PEARL RIVER COMMUNITY College's women's and men's tennis teams closed out the regular season with a pair of team victories over Southwest Mississippi and Hinds and that spilled over into the post season with positive showings at the MACJC and Region 23 tournaments.

In the women's state-regional event held at Tupelo, No. 1 singles Kara Strebeck defeated Holmes' Leah Pate in opening-round action before falling to Jones' Rebecca Benson in the quarterfinals, while No. 2 singles Whitney Miller drew a first-round bye before dropping Hinds' Allyson McAbee in the quarterfinals. Miller lost to Meridian's Alycia LeMerle in the semifinals. No. 4 singles Hannah Johnson also drew a first-round bye before dropping East Central's Chelsea Brown. Johnson fell to Itawamba's Haley Huggins in the semis.

In the men's state-regional tournament held at Meridian, No. 1 singles George Kandelaki opened with a win over Jones' Steven Loris before falling in the quarterfinals; while No. 3 singles Justin Barrett defeated Southwest's Mack Reeves before falling to eventual champ Micky Rerfroe of Meridian.

No. 5 Andrew Smith-Parker defeated Southwest's Seth Netterville before losing to Mississippi Gulf Coast's Brent Fitzgerald in the quarterfinals.

In doubles, Kandelaki and Brian Gibson defeated Hinds' Winningham and Muffuletto before being defeated by Itawamba's Anderson and Downing.



MACJC Sports Hall of Fame

A legendary coach and two outstanding athletes represent Pearl River Community College in the inaugural class of Mississippi Community and Junior College Sports Hall of Fame inductees.

Selected to represent PRCC were the late coach, Thomas "Dobie" Holden, football stand-out Willie Heidelberg and basketball star Antrice McGill Walker.

The Hall of Fame's first recognition dinner was held April 24 at Copiah-Lincoln Community College.

Each of the state's 15 community colleges nominated up to three coaches or athletes for the first class. The second class will include up to two nominees from each college. Subsequently, a seven-member selection committee will choose up to 10 nominees annually.

The Hall of Fame plaques will be displayed at the Jackson offices of the State Board for Community and Junior Colleges.

Thomas "Dobie" Holden

Holden was head football coach at PRCC from 1948 to 1966, compiling a 140-43-7 record. His Wildcat teams won seven state championships, the first in 1949, and the 1961 team was undefeated and finished the season ranked No. 1 in the country. His Wildcat teams also won four of five bowl games.

He started his coaching career at Picayune after starring at Louisiana State University. In 10 years at Picayune, Holden's record was 72-19-7 with a streak of 37 consecutive wins.



Holden is credited with being one of the first coaches to recognize the potential of the forward pass. He experimented with the pro-set at PRCC in the 1950s, long before the formation became standard for college and professional teams.

In addition to coaching, Holden served as a teacher and administrator at PRCC. He died in 1986, leaving a lifetime coaching record of 240-74-15.

His widow, Earlora Holden, lives in Poplarville.

Willie Heidelberg

Heidelberg came to PRCC from John Jefferson High School in Purvis and was on the 1968 and 1969 Wildcat football teams.

As an all-state running back, he led the Wildcats to an undefeated season and state championship in 1969. During that championship season, he rushed for 910 yards and scored



Dr. Tom Holden of Grenada, Doble Holden's son; Willie Heidelberg, PRCC Athletic Director Richard Mathis and PRCC President William Lewis at the Hall of Fame dinner.

three touchdowns in two different games despite standing only 5-foot-6 and weighing 150 pounds.

He transferred to the University of Southern Mississippi where he played running back for the Golden Eagles. He is still remembered as "Wee Willie Heidelberg" and for his two-touchdown performance in USM's shocking 30-14 victory over nationally-ranked Ole Miss in Oxford in 1970. He earned a B.S. degree from USM and a master's degree from Jackson State University.

Heidelberg, who makes his home in Jackson, has been a teacher and a coach in the Jackson Public Schools for many, many years. He also serves as an assistant coach for the Belhaven College football program.

Antrice McGill Walker

A Picayune native, Walker was the first PRCC women's basketball player named to the National Junior College Athletic Association All-American first team in 1989.

As a freshman in 1987-88, she averaged 22.2 points and 7.8 rebounds per game. She was first team all-state and all-region and made the all-region tournament team, while leading the Wildcats to a 20-9 record.



Her sophomore year, she received all the same honors as well as All-American status. She finished fourth in the nation in scoring with 26 points per game, fifth in rebounding and played in the Mississippi Community College All-Star game. She shot 61 percent from the field.

Walker went on to play at Ole Miss, where she also received the Lady Rebel Award and was a senior maid on the homecoming court. She lives in Houston, Texas.

Last-minute TD pass propels Pearl River to fourth-straight MACJC football title

■ Hill's scoring pass to Byrd with 44 seconds propelled Wildcats into NJCAA championship bout

CARLTON HILL HIT DEMETRIUS BYRD with a 36-yard touchdown pass with 44 seconds left to propel the No. 2-ranked Pearl River Wildcats to a 21-20 come-from-behind victory over Copiah-Lincoln and claim a fourth-straight MACJC state football championship Nov. 11 in Wesson.

Brad Bingham's ensuing extra point kick proved to be the game-winning point that shoved the Wildcats into the NJCAA national title bout against top-ranked and undefeated Blinn (Tex.) in the Pilgrim's Pride Bowl in Mt. Pleasant, Tex., on Dec. 9.

The River's hopes of a second national championship in three years weren't to be, however, as the powerful Buccaneers took a convincing 19-6 victory to claim the title. PRCC wrapped its season at 10-2 and finished No. 4 in the final 2006 NJCAA poll.

The Wildcats entered 2006 ranked No. 1 in the preseason poll balloting and remained there for three straight weeks until their 31-21 upset loss to Co-Lin on Sept. 21. Dropping to No. 7 after the shocking setback, PRCC won out through the remainder of the MACJC's regular season and post season and was perched at the No. 2 spot heading into its bowl battle with Blinn.

Pearl River was no stranger to comeback wins in '06. On Oct. 14, the Wildcats scored 15 unanswered points in the final five minutes to take a resounding 28-24 South Division win over arch-rival Jones in Ellisville.

Another Hill-to-Byrd touchdown completion (a 21-yarder) told the tale in the final minute of play, handing the Bobcats their first defeat of the year.

The River was one of three teams in the MACJC to finish in the top 15 in the NJCAA's final poll. Co-Lin finished at No. 6 in the balloting, while Mississippi Gulf Coast finished at No. 8.

Two Wildcat standouts earned NJCAA All-American honors in Byrd and offensive lineman Julius Gray. Both were second-team selections. Byrd signed with LSU for the 2007 season, while Gray will suit up with the Southern Miss Golden Eagles this fall.

All told, 11 players from the MACJC earned All-American honors in 2006.

Head coach Tim Hatten enters the 2007 season boasting a 47-7 overall record since arriving on the PRCC campus in 2002 and has led the Wildcats to four straight MACJC titles, including an NJCAA national championship in 2005.

Pearl River begins its quest for a fifth-consecutive state title when it opens its '07 season Aug. 30 against Mississippi Delta in Doble Holden Stadium.



4 MACJC PEAT!

**Last Minute TD Propels
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String Of Pearls Take Top Honors

■ PEARL RIVER COMMUNITY COLLEGE'S 2007 String of Pearls dance squad had a busy and productive semester. The 16-member team took first place in the pom-pom dance competition and in choreography at the Southern Regional Collegiate Championship in Westwego, La., in January. The squad won first place in the college division pom-pom and jazz dance categories for the sixth consecutive year at the Mississippi Dance and Drill Team Championship in February. The Pearls also won the pom-pom and jazz first place awards at the Power Dance National Championship in March. "The dance team for the spring semester is selected by audition each November," said Archie Rawls, chairman of the Department of Fine Arts and Communication. Team members are Melissa Akers, pom-pom co-captain Marissa Turcotte and captain Felicia Ross, all of Bay High School; jazz co-captain Sunni Smith of Pearl River Central High School; Allison Stegall of Picayune High School; Bonnie Myers of Bay High School; Talley Martin of Carriere; Natalie Smith of Poplarville High School; Rachel Selzer of Mississippi School for Math and Science; Allie Stockstill and Ciaria Gunn, both of Pearl River Central High School; Meagan Frierson of Picayune High School; Courtenay Glan and Ashley Ladner, both of



Bay High School; Krista Thomas of Pass Christian High School; and Natalie Adams of Pearl River Central High School. Kara Fleming is coach for the String of Pearls.