# Institutional Planning And 

 Effectiveness Document2010-2011



Pearl River Community College

## Poplarville-Hattiesburg-Waveland

 Mississippi
# Institutional Planning And Effectiveness Document 

## 2010-2011

## Pearl River Community College

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# Pearl River Community College <br> Institutional Planning and Effectiveness Document 

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## 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 chatt 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.

## 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.

# Strategic Goals <br> and <br> Internal Performance Indicators <br> 2010-2011 <br> Year-end Report 

## 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 Coilege is committed to providing accredited programs that enable students to earn Associate Degrees in Applied Science, Associates Degrees in Arts, and certificates of proficiency, 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.
(This commitment statement previously read: 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 for-credit instructional programs will be evaluated according to the PRCC Evaluation Policy and Procedure. (This indicator previously stated: Instructors in all academic, technical and career education programs will be evaluated yearly by students, self-evaluations, and by supervisors. Results will be used to improve instruction.)

## NOTE:

- This Internal Performance Indicator is to be achieved in accordance with the Pearl River Community College Evaluation Process as revised on December 10, 2008, which reflects the following:

1. Faculty, staff, and administrators who have been employed at Pearl River Community College for fewer than six years will be evaluated annually.
2. Faculty, staff, and administrators who have been employed at Pearl River Community College for six or more years will be evaluated at least every three years.

## 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.

## 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.

## Internal Performance Indicator 4

Six months after graduation, $85 \%$ of students who completed career and technical programs will be positively placed according to the State measurement definition. (This indicator previously read: Six months after graduation, $65 \%$ of students who completed career and technical programs will be positively placed according to the State measurement definition.)

## Internal Performance Indicator 5

At least eighty percent ( $80 \%$ ) of employers attending the Pearl River Community College Career Fair on the Poplarville Campus and responding to a survey will give Pearl River Community College students a satisfactory rating regarding employability. (This indicator previously read: Employers attending the Pearl River Community College Career Fairs will give Pearl River Community College students a satisfactory rating regarding employability.)

## Internal Performance Indicator 6

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

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

## 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.

## Internal Performance Indicator 9

The number of students receiving an Associate in Arts degree will increase each year. (This indicator previously stated: The graduation rate for students in AA degree programs will increase each year.)

## Goal 2: To provide quality student services.

## Commitment Statement:

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

## Internal Performance Indicator 1

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

## Internal Performance Indicator 2

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

## Internal Performance Indicator 3

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

## Internal Performance Indicator 4

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

## Internal Performance Indicator 5

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

## Internal Performance Indicator 6

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

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

## Commitment Statement:

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

## Internal Performance Indicator 1

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

## Internal Performance Indicator 2

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

## 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.

## Internal Performance Indicator 4

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

## Internal Performance Indicator 5

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

# 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 one-third of community colleges in Mississippi by 2011. (This indicator previously stated: Faculty salaries will rank among the top $50 \%$ of community colleges in Mississippi by 2006.)

## 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.

## Internal Performance Indicator 3

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

## Internal Performance Indicator 4

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

## 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.

## Internal Performance Indicator 6

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

## Internal Performance Indicator 7

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

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

## Commitment Statement:

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

## Internal Performance Indicator 1

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

## Internal Performance Indicator 2*

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

## Internal Performance Indicator 3

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

## Internal Performance Indicator 4

Improvements will be made in telecommunications, Internet services, and website services. (This indicator previously stated: Improvements will be made in telecommunications and Internet services.)

## Internal Performance Indicator 5

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.

Internal Performance Indicator 6
The Development Foundation will maintain or increase its annual fund contributions each year.

## Internal Performance Indicator 7

A comprehensive technology strategic plan will be operational (written, approved, implemented, and funded) by Fall 2010.

# 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.

## 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.

## Internal Performance Indicator 3

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

## Internal Performance Indicator 4

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

## Internal Performance Indicator 5

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

Internal Performance Indicator 6
The Alumni Association will hold annual meetings in each county in the Pearl River Community College district.

# 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.

## Internal Performance Indicator 2

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

## Internal Performance Indicator 3

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

## Internal Performance Indicator 4

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

## Internal Performance Indicator 5

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

## 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.

## Internal Performance Indicator 7

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

## Internal Performance Indicator 8

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

## Internal Performance Indicator 9

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

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

## Commitment Statement:

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

## Internal Performance Indicator 1

The number of training projects developed and delivered to businesses, industries, educational and public service entities will increase at least five percent (5\%) per year and will include high impact projects that will be measured by the Mississippi State University's National Strategic Planning and Analysis Research Center ( nSparc ). (This indicator previously read: At least 60 training projects will be developed and delivered to businesses, industries, educational and public service entities.)

## Internal Performance Indicator 2

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

## Internal Performance Indicator 3

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

| MONTH | ACTIVITY | PERSONNEL INVOLVED | COORDINATOR |
| :---: | :---: | :---: | :---: |
| July | 2009-2010 Internal Performance Indicators (IPI) Data Accumulation | Committees | Ms. Wells |
| July | Preparation and Distribution of Policy and Procedure Manuals | Ms. Sharman Ladner | Dr. Askew |
| July | Preparation of SACS Fifth-Year Interim Report | Leadership Team QEP Committee | Dr. Askew Dr. Seal |
| August | Professional Development Sessions | Faculty and Staff | Dr. Askew/Ms. Wells |
| September | Review of 2009-2010 Strategic Plan and IPI Assessment Results | Planning and Effectiveness Committee | Ms. Daly/Ms. Wells |
| September | Completion of 2009-2010 <br> Assessment Charts | Division/Department Chairs | Ms. Wells |
| ,eptember | Completion of 2010-2011 <br> Fall Semester Assessment Charts | Division/Department Chairs | Ms. Wells |
| October | Review of Mission Statement and Strategic Goals Policy/Procedure Recommendations | Policy and Procedure Committee <br> Committees | Dr. Grant |
| October | Support Staff Professional Development Sessions | Support Staff | Ms. Wells |
| October | Review of 2010-2011 Fall <br> Semester Assessment Charts | Planning and Effectiveness Committee <br> Administrative Council | Ms. Daly/Ms. Wells Dr. Askew |
| October | Review of 2009-2010 Strategic Plan and IPI Assessment Results | Administrative Council | Dr. Askew |
| October | Completion of Pearl River Community College 2009-2010 Strategic Plan and IPI Document | Planning and Research | Dr. Askew/Ms. Wells |
| )ctober | Completion of 2009-2010 Institutional Planning and Effectiveness Document | Planning and Research | Dr. Askew/Ms. Wells |

## 2010-2011 IEPAEC Continued

| MONTH | ACTIVITY | PERSONNEL INVOLVED | COORDINATOR |
| :---: | :---: | :---: | :---: |
| uctober | Publication of Fact Book | Institutional Research | Ms. Wells |
| October/ November | Campus Survey | Students | Dr. Breerwood/ Ms. Wells |
| November | Review of 2009-2010 Strategic Plan and IPI Assessment Results and Review of 2009-2010 Institutio Planning and Effectiveness Docum | Board of Trustees | Dr. Grant |
| November | Publication of 2009-2010 Strategic Plan and IPI Assessment Results Document and 2009-2010 Institutio Planning and Effectiveness Docum | Planning and Research | Dr. Askew/Ms. Wells |
| November | Completion of Fall Semester 2010-2011 Assessment Charts and Institutional Planning and and Effectiveness Docum | Planning and Research | Dr. Askew/Ms. Wells |
| Tovember | 2010-2011 IPI Interim Report Submission for Review | Committee Chairs | Ms. Wells |
| November | Student Evaluations of Faculty | Ms. Ladner <br> Faculty and Students | Dr. Askew |
| December | SACS Annual Conference | Leadership Team (Fifth-Year Report) | Dr. Lewis |
| December | Development of Proposed 2011-2012 Strategic Plan and IPIs | Committees | Committee Chairs |
| January | Review of 2010-2011 Strategic Plan and IPI Interim Report and Review, Revision, and Approval of Proposed 2011-2012 Mission Statement, Strategic Goals, and IPIs (Strategic Plan) | Planning and Effectiveness Committee <br> Administrative Council | Ms. Daly/Ms. Wells Dr. Askew |
| January | Evaluations of Supervisors | Ms. Ladner <br> Faculty and Staff | Dr. Askew/Ms. Wells |
| sanuary | Evaluations of Personnel | Supervisors | Dr. Askew |
| January | Women's Health Symposium | Committee | Dr. Askew |

## 2010-2011 IEPAEC Continued

| TONTH | ACTIVITY | PERSONNEL INVOLVED | COORDINATOR |
| :--- | :--- | :--- | :--- |
| February | Review and Approval of Proposed <br> 2011-2012 Mission Statement, <br> Strategic Goals, and IPIs <br> (Strategic Plan) | Board of Trustees | Dr. Grant |
| February | Completion of Revised 2011-2014 <br> Strategic Plan and IPI Document | Planning and Research | Dr. Askew/Ms. Wells |
| February | Budget Requests/Needs <br> Assessment Forms | All | Mr. Knight |
| March | Evaluations of Office of <br> Planning and Research | Planning and Effectiveness | Ms. Daly |
| April | Committee Updates | Ms. Ladner | Dr. Askew/Dr. Grant |
| May | Completion of SACS Fifth-Year <br> Interim Report | Leadership Team <br> QEP Committee | Dr. Askew |
| May | Graduate Survey | Dr. Seal |  |
| June | Post-Graduate (2010) Survey | N/A | Ms. Wells |
| June | Completion of Associate Degree <br> Nursing Program Review | Faculty and Staff | Ms. Wells |
| June | Review of Budget Allocations | Administrators | Mr. Knight |

## PEARL RIVER COMMUNITY COLLEGE ANNUAL PLANNING AND EVALUATION CYCLE

## HiISSION STATEMENT, STRATEGIC GOALS, AND INTERNAL PERFORMANCE INDICATORS (STRATEGIC PLAN)



DIVISION AND DEPARTMENT INSTITUTIONAL EFFECTIVENESS ASSESSMENT CHARTS

| July - September |  | Oetober-November |  | November |
| :---: | :---: | :---: | :---: | :---: |
| Complete and Review Previous |  | Review Present Year's Fall |  | Review Previous Year's |
| Year's Assessment Charts and Prepare Present Year's Fall Semester | $\rightarrow$ | Semester Assessment Charts. | $\longrightarrow$ | Assessment Charts and Aecomplishments. |
| Assessment Charts based on Mission |  | Planning and Effectiveness |  | -------------------- |
| Statement and Strategic Goals. $\qquad$ |  | Committee and Administrative Counci! |  | Board of Trustees |

# OFFICE OF PLANNING AND RESEARCH SCHEDULE FOR EVALUATIONS 

2010-2011

## STUDENT EVALUATIONS OF INSTRUCTION

October 4 - Student Evaluations of Instruction begin
October 4-29, 2010-Instruction Evaluations

January 10 - Student Evaluations of Instruction results distributed to administrators/supervisors

## PERFORMANCE REVIEWS OF SUPERVISORS

January 19 - Performance Reviews of Supervisors emailed to employees
January 19-28, 2011 - Performance Reviews of Supervisors
February 22 - Performance Reviews of Supervisors results distributed to administrators/supervisors

## PERSONNEL EVALUATIONS

February 28 - Personnel Evaluations emailed to administrators/supervisors
March 4 - Schedules for Personnel Evaluations sent to Office of Planning and Research
March 1-31, 2011 - Personnel Evaluations

## SCHEDULE OF EVALUATIONS AND SURVEYS

2010-2011

| EVALUATION/SURVEY | MONTH | PURPOSE |
| :---: | :---: | :---: |
| Orientation Evaluation (online) | May, July, December | To determine students' satisfaction with orientation. |
| Student Evaluations of Instruction | October, April, June, July | To determine students' perceptions of instructors. |
| Associate Degree Nursing Evaluations | November, May | To evaluate textbooks, course, curriculum, clinical instructors, and clinical agencies. |
| Campus Climate Survey | October, November | To measure what aspects of campus are important to students and how satisfied students are with them. |
| Performance Reviews 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 Planning and Research and the Institutional Research Specialist and to make improvements. |
| Evaluations of Personnel | March | To determine perceptions of effectiveness and to make improvements. |
| Student, Faculty, and Administrator/Staff Library Surveys | March | To determine student, faculty, and administrator/staff perceptions of effectiveness of library services in order to make improvements. |
| Wellness Center Evaluation | May | To determine students' satisfaction with the facility, faculty, staff, and student workers. |
| Student (Graduates) Opinion Survey | May | To determine perceptions of College's programs and services. |
| Post Graduate Survey | June | To improve the services offered to students. |

# Pearl River Community College <br> Major Committees' Objectives and Accomplishments 

Administrative Council / Management Committee
Planning and Effectiveness Committee
Policy and Procedure Committee
Fiscal Management CommitteeInstructional Council Committee
Professional Development Committee
Student Services Committee
Workforce Education Committee

## ADMINISTRATIVE COUNCIL 2010-2011 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 2010-2011:

- Continued refinement of the admissions, registration and orientation 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 all College locations.
- Evaluate any changes needed in the formatting of the instructional schedule.
- Provide for the continued development and growth of the Hancock Center.
- Help plan for the marketing of the College to the service area.
- Plan for the expanded use of technology as an instructional and management tool.
- Plan for the continuous improvement of the instructional program and for course redesign in appropriate program/content areas.
- Plan for the reorganization of the college administrative responsibilities.
- Discuss changes to college policies and procedures.


## ADMINISTRATIVE COUNCIL ACCOMPLISHMENTS

The Administrative Council provides a venue for the discussion of issues important to the successful operation of the College. During the 2010-2011 school year, the Council successfully provided a forum for the discussion of these issues and the development of strategies for college-wide improvement.

Among the major issues addressed by the Council were the following:

1. The on-going recovery from the damages caused by Hurricane Katrina.
2. The diminishing resources from state appropriations and the need for funding from other external sources, i.e. grants.
3. The development of the Title III Program and the focus on student retention and advisement.
4. Discussed the personnel evaluation system and reviewed the process and procedures for conducting these evaluations.
5. Reported on the various construction and renovation/repair projects that are on-going .
6. New Policies were presented for recommendation to the Board of Trustees as were policy \& procedure revisions.
7. Discussed the new textbook rental site provided by Follett Book Company and the implementation of the textbook ISBN information on the college's website as required by federal regulations.
8. Discussed the impacts of the four-day work day during the summer term and the associated financial savings.
9. The expansion of the Quality Enhancement Plan to the Forrest County Center.
10. The implementation of course redesign for developmental mathematics.
11. Discussed the importance of reporting student cutouts from classes and the impact of making these reports in a timely manner because of the impact on financial aid awards.
12. Introduced the college's new Leadership Development Program and discussed the goals for this effort.
13. Reviewed the impact of the Quality Enhancement Plan to date.
14. The appointment of a Presidential Task Force to assist in finalizing the plans for the new student advisement model being developed by the Title III grant.
15. Introduced the Home Savers Program and the financial benefits for PRCC students.
16. Provided a forum for the review of important calendar dates for various student activities and events sponsored by college departments and support agencies.
17. Discussed and voted on various institutional policy changes and recommendations.
18. Introduced the new portal for the college website.

## Pearl River Community College Planning and Effectiveness Committee Objectives and Action Plans 2010-2011

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, 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.
2010-2011 Planning and Effectiveness Committee:
Jennifer Seal, Faculty, Chair; Becky Askew, Chief Planning Officer; Lourie Barnett, Faculty; Mike Bass, Faculty; Adam Breerwood, Dean of Student Services; John Grant, Jr., Vice President for Instruction; Valerie Horne, Director of Financial Aid; Steve Howard, Chief Technology Officer; Anita Morrow, Faculty; Dannell Roberts, Faculty; Maggie Smith, Director of Hancock Center; Evelyn Wallace, Faculty; Brenda Wells, Institutional Research Specialist; Judy Wells, Faculty; Barbara Whiddon, Lead Instructor of Practical Nursing; and Justin Williamson, Faculty.

## Objectives and Action Plans 2010-2011

## Objective 1: Continue the publication of the Planning and Effectiveness Newsletter.

 Action Plan:The PE Committee will continue to provide information and suggestions to the Office of Planning and Research to be included in the Planning and Effectiveness newsletter which 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 document is prepared and sent by the Office of Planning and Research to campus administrators, faculty, and staff via email.

Objective 2: Continue assessment of documentation, etc., concerning the SACS "Principles of Accreditation: Foundations for Quality Enhancement".

## Action Plan:

The PE Committee will continue to meet regularly in order to discuss and make recommendations concerning the accreditation process and the execution of the functions required.

## Objective 3: Assist with the Strategic Planning Process as Needed.

## Action Plan:

- The PE Committee will continue to assist in the Strategic Planning Process, which includes 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 administrators 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 2010-2011 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 Professional Development Committee with providing faculty and staff enhancement opportunities.


# PEARL RIVER COMMUNITY COLLEGE PLANNING AND EFFECTIVENESS COMMITTEE 2010-2011 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:

- Approved the Strategic Planning Calendar for 2010-2011 which included the month, activity, personnel involved and the coordinator responsible for each area.
- Reviewed and approved plans for evaluations of all Pearl River Community College faculty, staff, and administrators.
- Continued distribution of the Planning and Effectiveness Newsletter to all administrators, faculty, and staff.
- Monitored progress and revisions concerning assessment charts and procedures.
- Monitored, reviewed and revised Internal Performance Indicators and facilitated the assessment and documentation needed for all areas.
- Reviewed the findings derived from various evaluation instruments, including the Student Satisfaction Inventory, Institutional Priorities Survey, and the Campus Climate Survey and Technology Use Survey.
- Discussed professional development ideas proposed by the Professional Development Committee to implement during the annual faculty and staff professional development program.


## POLICY AND PROCEDURE COMMITTEE OBJECTIVES

2010-2011
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 2008-2009 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 2010-2011 Accomplishments

The Policy and Procedure Committee met on September 16, 2010 and on April 28, 2011. The recommendations of this committee to Dr. Williams Lewis, President, and the Administrative Council of the College are presented as follows.

The Committee recommended:

- No change in the Mission Statement and Strategic Goals of the College
- Include location in the Policy and Procedure Manual (following letter from the President)
- Approval of Grievance Policy
- Revisions of the procedures attached to the following policies:

1. Athletic Drug Testing
2. Employment Plan

## Fiscal Management Committee FY 2011

## 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 balanced budget.
- 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 2012.


## Fiscal Management Committee

FY 2011 Accomplishments

## Budget Process for FY 2011

1. Requested and assembled budget information from all areas.
2. Met 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.
3. Compiled budget requests, defining projected expenditures and revenue.
4. Reviewed initial budget product with the President, Deans and other administrative personnel.
5. Finalized budget product, and presented to the Board of Trustees for their review and approval.

## PEARL RIVER COMMUNITY COLLEGE <br> Instructional Council <br> Objectives for 2010-2011

The Instructional Programs Committee is chaired by the Vice President for Instruction. Its members are the Dean of the Forrest County Center, the Director of Poplarville Career-Technical Programs, an Academic Counselor, the Director of Admissions, the Director of College Libraries, a Career-Technical Counselor, the Director of Extended Education, nine faculty representatives, and others who may be appointed by the President.

The purpose of the Instructional Programs Committee is 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 are to consider:
addition of new programs.
addition of new courses to existing programs.
significant changes in existing programs and courses.
changes in graduation requirements.
other matters related to instructional programs that may be presented.

## PEARL RIVER COMMUNITY COLLEGE Instructional Council <br> 2010-2011 Accomplishments

The Instructional Council met on September 21, 2010, corresponded via email on January 13, 2011, and met on April 15, 2011. Subsequent to actions taken in these meetings, the following recommendations were made to, and were approved by, the Administrative Council:

- Developmental courses, Intermediate English (ENG 0123), Beginning Algebra (MAT 0123), and Intermediate Algebra (MAT 1233), will no longer be counted towards graduation effective Fall 2011.
- Change DDT 1114 - Fundamentals of Drafting to DDT - 1113, Fundamentals of Drafting due to State curriculum review.
- Add new Honors Forum courses and the Honors Institute Instructional Program - HON 1911 - Honors Forum I; HON 1921 - Honors Forum II; HON 2911 - Honors Forum III; and HON 2921 - Honors Forum IV.
- Change WLV 1123 - Gas Metal Arc Welding to WLV 1124 - Gas Metal Arc Welding.
- Accept the updated curriculum for Welding and Cutting to include a second year and the required general education (academic) classes to receive an Associate in Applied Science degree.
- Add three new criminal justice classes beginning with the spring 2011, CRJ 2393 Survey of Criminalistics; CRJ 2353 - Drugs and Society; CRJ 2453 - Ethics in Criminal Justice.
- Change ATT 291(1-3), Special Projects in Automotive Technology to ATT 291(1-6), Special Projects in Automotive Technology.
- Add HPR 1613, Physical Education in Early Childhood.


## Professional Development Committee Objectives and Action Plan for 2010-2011

The Professional Development Committee is chaired by a staff member appointed by the President. Its members are the Vice-President for Instruction, Director of Career-Technical Affairs, Chief Planning Officer, one career faculty member, one technical faculty member, one academic faculty member, one staff member, and others as appointed by the President.

The purpose of the Professional Development Committee is to propose and plan activities for the development of the faculty and staff.

## Objectives:

- Coordinate professional development programs for faculty and professional staff.
- Plan faculty and staff development activities for Fall Orientation.
- Plan special activities for new faculty members for Fall Orientation.
- Disseminate an annual summary report form for the purpose of documenting professional improvement that faculty and staff obtain through workshops, formal training sessions, etc.
- Implement plans for a professional development workshop in fall ' 10 and spring ' 11 and for the support staff.


## 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 discuss and implement improvement of special activities for new faculty members


## Professional Development Committee

## 2010-2011 Accomplishments

The Professional Development Committee is chaired by a faculty/staff representative appointed by the President. Its members are the Institutional Research Specialist, Vice President for Instruction, Chief Planning Officer, Director of Hancock Center, five faculty representatives, five staff members, and others as appointed by the President.

The purpose of the Professional Development Committee is to propose and plan activities for the development of the faculty and staff.

## Accomplishments for 2010-2011:

- Provided professional development session for departments on August 9, 2011, to provide updates concerning the recent reorganization.
- Provided professional development session with Keynote Speaker and concurrent sessions on August 10, 2008, for faculty and professional staff.
- Provided special programs for new faculty members and professional staff which included a general overview of the College by Administrators.
- Reviewed the completed survey forms regarding faculty and staff development.
- Developed recommendations for session topics related to the professional development of both faculty and staff during Fall 2011Orientation.
- Continued with faculty sharing sessions.
- Coordinated and provided professional development sessions for support staff with a keynote speaker who addressed the topic of teamwork.


## STUDENT SERVICES COMMITTEE 2010-2011 Objectives

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 2010-2011 year are as follows:
To provide support and suggestions during the implementation of the new college housing project.

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 adaption 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 Hattiesburg Campus 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 

2010-2011 Accomplishments
The Office of Student Services has been restructured this past year in an effort to better serve our students.

Discussions have begun to reinstitute traditional orientation programs. Last year the College started a one source online orientation program.

Pearl River Community College has received a $\$ 1.6$ million Federal Department of Education grant to continue the Student Support Services program for another five years. The program provides tutoring and other academic support to students based on a number of criteria, including ACT scores, previous grade point average, GED completion or resuming school after five or more years. Participants must also be low-income, firstgeneration college students or disabled.

The String of Pearls won another state dance championship through American All-Stars. The String of Pearls have positioned themselves as the premier community college dance team in the state with consistent state championships.

The new Athletic Advisement Center opened its doors this Fall. The Center is equipped with computers and study tables to assist our student athlete with late night work and assignments after all other facilities on campus have closed. It is the mission of this center to increase graduation rates, classroom attendace and grade performance of our student athletes.

A new Fellowship of Christian Athletes charter was started on the Poplarville Campus this Fall. This national organization has received rave reviews from our students. Meetings are held weekly at the chapel.

A new updated Student Process procedure was discussed and written. This policy is scheduled to be implemented this fall.

A new written student grievance policy was developed and is scheduled to be implanted this fall.

## 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 <br> 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 <br> 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 Committee 

2010-2011 Accomplishments

1. For 2010-2011, 1156 individuals obtained services from the ABE program with 355 earning GED's. 253 new students enrolled in college at PRCC. 683 students enrolled in PRCC in 09-10 with a GED.
2. PRCC's Dislocated Worker program served 975 workers through Rapid Response and Profiling sessions.
3. Awarded 848 certificates for computer training completed at the Hattiesburg WIN Job Center. The training primarily targeted unemployed and underemployed individuals that needed additional computer skills to obtain or advance in employment.
4. Managed 36 individual training projects funded by a total of $\$ 729,901$ through the MS Workforce Enhancement Training Fund to assist both companies and individuals with workforce development initiatives. In these projects, 6,355 non duplicated individuals were trained with a duplicated count of 10,350 .
5. The Mississippi Department of Employment Security awarded PRCC a $\$ 500 \mathrm{k}$ National Emergency Grant to provide short term training to individuals suffering the effects of the economy amid the aftermath of Hurricane Katrina. With this effort, 190 were trained in construction equipment operations, commercial truck driving, culinary arts, and metal working.
6. PRCC completed the Department of Labor WIRED initiative, with this PRCC expended a total of approximately $\$ 1.3 \mathrm{M}$ to develop a center of excellence in educating the metallurgical workforce. In this partnership with MGCC and JCJC, PRCC enhanced existing Welding Technology and Machining Technology Programs. These enhancement included curricula revisions and updates, equipment upgrades and faculty development. Also, a total of 475 individuals were trained in welding and machining technology.

# Pearl River Community College 

## Organizational Charts

- President
- Vice-President for Instruction
- Chief Technology Officer
- Director of Career and Technical Education (Poplarville Campus)
- Director of Workforce Education
- Director of Academic Instruction
- Director of College Libraries
- Dean of Student Services
- Director of Athletics
- Dean of Forrest County Center
- Dean of Business Services
- Dean of Administrative and Support Services














# Pearl River Community College 

## Assessment Charts

Section I - Administrative<br>Section II - Student Services<br>Section III - Instructional Programs

## Section I

Administrative
Assessment Charts

## Section I

President's Report
Administrative Charts
ADA/Civil Rights Coordinator
Dean of Admissions and Records
Bookstore Manager
Chief Planning Officer
Chief Technology Officer
Counselor - Academic
Counselor - Career and Technical
Dean of Business Services
Dean of Forrest County Center
Dean of Student Services
Director of Athletics
Director of Career and Technical Education Programs (Poplarville)
Director of College Libraries
Director of Counseling, Advisement, and Placement Center
Director of Development Foundation and Alumni Association
Director of Extended Education and Instructional Design
Director of Financial Aid
Director of General Education (Forrest County Center)
Director of Hancock Center
Director of Physical Plant
Director of Public Relations
Director of Recruitment and Orientation
Director of Retention and Adult Services
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
Title III Director
Vice President for Instruction

# PRESIDENT'S REPORT AND ADMINISTRATIVE GOALS 

## Dr. William Lewis, President

The challenges faced by Pearl River Community College during the past year are reflective of the national perspective for two-year institutions of higher learning. The continuing economic pressures from diminishing federal and state resources along with increasing measures of accountability are requiring community colleges nationwide to do more with less.

The challenges to improve completion rates for our students are requiring special focus as colleges prepare to meet new and higher standards of accountability for students who come to our institutions for a variety of reasons. The national and state struggles for identifying a true measure of completion for the many reasons a student enrolls in community college continues to be ill-defined. As we all know, students come to the community college for a variety of reasons and many have no intention of completing a degree or certificate program. Colleges are anxious for full definition of what it means to be a completer as many states, including Mississippi, are moving toward financial incentives as a part of the reward for higher completion rates.

Pearl River Community College was proud to be recognized by the Aspen Institute as one of 120 finalists for the Aspen Prize for Community College Excellence. The Prize carries a $\$ 700,000$ reward for the winner which will recognize outstanding academic and workforce outcomes in both absolute performance and improvements over time. Pearl River is proud to be a member of this elite group of community colleges selected nationwide.

The bottom line for all institutions is the performance of its students. Being included in the listing of finalists for the Aspen Prize provides significant evidence of the productive learning environment provided by the college. Students Lee Kinabrew and Dakota Dale provided the college with significant national publicity for their recognition as student scholars and student leaders. Lee Kinabrew was named to the All-USA Community College Academic Team by USA Today and Phi Theta Kappa while Dakota Dale's leadership skills were acknowledged by his election as a national Vice President for the Collegiate DECA organization.

For many years, the college has focused on the success of the individual students. The many support programs and individual attention that students receive during their studies at Pearl River Community College help provide an opportunity for each and every student to obtain the knowledge and skills that are necessary for success in today's challenging world.

The college is committed to the continuous improvement of all of its programs and services. This commitment, coupled with the focus on the success of the individual, provides for an enriched and enhanced learning environment for all students who come to the college seeking the opportunities that are available through a quality higher education.
PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2010-2011

| ITION: ADA /Civil Rights Coordinator Supports PRCC Strategic Goal(s): 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. |  |  |  |  |
| 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 educatio |  |  |  |  |
| 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 serin 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 |  |  |  |  |
|  |  |  |  |  |
| PURPOSE OF UNIT: |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: |  |  |  |  |
|  | JECTIVES - Broad description of intended impact students (Program goals) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To review and update the Disability Procedure Manuel. | Disability Procedure Manuel updated | Disability Procedure Manuel was updated. | Disability Procedure Manuel contains up to date disability and staff information. |
| 2 | To review documentation to determine reasonable accommodations in accordance with Americans with Disability Act and Section 504. | Disability documentation reviewed | Review documentation presented to substantiate disability and determine appropriate accommodations | Disability documentation reviewed and accommodations made based on individual disability and need, in accordance with the ADA and Section 504. |
| 3 | To track student's performance records. | Midterm and Final grades are monitored | Obtained Midterm and Final grades for students with disabilities. | Counseling and referral to support services made based on Midterm and Final grades. |
| 4 | To comply with federal laws pertaining to disability and discrimination. | Attendance at meetings related to discrimination as defined in Americans with Disability Act, Civil Rights Act, and Title IX | Attended disability related meetings. | Obtain current information regarding federal law related to disability issues. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| POSITION: Assistant Dean of Enrollment Management |  |  |  | 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. |  |  |  |  |
| 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 instruction |  |  |  |  |
| 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional developme |  |  |  |  |
|  |  |  |  |  |
| 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 me |  |  |  |  |
| 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 Coilege and the admission of students to Pearl River Community College. |  |  |  |  |
|  | BJECTIVES - Broad description of intended impact students (Program goals) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To assist applicants in the process of formal admission to the college. | Applicant to Enrollment Ratio. | Improved application process to include better online tools | Used data to justify additional training and implementation of robust application process |
| 2 | To initiate and complete the scheduling of classes in a timely and efficient manner, including distance learning classes. | Student surveys information, On, anecdotal line surveys. | Longer enroliment and scheduling period arranged | Used results to justify hiring additional counselors |
| 3 | To provide continual and immediate access to permanent academic records for students. | Feedback from Students, Universities, and Employers seeking Official Records of Formal Education. | Students suggested more complete methods of ordering of transcripts | Moved to a complete online system for transcript ordering |
| 4 | To complete accurate and timely enrollment audits as required by state and federal authorities. | Annual enroliment audit performed by the State Board of Junior and Community Colleges. | Audits continued with new methods | Results used to create a new on line version of the audit rolls |


|  | sition: Bookstore Manager |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them. |  |  |  |  |
| THE FOLLOWING ARE STRATEGIC GOALS AS SET BY THE COLLEGE: <br> 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 $h$ <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment commu <br> College services made available via the Internet. <br> 6. To improve upon the exchange of ideas between campus personnel and community members regarding the College goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 8. To provide workforce training programs to meet the requirements of business, industry, educational, and public service agencies with the basic $s$ Technical training. |  |  |  |  |
| PURPOSE OF UNIT: To provide textbooks, supplies, Collegiate items, as well as other materials to the students, faculty and staff of the College. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide materials necessary to encourage the instructional programs of the Colleg |  |  |  |  |
|  | ded impact on students ram goals) | ASSESSMENT CRITERIA - <br> Criterion for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
|  | Provide services to assist students and college personnel in obtaining required textbooks and supplies on a timely and convenient schedule. | 1-Through the Campus Climate Survey administered (by the Dean af Students) prior to the completion of Spring 2011. The students as well as college personnel will signify a $75 \%$ or greater level of satisfaction with the work performed by Bookstore staff members employed at each of the three campuses that include, Poplarville, Forrest County and Hancock County Center (Hancock was included on the Campus Climate Survey administered in the Spring 2011). | 1- The Spring 2011 Campus Climate Survey reflects an increase in the satisfaction levels for each of the three campus Bookstores. Beginning with those surveyed at the Poplarville Campus Stores (Supply and Textbook), gave a Satisfactory rating of $91.4 \%$ up four (4) percentage points from the $87.5 \%$ from Spring 2010. The Forrest County Campus Stores (Supply and Textbook) reflected a 3\% increase bringing those levels up (from an 87.2\% Spring 2010) to a satisfactory rating of 89.8\%. Results from the Hancock County Center Bookstore location (combined textbook/merchandise store) survey indicated a substantial increase. Of those | 1-1-Results from the survey will enable the Campus Bookstores to find out what is most important to our faculty, quantify strengths and weaknesses and enhance the store image with students, staff, faculty, and the administration. Provide an optimal product mix for each campus store, provide adequate customer service, place appropriate emphasis on various operations, and ultimately meet our customer needs. The Bookstores will continually search for fresh, new ideas to increase the services we offer our college students, personnel, Alumni and individuals in the communities where the College Stores are located. We will offer a wide array of the latest styles in collegiate apparel, mugs, backpacks, school supplies, as well as many other reference materials to enable the students to enrich their knowledge and succeed at achieving their goals. We will continue to |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

## 2010-2011

|  |  |  | taking the survey, $94 \%$ gave a Satisfactory rating in contrast to the $69.7 \%$ rating in Spring 2010. Remarks: Satisfaction increased due in large part to the addition of a Bookstore at that location. | work towards a Virtual Bookstore (web site) that will enhance the services currently offered for those students enrolled in Distance Learning courses. <br> The Virtual Bookstore will offer a good assortment of school supplies, collegiate wear, etc... The Campus Bookstores will continue to strive to offer the vast assortment of products available, school supplies, dorm supplies, latest technological items (i.e. laptop computers, wireless printers, mice, and software) via the web site. The Campus Bookstores will continue to be on the move exploring ways that will allow our students to continually keep up with the fast pace and the changes in technology by offering the latest in services and products. |
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| 2 | Bookstores will explore the most economical means for students to obtain/purchase the required textbook(s) and other course materials. | 2-Arm college students with vital information needed that will allow them to choose the most cost efficient means to obtain textbooks and course materials that are required. | 2-Beginning in Fall 2010 the Bookstores offered several options for students to obtain the required materials by introducing a textbook rental program (handled by a third party) giving students temporary access to course materials for about one-third to one-half of the cost if purchasing the same materials new. In addition, the Textbook Stores made available as many "Used" textbook when possible to assist our students in saving at least $2 \mathrm{~S} \%$ off the current list price of the same textbooks when purchasing new. | 2-Due to the newness of the option to rent textbooks and course materials only a small percentage of students took advantage of the new textbook rental program. However, the percentage of students purchasing used textbooks showed a substantial increase in the total quantity and dollar amounts than in previous years. |
| 3 | Bookstore operations will be financially self-supporting. | 3-Based on a review of the 2010-2011 financial statements, the revenue will exceed expenses. | 3- Upon review of the Audited Financial Statements for FY 2010-2011 the Bookstores will continue to support profitability of the Campus Bookstores operations. | 3- The Audited Financial Statement shows the profitability of the Bookstore operations. Therefore, the Campus Bookstores will clear more revenue than their expenses to continue being financially selfsupporting. <br> Currently totals are not yet available to verify these statements. In years past, the reports have become available after October 31 or there about. |
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PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

| 4 | Bookstores will maintain inventory records by completion of an annual physical inventory for auditing purposes. | 4-A satisfactory state audit will show the completion of an annual physical inventory for audit purpose with no findings. | 4- FY 2009 Audit is without findings related to the (2) Campus Bookstores (Fy 2010 Inventory has not been released). | 4- Inventory utilized to govern product offerings to maintain adequate profit margins. |
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| 5 | Bookstores will assist those students participating in the MSVCC with obtaining required textbooks and supplies in a convenient and timely schedule. | 5-A recommendation to include the following on the Spring 2010 Campus Climate Survey of the students taking part in Virtual Classes to indicate their level of satisfaction to the Virtual Bookstore services. Of those responding $75 \%$ of the students will give a 4 or above satisfaction level in rating those services (with 5 being the highest rating). | 5- Bookstore Online Services: Services provided by the Campus Bookstores for students enrolled in On-Line courses received a cumulative satisfaction level of $66 \%$. The Bookstores do not have prior responses for comparison purposes for this area. Spring 2010 is the first year to include this information. | 5-The Campus Bookstores will use the findings from the scores of the Spring 2010 Campus Climate Survey indicating a $66 \%$ satisfaction for services associated with Online (Virtual) Classes to research ways to improve services for this particular group of students. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| Supports PRCC Strategic Goal(s): 1, 2, 3, 4, 5, 6, 7, 8 |  |  |  |  |
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| 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. |  |  |  |  |
| 3. To provide access to college courses and programs using various instructional methods, including distance ede |  |  |  |  |
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| 5. T |  |  |  |  |
| 6. To improve communication among campus personnel and community members regarding the College goals, objective <br> 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 technical skills training. |  |  |  |
| PURPOSE OF UNIT: To provide the College with information, practices, and procedures to meet requirements of the Southern Association of Colleges Colleges and other accrediting agencies which will lead to improvements in all areas of the institution and to obtain additional funding to support various initiatives. |  |  |  |  |
| 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. |  |  |  |  |
|  | JECTIVES - Broad description of intended pact on students (Program goals) | ASSESSMENT CRITERIA - <br> Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS - <br> Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To provide documentation regarding the College's planning and evaiuation processes. | Publish the Strategic Plan and Internal Performance indicators and the Institutional Planning and Effectiveness documents. | The Strategic Plan and Internal Performance Indicators and Institutional Planning and Effectiveness documents were finalized and published. | New Internal Performance indicators regarding completion rates, student learning outcomes, specific programs, etc., were recommended and approved for the 2011-2012 school year. Also, revisions were made to several Indicators. |
| 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. | Plan and implement at least two meetings regarding proposal development. | Proposal development meetings, open to PRCC faculty and staff were held on September 28, 2010 (Poplarville Campus), and October 26, 2010 (Forrest County Center). <br> The Institutional Review Board met twice to review grant awards, survey petitions, etc. <br> Both small group discussions and individual meetings were held in order to review prospective grant proposals. <br> Grant proposals were submitted to numerous foundations/agencies. | Proposal development meetings were found to be helpful, and consideration will be given to providing these sessions again. <br> Approximately $\$ 4,000,000$ in grant funds were received during the 2010-2011 school year and will be used for improvements in both the instructional and student support areas. Sources of funding included the United States Department of Education, the Mississippi Department of Education, the Mississippi Department of Archives and History, the State Board for Community and Junior Colleges, the National Science Foundation, the Lower Pearl River Valley Foundation, and the Asbury Foundation. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 3 | To serve as the SACS accreditation liaison. | Compile and submit $100 \%$ of documents related to SACS accreditation requirements. <br> Attend at least one SACS conferencel meeting. | All SACS reports were completed and submitted as required. Meetings regarding the SACSCOC Fifth-Year Report were held. <br> The annual SACSCOC meeting was in Louisville, Kentucky, and was attended by several PRCC personnel. | Additional information regarding the completion of the SACSCOC Fifth-Year Report was provided during the annual conference and was (and will be during the next school year) shared with administrators. |
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| 4 | To assist with the coordination and implementation of professional development sessions for faculty, staff, and administrators. | Assist with coordinating and implementing plans for the annual August professional development program for faculty and professional staff, for at least one professional development session for administrators and supervisors, and for at least one professional development session for support staff. | Participation in the annual Faculty and Professional Staff Sessions was at the $89 \%$ level, and participation in the annual Support Staff Professional Development Sessions was at the $81 \%$ level. <br> In addition, a new Leadership Class was developed for 31 employees. | Consideration is being given to changing the format for the August 2011 sessions in order to allow for two concurrent sessions during the morning of the general meeting. |
| 5 | To coordinate the personnel evaluation process in order to assess achievement of educational goals. | Prepare, distribute, and process all student evaluations of faculty and all faculty/staff/administrator evaluations according to policy and procedure. | Personnel were evaluated according to the approved evaluation schedule. | Meetings have been held with faculty chairs to prepare for the 2011-2012 evaluations of all personnel. |
| 6 | To coordinate publication of College policies and procedures. | Print and distribute the annual Policy and Procedure Manual. | The Policy and Procedure Manual was prepared and distributed, and the website Manual was updated. | This activity will be continued. |
| 7 | To coordinate the annual Women's Health Symposium. | Implement plans for the annual Women's Health Symposium. | The fifth Women's Health Symposium was implemented with approximately 340 people attending. | In order to accommodate more participants, a new format for concurrent sessions and health screenings is being considered. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| Supports PRCC Strategic Goal(s): 1, 2, 5, 6, 7 |  |  |  |  |
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| 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 developmenter |  |  |  |  |
|  |  |  |  |  |
| 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activ |  |  |  |  |
|  | To provide workforce training programs that technical skills training. | et requirements of business, industry, | ional, and public service agencies for | ic skills, specific job skills, and |
| 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. |  |  |  |  |
|  | JECTIVES - Broad description of intended pact on students (Program goals) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS - <br> Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To provide up-to-date technology to meet the administrative computing needs of the college. | Evaluation by the MS State Audit Department (applies to objectives 1-9) | Began migration for primary administrative computer system from HP-UX hardware to VMWare Windows platform. | Platform migration will reduce hardware and maintenance operational costs substantially over HP-UX platform. Also provides for faster recovery in the event of a disaster. |
| 2 | To provide up-to-date technology to meet the growing telephone needs of the college. | New software \& hardware( applies to objectives 1-8) | Installed new NEC VolP telephone system. Enhanced caller ID and common interface for phones on all four College locations. | Increased callback rate and established departmental telephone queues for improved customer service. |
| 3 | To provide up-to-date technology to meet the need for college wide internet access. | Software \& hardware upgrades (applies to objectives 1-8) | Purchased and installed 50 additional wireless access points. | Increased wireless Internet coverage area. Upgrades allow for faster connectivity using g/n/a/b standards. |
| 4 | To provide up-to-date technology to meet the email requirements for the college. | Evaluation of training sessions (applies to objective 7) | Migrated facuity and staff email server Exchange software to version 2010. | Additional functionality and web email access were provided by new upgrade. Enhanced connectivity for mobile devices to campus email. |
| 5 | To provide up-to-date technology to meet the requirements for additional ID card readers. |  | Downloaded photographs captured with ID card production to the PR department to use for year disk publication. | Significantly increased the number of student photographs included in the annual year disk publication. |
| 6 | To provide up-to-date software and systems training for faculty and staff. |  | Updated publications and conducted training sessions for use on telephone system, email, portal and other administrative software system. | Training sessions were offered throughout the year to provide adequate understanding of various administrative systems. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 7 | To provide up-to-date technology to meet the <br> administrative and instructional needs of <br> faculty and students. | Approximately \$125,000 of institutional <br> funds and $\$ 200,000$ in grant funds <br> were used to directly provide <br> instructional technology to faculty and <br> students. | Additional 'Smart' classrooms were <br> established, existing classrooms were <br> upgraded and enhanced, new and <br> existing labs were upgraded or <br> established with notebooks, netbooks and <br> PCs. Software and other discipline <br> specific hardware were purchased to <br> enhance the delivery of instructional <br> content across a variety of College <br> disciplines. |
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PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| POSITION: Counselor - Academic |  |  |  | Supports PRCC Strategic Goal(s): 1, 2 |
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| 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 developme |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performancer College services available via the Internet. |  |  |  |  |
|  | To improve communication among campus pers To recruit and retain students from a diverse pop | nel and community members regarding ation. | ollege goals, objectives, and a | tivities. |
| 8. To provide workforce training programs that meet requir technical skills training. |  |  |  |  |
| 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. |  |  |  |  |
|  | JJECTIVES - Broad description of intended impact students (Program goals) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS - <br> Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To provide academic advisement services. | Academic advisement services include transcript evaluations, assisting in placing students in appropriate classes according to their functional level, career and educational planning, skills in transferring to a four-year college or university. Advising is based on entrance examination scores, student interest, and student educational and career goals. Advisement on an individual basis is ongoing. Group guidance is by arrangement. Group guidance is a collaborative effort in cooperation with career and technical counselors. Academic counselors conduct college fair and plan and conduct transfer week. Assistance is provided in registration and advisement at Poplarville campus and at Hancock Center. | During summer 2010, approximately 2500 students were advised and preregistered in the Counseling, Advisement, and Placement Center. Two additional advisors were hired for the months of June and July to assist. During June and July, 2011, over 1315 students were advised and preregistered. Group guidance was conducted in cooperation with career technical programs and the nursing department. Over 100 students participated in the Employability and Job Placement Workshop. College fair was conducted on the Poplarville campus; all state supported public fouryears colleges participated. Transfer Week was held in April with eight state and | Conducting individual advisement and preregistration sessions replaced the large group registration reduced the long lines. Advising in a quiet atmosphere gives opportunity for students to concentrate on long and short term educational and career goals. <br> Speakers were provided by the College during group guidance sessions for improving employability skillis and/or transferability. Students rated the program highly on the evaluation. <br> College fair was conducted in the Great Hall in November. Student participation was excellent, Transfer Week was held in April 2011, and the exhibitors seemed genuinely pleased to converse with the students and to assist them in transferring, Applications for admission, housing, and financial aid were completed . Most of PRCCs students transfer to Southern Miss. |

PEARL RIVER COMMUNiTY COLLEGE ASSESSMENT
2010-2011

|  |  |  | some private colleges participating. |  |
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| 2 | To assist in providing advisement training for faculty advisors. | Assist in conducting training sessions for faculty in use of Banner (Information Technology System). Advisor's Guide developed in the Counseling, Advisement, \& Placement Center for use in conjunction with Banner training to assist faculty advisors in improving advising skills. | Training sessions for faculty were held in the Counseling, Advisement, and Placement Center on the Poplarville campus. Faculty at all three locations participated. | Training sessions on Banner were conducted for faculty on an arranged basis. The Advisor's Guide was used as a training tool for faculty in 2007, 2008, 2009, 2010, and 2011. The Advisor's Guide for 2011 was distributed at all three locations, and was published in the faculty handbook. Faculty members who have used the guide have stated that it is very helpful. The Advisor's Guide for 2012 has been revised and published on PRCC's River Guide for accessibility by faculty. |
| 3 | To provide career exploration/development services and testing services. | Career development services are provided through information provided to students through exploration in Choices and SIGI, and instruments such as Myers Briggs Personality Inventory. | The computer lab in the Counseling, Advisement, \& Placement Center is open from 8:00 to 4:00 for student used with SIGI and Choices, for career and/or educational information. Additionally students register themselves and complete the orientation course in the lab after having been advised. | All counselors and advisors who work in the Counseling, Advisement, and Placement Center have relatively new computers. However, the computers in the lab are old, slow, with limited capabilities. Students will use the lab more when those old computers are replaced. Plans were made in 2010-2011 to replace lab computers in January 2012. |
| 4 | To provide personal counseling services. | Provide personal and social counseling to students who are faculty and/or selfreferred for assistance with personal issues. Counselors refer seriously troubled students to community resources. | Personal and social counseling services are provided on an as needed basis. Counselors refer students with serious mental issues to Pine Grove Outreach and other community resources. Community agencies have responded often without charging fees. Counselors follow-up on progression of students. Counselors sponsor luncheons where services were discussed, and rapport with community agencies is maintained. | The excellent relationship the PRCC counselors have maintained with community resources and agencies will continue. Students have remained enrolled as a result of resolutions to problems. |

## PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| POSITION: Counselor - Career and Technical |  | Supports PRCC Strategic Goal(s): 1, 2, 7 |  |
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| 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 quaity 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 develop |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performa 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. |  |  |  |
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| 8. To provide workforce training programs that meet requir technical skills training. |  |  |  |
| 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 PRCC MISSION: To provide counseling services which assist in enhancing the educational experience and career development of our students. |  |  |  |
| OBJECTIVES - Broad description of intended impact on students (Program goals) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS - <br> Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 To organize and implement a guidance program. | Develop a yearly plan (Program of Work). Include a calendar of activities beginning July 1, 20010 to June 30, 2011. | Yearly plan included individual advisement and registrations sessions beginning Nov. 1, 2010 through Janaury 14, 2011; early advisement and registration for returning students April 4 through August 19. Activities included career fairs at Forrest County Center and Poplarville Campus, ACT Compass training, ACT Compass Ability to Benefit training and certification, collaborative meetings with mental health agencies in our district, state testing, GED testing, job placement workshops, and several professional meetings were held. Banner training for faculty members was conducted. Publication of Advisor's Guide produced better informed advisors. | Results included higher ratings by students on the Climate Survey for counseling, advisement, and placement services. Individual advisement services offered (instead of large group registration) reduced long lines, gave quieter one on one thorough advising; which produced positive results on the survey. <br> USE of RESULTS: The plan is to continue the individual advisement sessions which have replaced the large group early registration. Training in COMPASS, GED, and faculty training for Banner use will continue. Updates and publication of the Advisor's Guide to improve faculty advising skills will continue. Participation in professional development will continue in order to better serve students. A full time academic counselor was hired at the Forrest County Center, and advisor training was held for her on Banner. |

PEARL. RIVER COMMUNITY COLLEGE ASSESSMENT

| 2 | To provide individual and group guidance services to students to assist them in the development and use of cognitive and affective skills for understanding of self and others in the world of work. | 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. | Individual advisement and registrations sessions beginning Nov. 1, 2010 through Janaury14, 2011; early advisement and registration for returning students April 4 through August 5 replaced July large group session. Students were better advised as a result. Orientation is conducted in a one hour online course and during individual advising sessions. | Individual advisement appointments will continue to replace large group sessions except for August and January. Counselors have stressed the need to return to face to face orientation in addition to the online course. Consultation with other community colleges has informed us that students require both to feel that they are part of the community college family-culture. |
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| 3 | To coordinate student assessment, employability skills training, retention, placement, and follow-up activities in cooperation with instructors. | Conduct an organized testing program. Administer Occupational Specific examinations to fall, spring, and summer graduates. Utilize ACT, CPAT, COMPASS, and TABE scores in class placement. Administer regularly scheduled GED testing sessions for the people of the district. Conduct <br> Job/Career Fairs on Poplarville and Hattiesburg campuses. Develop assessment charts on enroilment, retention, program completion, graduation, placement, occupational skills assessment, and academic gain. Maintain appropriate records. | MS-CPAS Internet testing was successfully conducted at the Forrest County and Poplarville locations in November and April. <br> Counselors attended training Feb. 9, 2011 in Canton. <br> Compass training was held Nov. 19 on the Poplarville campus in cooperation with Hinds Community College. TABE's usefulness will continue. CPAT was discontinued December 31, 2010. Internet COMPASS ATB training and certification was completed by counselors and advisors on two campuses. Follow-up activities were conducted Spring 2011. | MS-CPAS results were distributed among appropriate faculty for program improvement. COMPASS installation, training, and certification led to testing of district students who had neither the standard high school diploma nor passing scores on the GED. Information on enroilment, retention, program completion, graduation, placement, and attainment of occupational skills was sent to the Office of Institutional Research for determining program effectiveness. |
| 4 | To assist in integration of academic and careertechnical skills. | Blend academic and technical courses while developing class schedules for students | Better blending is needed. Career Technical faculty are still need to continue to advise the weaker students to take developmental courses before entering the block classes which do not allow for academic course enrollment during the day. | Counselors will continue to instruct advisors to place technical students in a mixture of academic and technical courses. Additionally, counselors will continue to instruct advisors to place low scoring students in developmental classes before placing them in their technical majors. |
| 5 | To assist in student recruitment including special population students. | Serve on Recruitment Committee. Conduct recruitment visits to schools, technical centers, and assist with their | Academic and Career Tech counselors visited schools to encourage students to enroll | A new recruiting officer has been hired, and counselors have met with her to assist in outreach. In addition counselors, faculty, and |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2010-2011

|  |  | visits to our campus. | in honors programs as well as regular classes. Special populations prospective students are informed that they must pass the Ability to Benefit exams to be admitted into courses. | staff meet with Pine Grove Outreach to improve services. |
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| 6 | To assist special needs learners in obtaining skills for success in career-technical programs. | 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. | Student Support Services and the Title liI Office assist special needs students with tutoring. The ADA Coordinator assists in verifying those who require accommodations on exams. | Fifty percent of the students who received accommodations on the MS-CPAS exit exam passed. This is an improvement from earlier years. Provision for accommodations will continue. |
| 7 | To provide occupational, educational, personal, and social information for decision-making and problem solving. | Supply and upgrade occupational, educational, personal, and social information in the counselors' offices and career center library as budget permits. | Training on SIGI III was provided and all staff members in the Counseling, Advisement, \& Placement Center participated. | The lab is open from 8:00 to 4:00 for students who wish to use computer programs such as SIGI and Choices to aid them in making educational and career decisions. Counselors and advisors assist in planning. |
| 8 | To participate in professional growth opportunities. | Participate as a member in state and district professional organizations | Counselors are members of a MCA, MCCCA, MS Advisors Assoc., and other professional organizations and regularly attend meetings. Additionally counselors attend ACT, AccuPlacer and other testing training. Counselors attend as well as conduct professional development programs at PRCC. | Counselors and staff will continue to participate in professional development to keep up with the latest trends for program improvement to assist students toward success. |
| 10 | To conduct annual program performance evaluations for improvement. | State performance evaluations Student/staff evaluations. | Annual evaluations are performed for program improvement. | Improvement is continuously sought in the counseling, advisement, and placement programs to provide better service to our students. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

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| 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 <br> 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 de |  |  |  |  |
| 5. To provide facilities |  |  |  |  |
| 6. To improve com |  |  |  |  |
|  |  |  |  |  |
|  | To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific technical skills training. |  |  |  |
| PURPOSE OF UNIT: To provide necessary funding to support the educational mission of the college for operations and capital improvements. To coor 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. |  |  |  |  |
|  | JECTIVES - Broad description of intended impact students (Program goals) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To assure prudent use of college funds through monitoring, auditing, and reporting. | Produce balanced budget <br> Annual audit <br> Produce Financial Statements | Balanced budget produced. <br> Annual audit completed. <br> Financial statements completed. | Sufficient fund management for various departments accomplished. Strengths \& weaknesses addressed. <br> Financial position of college analyzed. |
| 2 | To assure financial stability of college by seeking ways to expand revenue sources. | Compare current year revenues to prior years and analyze results. | Revenue sources consistent. | Institution financially sound. |
| 3 | To evaluate capital improvement needs of the college and provide necessary funds to meet those needs. | Use of long range capital needs plan developed by the architects. | Long range capital plans identified w/ master plan for all campus locations. | Revision of long range capital plans on-going process. |
| 4 | To maintain operating fund balances at an adequate level to insure financial stability of the college. | Financial Statements and Audit Reports. | Financial statements \& annual Audit process completed. | Adequate fund balances maintained by institution for operations. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 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. |  |  |  |  |
| 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 educat |  |  |  |  |
| 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional deve |  |  |  |  |
|  |  |  |  |  |
| 6. To improve communication among campus |  |  |  |  |
|  |  |  |  |  |
|  | To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job technical skills training. |  |  |  |
| PURPOSE OF UNIT: To administer the Career-Technical, Academic and Student Services Divisions of the Forrest County Center. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: The unit provides state of the art occupational training as well as college transfer programs for the student district. |  |  |  |  |
|  | JECTIVES - Broad description of intended impact tudents (Program goals) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 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. | Faculty will be evaluated annually by the Supervisor and students. Assessment criteria in each departments chart will be reviewed. | Annual evaluations were conducted by supervisors and students | Faculty were recommended for reemployment. Areas in need of improvement were addressed |
| 2 | To encourage and assist all departments in the process of budget planning and utilization | Review and approve all budgets and requisitions for purchases submitted by faculty. | Purchase requisitions were forwarded to business office for necessary supplies and equipment | Teaching materials and new IT equipment were used to facilitate learning |
| 3 | To encourage departments in all areas of planning. | All instructional program changes will be submitted for review annually. If approved, those changes will be recommended to the Instructional Programs Committee. | A review of curriculum offerings were made with some changes recommended | Added to curriculum: Theater, Creative Writing, Survey of Criminalistics. Designated 3 honors classes |
| 4 | To encourage all departments to stay abreast of up-to-date instructional methodologies and equipment | Program training aides and equipment will be reviewed by respective program craft committees and/or department coordinators. | Purchase requisitions were submitted for approval | New IT and CTE training equipment has been placed in instructional areas |
| 5 | To supervise the activities of the office of student services which includes Admissions, Financial Aid and Business Office at the Forrest County Center | Review and approve services provided for student admissions and assistance. Monitor and approve all expenditures | The demand for student services have increased with enrollment increases | Additional training has been offered to help meet the increased demand. <br> Additional staff needed |


| 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. |  |  |  |  |
| 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 <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. |  |  |  |  |
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| 6. To improve communication among campus |  |  |  |  |
|  |  |  |  |  |
|  | To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job technical skills training. |  |  |  |
| PURPOSE OF UNIT: To administer the Career-Technical, Academic and Student Services Divisions of the Forrest County Center. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: The unit provides state of the art occupational training as well as college transfer programs for the stude district. |  |  |  |  |
|  | JECTIVES - Broad description of intended impact students (Program goals) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 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. | Faculty will be evaluated annually by the Supervisor and students. Assessment criteria in each departments chart will be reviewed. | Annual evaluations were conducted by supervisors and students | Faculty were recommended for reemployment. Areas in need of improvement were addressed |
| 2 | To encourage and assist all departments in the process of budget planning and utilization | Review and approve all budgets and requisitions for purchases submitted by faculty. | Purchase requisitions were forwarded to business office for necessary supplies and equipment | Teaching materials and new IT equipment were used to facilitate learning |
| 3 | To encourage departments in all areas of planning. | All instructional program changes will be submitted for review annually. If approved, those changes will be recommended to the instructional Programs Committee. | A review of curriculum offerings were made with some changes recommended | Added to curriculum: Theater, Creative Writing, Survey of Criminalistics. Designated 3 honors classes |
| 4 | To encourage all departments to stay abreast of up-to-date instructional methodologies and equipment | Program training aides and equipment will be reviewed by respective program craft committees and/or department coordinators. | Purchase requisitions were submitted for approval | New IT and CTE training equipment has been placed in instructional areas |
| 5 | To supervise the activities of the office of student services which includes Admissions, Financial Aid and Business Office at the Forrest County Center | Review and approve services provided for student admissions and assistance. Monitor and approve all expenditures | The demand for student services have increased with enrollment increases | Additional training has been offered to help meet the increased demand. <br> Additional staff needed |

PEARL RIVER COMMUNII Y COLLEGE ASSESSMENT

## 2010-2011

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PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| To maintain accurate and correct published information related to student services (student handbook). | Annual update and publication of all student manuals. | Updated Master Calendar and published it online. Compiled annual update. | New student portal will be developed in FY 12. This portal will serve as the main source of information for all students. Continue to review and revise student handbook to better serve student body. |
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PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 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. |  |  |  |  |
| 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. |  |  |  |  |
| 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 dev |  |  |  |  |
|  |  |  |  |  |
| 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 |  |  |  |  |
| 8. To provide workforce training programs that me |  |  |  |  |
| 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. |  |  |  |  |
|  | JECTIVES - Broad description of intended impact students (Program goals) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 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. | College employees and alumni with a demonstrated allegiance to the College will assist in screening and nominating head coaches when vacancies occur. | New baseball coach has been hired with college and professional experience. New assistants have been hired in men's basketball and soccer. both have college or international experience. | Experience state playoff and regional qualifying in men's basketball, women's basketball, softball, soccer, and baseball. |
| 2 | To increase attendance at all athletic events through improved media exposure. | Radio, television, and newspaper exposure is noticeable and consistent. | Increased media coverage in all sports. Men's and women's basketball had all their games web-cast | Increased attendance in all sports. |
| 3 | Improve emphasis on student achievement with our athletes. | Academic performance and progress towards graduation to be monitored on a regular basis. | New study room for all athletes has been built. Several athletes made academic all-state | Higher standards have been implemented in recruiting. More emphasis has been put on tutoring at risk athletes |
| 4 | Improvement of athletic facilities. | Athletic facilities will become an asset in the recruitment process. | New visitors dressing rooms in Shiver's gym. New restraining fence installed at soccer field | Modern facilities in some sports have allowed them to recruit better student athletes |
| 5 | Improve external fund raising. | External funds will be used to support athletic programs and scholarships. | External funds have been raised by all sports to supplement budget. | Additional equipment, awards and supplies have been purchased with external funds. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 6 | Develop evaluation plan for athletic program | Strengthen leadership for various <br> sports programs. | Constantly evaluating all <br> programs for success on and <br> off the field | Have experience continued success with our <br> athletic program. Have many student athletes <br> transfer to 4 year programs |
| :--- | :--- | :--- | :--- | :--- |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| Position: Director of Career and Technical Education Programs (Poplarvilie) |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 4, 5, 7 |
| :---: | :---: | :---: | :---: | :---: |
| MISSION STATEMENT: Pear\| 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 <br> 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 facuity and staff, compensate them well, and provide opportunities for their professional developm |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student leaming, enhance faculty and staff p Coilege services available via the internet. |  |  |  |  |
| 6. To improve communication among campus personnel and community members regard |  |  |  |  |
| 7. To recruit and retain students from a diverse population. |  |  |  |  |
|  | To provide workforce training programs that meet technical skills training. | requirements of business, industry, educ | nal, and public service agenc | for basic skills, specific job skills, and |
| 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. |  |  |  |  |
|  | JECTIVES - Broad description of intended impact students (Program goals) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To encourage high quality in all Career and Technical programs by monitoring curricula and instruction. | Career and Technical faculty will be evaluated annually by the Supervisor and students. | 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. | Review and approve all budgets and requisitions for purchase submitted by Career and Technical faculty. | The acquisition of materials, supplies, and services to meet instructional objectives. | Reviewed and modified budgeted resources to effectively achieve goals. |
| 3 | To encourage Career and Technical departments in ail areas of planning. | Program changes will be submitted for review annually. | Upon approval of Career \& Technical Directors, the plan was submitted to the appropriate college committee and SBCJC. | Approved plans assisted budgeting and program development. |
| 4 | To encourage all Career and Technical Departments to stay abreast of up-to-date training | Program training aides and equipment will be reviewed by respective program | Upon approval of Career \& Technical Director, the requested training aides | Approved request was budgeted for process and purchasing. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
$\left[\begin{array}{|l|l|l|}\text { aides and equipment as per industrial standards. } & \text { craft committees. } & \begin{array}{l}\text { and equipment was } \\ \text { submitted to the } \\ \text { appropriate college } \\ \text { committee and SBCJC. }\end{array}\end{array}\right]$
PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
POSITION: Director of College Libraries
$\begin{aligned} & \text { MISSION STATEMENT: Pearl River Community ColIege is a public institution committed to providing quality educational and service opportunities for all } \\ & \text { who seek them. }\end{aligned}$ who seek them.
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 curticulum, 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 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| I. 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. | 1. Items cataloged for 2010-2011 are |  |  | 1. Planned to continue purchasing materials for faculty and student use. |
|  |  | GHJ ITEMS | Adds | Total |  |
|  |  | Books | 848 | 56,173 |  |
|  |  | B. Periodicals | 6 | 7,529 |  |
|  |  | Microform | 0 | 7,042 |  |
|  |  | Cassettes | 0 | 459 |  |
|  |  | CD-ROM's | 6 | 402 |  |
|  |  | Computer Disks | 0 | 127 |  |
|  |  | DVD's | 259 | 713 |  |
|  |  | Kits | 0 | 4 |  |
|  |  | Manuals | 0 | 365 |  |
|  |  | Slide Sets | 0 | 6 |  |
|  |  | Sound Disks | 0 | 68 |  |
|  |  | Transparencies | 0 | 9 |  |
|  |  | Videocassettes | 3 | 3,351 |  |
|  |  | TOTAL | 1,122 | 76,248 |  |
|  |  | FCC ITEMS | Adds | Total |  |
|  |  | Books | 437 | 6,187 |  |
|  |  | B. Periodicals | 0 | 107 |  |
|  |  | CD-ROM's | 1 | 149 |  |
|  |  | Computer Disks | 0 | 10 |  |
|  |  | DVD's | 59 | 168 |  |
|  |  | Kits | 0 | 5 |  |
|  |  | Manuals | 4 | 44 |  |
|  |  | Slide Sets | 0 | 4 |  |
|  |  | Sound Disk | 0 | 15 |  |
|  |  | Videocassettes | 1 | 447 |  |
|  |  | TOTAL | 502 | 7,136 |  |

OBJECTIVES
PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT 2010-2011 (continued)

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| :---: | :---: | :---: | :---: |
| 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. | 2. Number of orientation sessions provided to students and faculty. | 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 101,247; for Forrest County Center Library and Lab, the door count was 75,424 ; and the door count for the Hancock Library was 4,733for a total of 181,404 . <br> The Johnston Library staff provided 85 orientation sessions to students, and the learning lab staff provided 88 in lab orientation sessions and no in class orientation sessions. FCC Library staff provided 22 orientation sessions to students and the FCC Lab staff provided 20 in lab orientation sessions and no in class sessions. The Hancock Center staff conducted 5 library orientation sessions and 5 lab sessions, for a total of 225 orientation sessions on all campuses. Orientation sessions were provided to students for English, College Skills, History, etc. upon teacher request. The Media Specialist provided Photoshop Elements workshops for students. The Johnston Learning Lab staff proctored 4,569 online tests; the FCC Lab staff proctored 3,840 tests; and the Hancock staff proctored 3 tests for a total of 8,412 tests. Library and Lab links were updated on the web site to be used by both online and traditional students. Information about the College Libraries was also updated on the web site. | 2. Planned to continue orientation sessions and workshops. Planned to continue upgrading library's web site. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| :---: | :---: | :---: | :---: |
| 3. To provide audio visual, copier, microform, and computer equipment and adequate furniture on which to place them to support instruction. | 3. Number of pieces of equipment and furniture added to Libraries and Labs. | 3. New technology/equipment and furniture added to all Libraries and Labs are listed below: Johnston Library <br> 5 student computers <br> 2 ID readers for printing <br> Johnston Learning Lab <br> 1 magnetic stripe reader for student check in <br> 2 ID readers for printing <br> 1 storage cabinet <br> Johnston Media Services <br> No new equipment or furniture <br> Forrest County Center Library <br> 4 student computers <br> 1 staff computer <br> 2 ID readers for printing <br> Forrest County Learning Lab <br> 4 student computers <br> 1 magnetic stripe reader for student check in <br> 1 ID readers for printing <br> Hancock Center Library <br> 1 set of 90 " double-faced shelving 2 tables <br> 8 chairs <br> 3 computer station stools <br> 1 height adjustable handicapped computer station <br> 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. | 3. Requested additional funding for equipment and furniture for 20112012. <br> 4. Requested additional funding for online full-text periodicals for 20112012 school year since online products have the capability of serving more students than print inhouse periodicals can serve. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2010-2011 (continued)

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| :---: | :---: | :---: | :---: |
| 5. To increase the Libraries budget to $6 \%$ of the school budget. | 5. ACRL standards. | 5. Found that the Library needed to add $2.39 \%$ to the existing budget. | 5. Requested additional funding for 2011-2012 school year. |
| 6. To increase the electronic database collection. | 6. ACRL standards. | 6. A subscription was acquired to one new book database: <br> EBSCO/NetLibrary's Shared <br> Collection X containing approximately 2,500 to 3,000 eBooks. | 6. Requested additional funding in the 2011-2012 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. The GHJ Learning Lab Coordinator has a master's degree plus 15 additional hours. The Mathematics Lab instructor has a master's degree plus 30 additional hours and the English/reading instructor has a master's degree. The Media Specialist has a bachelor's degree. All GHJ support staff members are qualified by education and experience for their positions. <br> The librarian at the FCC Campus holds a master's degree while the support staff member obtained a bachelor's degree in library science in December 2010. Additionally, there are three hourly staff members, each with a master's degree at the FCC Library. In the FCC Lab, the coordinator has a master's degree and the lab instructor has an educational specialist degree. There is also a support staff member in the FCC lab with 3 years of college education. The Hancock Library Technical Assistant has a master's degree in education with an emphasis in English and 27 additional hours in Psychology. | 7. Requested that the frozen Library clerical position be fully reinstated for the 2011-2012 school session. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT 2010-2011 (continued)

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| :---: | :---: | :---: | :---: |
| 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. All staff members, both professional and support staff, attended professional development workshops conducted by the college. All professional staff members attended a workshop of a discussion of the Campus Client Survey results at the beginning of the school year. All support staff members attended a workshop entitled "United We Stand, Divided We Need Excedrin" by Janie Walters. The College Libraries Director and the GHJ Public Services Librarian attended three days of Luminis training on campus and attended online database training for the new ProQuest Platform, WilsonWeb Omnifile Full Text overview, WilsonWeb Mobile Access, and EasyBib. The GHJ Public Services Librarian and the GHJ Lab Coordinator visited USM to evaluate their PHAROS print management system. The GHy Public Services Librarian attended online training on SIRSI's circulation module. The GHJ System/Technical Processing Librarian attended online training on SIRSI's circulation module, reports module and cataloging module. The GHJ TechnicaI Processing Assistant attended online training on SIRSI's cataloging module. The GHJ Media Specialist attended online training on Camtasia, InDesign, and Photoshop Elements 7. The GHJ Lab Coordinator and both GHJ Lab Instructors attended online training on Acculite and Learning Wizard software. The GHJ Lab Coordinator and the GHJ Lab Math Instructor attended a workshop at USM. The | 8. Planned to provide professional development activities for 2011-2012. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2010-2011 (continued)

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| :---: | :---: | :---: | :---: |
| 8. (continued) | 8. (continued) | 8. (continued) state Creating Futures Through Technology Conference was attended by the English/reading instructor from the GHJ Learning Lab. The GHJ support staff members attended training on the new phone system. Blackboard Training was attended by the FCC Learning Lab Coordinator and the FCC Learning Lab instructor. The FCC Library Assistant attended workshops on Copyright and Beginning and Advanced Promethean Board. | 8. (continued) |
| 9. To continually weed the GHJ Nursing collection and the FCC Allied Health Collection. | 9. Usage count and copyright date of materials. | 9. Discarded 10 books from the Johnston nursing collection, and purchased 94 books for the nursing collection. Forrest County Library discarded 4 books from the Nursing and Allied Health Collection and added 58 books to that collection. | 9. Planned to purchase additional nursing and allied health materials in 2011-2012 to replace discarded items. |
| 10. To cooperate with other institutions, libraries, and agencies to meet the information needs of the college. | 10. Cooperative agreements with other libraries. | 10. The library participates in the Mississippi Community Colleges Library Information Partnership (MCCLIP), 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. | 10. Planned to continue cooperative agreements for 2011-2012. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 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. |  |  |  |  |
| 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 dist |  |  |  |  |
| 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional devel |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community ser Coliege 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 progra |  |  |  |  |
| PURPOSE OF UNIT: To provide individual and group services to prepare students for academic transfer and or careers which meet the needs of business and industry. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide counseling services which assist in enhancing the educational experience and career development of our students. |  |  |  |  |
|  | JECTIVES - Broad description of intended impact students (Program goals) | ASSESSMENT CRITERIA Criterion for Evaluation Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To organize and supervise the guidance program. | Propose revisions to existing program for improvement by establishing an advisory council, planning activities each year, developing and publishing guidance activity calendar, expanding the advisement services being provided at the Hancock Center by including additional part time personnel. | Revisions for improvement were made. Students were assigned a faculty advisor. The Advisor's Guide was printed and published. Two sessions were conducted to train faculty in using Banner to advise. Training included best practices in advising according to the Advisor's Guide. Two advisors or counselors participated in advisement and registration of students at the Hancock Center. | Many of the faculty who participated in advisor training on Banner and best practices in according to the Advisor's Guide were very complementary of the sessions. Advisor's Guides were provided to all advisors at all locations. The Advisor's Guide will be revised on an as needed basis for improvements. |
| 2 | To provide individual and group guidance services to assist students in the development and use of cognitive and affective skills. | 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. | Individual advisement sessions were conducted throughout the 2008-09 year. A large group session was conducted on job placement and employability skills. Approximately 138 students participated. Small group sessions were conducted on career planning. Sessions | The evaluation of the Job Placement workshop gave positive ratings to the session. The session is designed to assist students in how to interview, how to keep a job, and also to prepare them for the annual career fair. Sessions in career planning in Essential Skills classes are designed to assist freshmen at risk students in planning their education and in making career choices that fit their personalities. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2010-2011

|  |  |  | involving career planning was conducted in Essential Skills classes. Myers Briggs was administered to assist students in learning more about their personalities. |  |
| :---: | :---: | :---: | :---: | :---: |
| 3 | To coordinate student assessment, employability skills training, retention, placement, and follow-up activities in cooperation with instructors. | Conduct assessment s using ACT, GED, TABE, and ACT COMPASS. Follow up/placement surveys are conducted annually. | ACT, GED, TABE, C-PAT, and MS-CPAS tests were conducted. ACT COMPASS was purchased, and training was held Nov. 19, 2010. | ACT, TABE, and COMPASS examinations are used as placing students in appropriate classes according to their functional levels. MS-CPAS is the exit examination for Career and Technical graduates, and result are used for program improvement. |
| 4 | To provide opportunities for personnel to improve guidance services. | Encourage participation in staff development and communication with Industry, businesses, and other colleges. Counselors and advisors participated in ACT COMPASS training and SIGI 3 training in addition to other training provided through professional development. | Staff attended advisors' meetings at Mississippi State University, Southern Miss University, and the Community College Counselor's Conference. Additionally all assisted with Career Fair to meet with personnel from businesses and industry. A college fair was held in November, and transfer week was held in March. College Fair included representatives from Mississippi and surrounding states. Transfer Week included colleges where specific instruction and assistance was provided to students who were transferring. | New ideas emerged from participation in various advisement meetings held at the community colleges and universities. Colleges and universities are anxious to participate in Coilege Fair and Transfer Week. Students benefited from the assistance. |
| 5 | To encourage personnel to participate on College committees in support of the mission statement of the College. | Participation on the Instructional Council, Calendar Committee, President's Task Force, PAT for Title III, (appropriate College committees), and advisory boards of community schools and businesses. | Each staff member participated on various committees within the College and on advisory boards of high school and businesses. | Participation in College committee work keeps our staff informed on important issues. Participating on advisory boards at schools and businesses builds community and school relations. |
| 6 | To encourage personnel to participate in professional development to improve guidance services. | Encourage participation in state and national organizations for improvement in guidance services such as counseling, advisement, placement, orientation, etc. In addition | Each staff member participated in numerous professional development opportunities such as ACT, COMPASS, SIGI 3, MCA, MCCA and other professional development meetings. | New ideas emerged to assist in keeping up with changes in the profession. Additional training in Campus Safety, Banner Workshops, etc. also assists in improving staff member skills that are essential is helping students. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 7 | To utilize community resources | Maintain contact with "helping" agencies within the district. | A luncheon was held with Pine Grove Mental Health personnel and PRCC counselors and Advisors Nov. 30. PGMH provided helpful updates on policy and procedures for referrals. PGMH provides free assessments for students who are referred. | Working with community resources such as Pine Grove Mental Health, shelters for battered women, ACLU, and DHS proves helpful to our students who could not afford services otherwise. |
| :---: | :---: | :---: | :---: | :---: |
| 8 | To conduct evaluations. | To complete evaluations as prescribed by the College and State pertaining to program and personnel evaluations. | Evaluations are conducted on various activities and on personal performance of staff members. | Staff members have improved as a result of evaluations. Program improvements are made based on activity evaluations. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 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. |  |  |  |  |
| 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 |  |  |  |  |
|  |  |  |  |  |
| 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 technical skills training. |  |  |  |  |
| 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 and financial support in the College through the Office of the Development Foundation and Alumni Association. |  |  |  |  |
|  | JECTIVES - Broad description of intended impact students (Program goals) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 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. <br> 1.2. Minutes of the PRCC Development Foundation. <br> 1.3. Annual Audit of Pearl River Community College. <br> 1.4. Annual Audit of the PRCC Development Foundation. | The foundation has shown growth in total financial support this fiscal year over last by almost 14\%. Donors continue to maintain or increase funding for their scholarships. Investments have made a rebound over last year but are still struggling with interest rates. | The growth and support for scholarships has allowed the foundation to help fund 101 additional scholarships as compared to the previous year. Grant funding has helped provide for major growth in instructional areas of the college. |
| 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. <br> 2.2. Minutes of the PRCC Development Foundation. <br> 2.3. Minutes of the PRCC Alumni Association. <br> 2.4. Quarterly editions of the | Alumni Chapter activities have continued to grow in participation and net income for support of student scholarships. <br> Foundation Alumni Coordinator has utilized Website, Facebook Social Networking, and Alumni Online Newsletter for | More scholarships are now being awarded by our Alumni Chapter than any time in the past. <br> Over 1,200 Facebook contacts are receiving information on Foundation Activities and Events. Communication with alumni has seen great growth. <br> Participation in Alumni and Foundation activities has grown over this past year. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

|  | alumni magazine, RiverSide. <br> Development Foundation wili employ a <br> full-time Coordinator of Alumni <br> Services. | communicating with Alumni. <br> Alumni chapter have become <br> competitive in growing <br> chapter endowments. |  |
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PEARL RIVER COMMUNı IY COLLEGE ASSESSMENT

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 4 | At least two training opportunities <br> (Blackboard and other instructional <br> tools provided by the State) will be <br> provided to PRCC personnel each <br> semester. | Documented evaluations; training <br> calendar | Approximately five training opportunities <br> were provided during the fall and spring <br> semesters. Extended opportunities were <br> provided during the summer semester. | Extended Education \& Instructional Design will <br> be restructured into the eLearning Office <br> designed to specifically address instructional <br> technology needs of the College. Even though <br> the objective was met during 2010-2011 year, <br> additional needs are recognized in regard to <br> instructional technology training needs. |
| :--- | :--- | :--- | :--- | :--- |
| 5 | At least 20 students will be advised <br> online using Wimba Pronto. | Advisement records | This objective was not met. There are no <br> designated advisors capable of using this <br> technology for advisement purposes. | During the 2011-2012 year, a concerted effort <br> will be place on training advisors to use this <br> technology for advisement purposes. In <br> addition, a procedure for students and advisors <br> to follow will be devised. |
| 6 | Of the high schools in the PRCC <br> district who participate in dual <br> enrollment, at least $50 \%$ will be visited <br> by PRCC personnel. | Documented calendar dates | Of the high schools in the PRCC district who <br> participate in dual enrollment $83 \%$ were <br> visited during the 2010-2011 year. Several <br> were visited multiple times. In addition, <br> schools inquiring about dual enrollment <br> were also visited in order to explain the <br> nuisances of dual enrollment. | Additional efforts will be made to visit all high <br> schools participating in dual enroliment. |

## PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

| Supports PRCC Strategic Goal(s): 2,4 , and 5 |
| :--- |
| POSITION: Director of Financial Aid |
| MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek <br> them. |
| PURPOSE OF UNIT: To provide those student services in the Division of Student Affairs that will promote and enhance the "comprehensive student development <br> concept" (physical, social, recreational, and educational). <br> RELATIONSHIP OF UNIT TO PRCC MISSION: To provide financial assistance to enable the achievement of personal, educational, and occupational goals of students. |


| POSITION: Director of Financial Aid |  |  |  |
| :---: | :---: | :---: | :---: |
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| 1. To award financial aid to the student population at PRCC based on federally, state, and institutionally determined eligibility and progran fund availability to assist them in meeting the costs of their education. | 1. Determine student eligibility for the type of aid requested and award aid based on the availability of the funds. | The loss of several vital federal programs for the current award year continues to emphasize the important impact of the Office of Financial Aid to the success of the institution as a whole. | The skill set and special knowledge base required by financial aid advisors, counselors, and administrators is typically more advanced than that of other student service areas with regard to numerous federal agencies, i.e. DEA, INS, DHS, IRS, VA, and Homeland Security, and may warrant the institution's consideration in classifying all financial aid positions as professional. |
| 2. To maintain a critical review of all institutional, state, and federal guidelines with regard to preserving compliance with the financial aid programs in these respective areas. | 2. Keep abreast of federal, state and institutional updates on policy and procedural changes related to programs through mail, electronic postings and webinars, as well by attending vital policy conferences. | No findings to date. | No change needed. |
| 3. To continue to utilize the U.S. Department of Education's Central Processing System's Return of Title IV functionality to implement the processing of all required R2T4 calculations which began during the 2008-2009 award year. Problems continue to occur within the Banner | 3. Develop a comprehensive point of contact/communication plan between the Office of Financial Aid, Business Services, and the Admissions Office and with Information Technology personnel with regard to Withdrawal Notifications for the purpose of determining Return of Title IV calculations. | The Information Technology Department has developed a query which captures reported withdrawn students. This report is generated for the Assistant Director of Financial Aid for R2T4 withdrawal calculation processing procedures. Information regarding student accounts required for calculations is secured from Business Services to complete appropriate | Office of Financial Aid in conjunction with Office of Admissions initiating plans to work with Faculty Senate to plan workshops for purposes of training faculty of importance for reporting absences and cutouts in a timely manner with regard to compliance issues pertaining to federal Title IV issues. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

| POSITION: Dircctor of Financial Aid |  |  |  |
| :---: | :---: | :---: | :---: |
| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| operating system that will require resolution to determine fully those students withdrawing from the institution. <br> 4. To reformulate an up-to-date written policies and procedures manual to comply with U.S. Department of Education requirements for the administration of federal assistance programs. It is also suggested that the manual be created as a Web-based resource, allowing for easier, more regular updates to the manual. | 4. Recommended following consultation with USA Fund University Consultant with regard to possible FederaI compliance implications. In addition, a comprehensive policies and procedures manual will serve as an effective training tool for future staff members in the Office of Financial Aid. | procedures. <br> Template for policies and procedures manual for Pearl River Community College in place. Mission statement for Office of Financial Aid developed and Code of Ethics in place with regard to treatment of Federal Title IV student aid funds and the awarding and disbursing of federal student aid. | Process for policies and procedures manual will continue indefinitely as industry continues to evolve. (For example, the Family Education Loan Program no longer exists as a Federal student aid program. That program has been replaced by the Direct Lending Program which is strictly operated under the auspices of the U.S. Department of Education.) |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| POSITION: Director of General Education (Forrest County Center) |  |  |  | Supports PRCC Strategic Goal(s): $1,2,4,5,6$ |
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| 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 course |  |  |  |  |
| 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. |  |  |  |  |
|  |  |  |  |  |
| 6. To improve communication among campus |  |  |  |  |
|  |  |  |  |  |
|  | To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job technical skills training. |  |  |  |
| 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. |  |  |  |  |
|  | JJECTIVES - Broad description of intended impact students (Program goals) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To continue to assist in developing new academic course offerings at the Forrest County Center. | To meet with administrative personnel to add academic courses other than those required for technical programs. | Added 4 new courses that are well populated | Indicates need to consistently add elective to attract students |
| 2 | To continue to offer more counseling opportunities for students. | To assist in providing academic counselors from the Poplarville campus on the Hattiesburg Campus. | Counseling position will be full-time in July 2011. Worked to get COMPASS installed and used at FCC. | this will greatly enhance our ability to place students appropriately |
| 3 | To assist in reorganizing the regular registration process and late registration process | To meet with administrative personnel to assist in securing computers for registration at the Forrest County Center. | New computers have been ordered to help in the registration process. SGA officers on scholarship are helping with registration. | Students are served more efficiently. SGA officers rearranged to facilitate the process |
| 4 | To continue to seek new classrooms and teaching materials at the Forrest County Center. | To meet with administrative personnel to achieve this goal. | IT equipment has been installed and 1 mobile classroom installed | Will allow for additional sections to be added and make available more options for teaching |
| 5 | To continue to add more full-time faculty at the Forrest County Center. | Consult with Vice President for Instruction to achieve this goal. | Part-time positions are now permanent positions | Many more class offerings and smaller classes for our students |

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.
institutions and/or to be successful in careers for which they have been
them.
$\infty \wedge \infty$ PURPOSE OF UNIT: To pro
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. (States how well intended program performance)
This is an online process now. Students will still
This is an onme process now. Sta finish this process early in the semester.
More visits to area high schools to answer new online orientation. The
problems have been solved,
so there is no need for
improvement.

impact on students (Program goals) $\quad$ Criteria for Evaluation
ia as described in Orientation and Recruitment department's assessment
chart targeting students, counselors and guests.
New recruitment team was
implemented. Visits were more regular to Hancock Hig School and Bay High School. Met with parents
information day.'
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.
Provide prospective students information
on the admission process, academic
programs, and campus life that will aid in
future enroilment.
enrollment goals and initiatives.
PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 4 | Increase the number of students enrolled in courses at sites in Hancock County and Stennis Space Center. | Collect and analyze student enrollment data for all sites in Hancock County and Stennis Space Center. | Enroliment continues to grow each semester at the Hancock Center. | Consider career-technical classes to be offered at the Hancock Center. Facilities changes include: a larger library learning lab, a new textbook store, for credit welding classes, and new classroom space. |
| :---: | :---: | :---: | :---: | :---: |
| 5 | Increase College's visibility throughout the business community within Hancock County and Stennis Space Center. | Expand initiatives in partnership with local business and the College Workforce Development Division. | Continue to be involved with the community and Hancock County entities | Continue to upgrade course offerings at the Hancock Center and Stennis Space Center. Continue to renew PRCC's commitment to quality education in the Hancock county Area. Work with local business and community organizations to provide services needed in the community. Continue with work with the Education Committee of the Hancock County Chamber. Continue to support Community Education Partnership and partnership with The Arts Hancock County. Continue to offer the $2^{\text {nd }}$ Friday Student Art Show which showcases the art of PRCC students and students from Hancock High, Bay High, St. Stanislaus, and Our Lady Academy. |

PEARL RIVER COMMUNI IY COLLEGE ASSESSMENT 2010-2011

| POSITION: Director of Physical Plant |  |  |  | Supports PRCC Strategic Goal(s): 2, 3, 4, S |
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| 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. |  |  |  |  |
| 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 mak 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. |  |  |  |  |
|  | 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. |  |  |  |
| 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 system that meets the travel needs of students, faculty, and staff at PRCC. |  |  |  |  |
| OBJECTIVES - Broad description of intended impact on students (Program goals) |  | ASSESSMENT CRITERIA - <br> Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS - <br> Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 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 feading 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 | 6. Plan of action ready for activation upon availability of | 6. Daily staff meetings. Attend education |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

|  |  | personnel (contractor, engineers, staff). | funds. | seminars as identified. |
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| 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 | To employ efficient and effective mechanic personnel. | 8. Evaluation of mechanics in charge of transportation done formally and informally. Also, daily supervision of mechanics. | 8. Daily supervision of mechanics as 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 transporation. |

PEARL RIVER COMMUNI Y COLLEGE ASSESSMENT
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.
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.
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.
To provid
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.
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.
PURPOSE OF UNIT: 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. ASSESSMENT RESULTS - Outcomes USE OF RESULTS - Actionable Knowiedge
(How knowledge gained will be used to
improve program performance)
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localized and resent to media types.
The college's website is currently undergoing changes for the next year, making it easier for students to apply
information and contact information.
Our newly-revised website will now include the college's television

Evaluated effectiveness of distributing print information and determined that it is a viable tool for getting information
 doing this is through Facebook, and
PEARL RIVER COMMUNI i Y COLLEGE ASSESSMENT

|  |  |  | availabie at career and trade shows. | placing magazines on our website. |
| :---: | :---: | :---: | :---: | :---: |
| 5 | To improve and expand advertising efforts to enhance the image and student perception of the college. | Balance advertising efforts on TV, in newspapers and magazines, on radio and in high-traffic areas throughout the district. | Increased interest with potential students, resulting in an increase of applications for admission, and student enrollment. | Evaluated effectiveness of advertising efforts through informal discussions with current students, as well as college recruiters. |
| 6 | To enhance the school's distance education enrollment through the publication of timely brochures and news releases about course offerings and registration procedures. | Increase interest in the college's distance education offerings by updating brochures each semester. | Increased enrollment: Spring 2010 enrollment hit 1,167; spring 2011 enrollment as up to 1,311 total. | Evaluated effectiveness of brochures with distance learning coordinator. Determined that it would be effective to increase distribution of materials promoting distance learning, but also making sure it is mentioned in school advertisement in general. |

PEARL RIVER COMMUNIIY COLLEGE ASSESSMENT 2010-2011
POSITION: Director of Recruitment and Orientation - Recruitment
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 access to college courses and programs using various instructional methods, including distance education.
3. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.
To provide facilities, technology, and suppot
To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.
To mprove communication among campus personnation
To recruit and retain students from a diverse population
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. PURPOSE OF UNIT: To provid
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.
OBJECTIVES - Broad description of intended $\quad$ ASSESSMENT CRITERIA - ———|ASSESSMENT RESULTS - USE OF RESULTS - Actionable Knowledge Outcomes Assessment $\quad$ (How knowledge gained will be used to improve (States how well intended program performance)
results were achieved)
Enrollment increased by 5\%
Attended high school career fair, awards ceremonies, and personal high school visits in
order to recruit students. Senior lists were obtained from district high schools and recruitment materials were mailed out. Plans are being made to increase recruitment activities so that enrollment will be increased. efforts at the district high schools.
Criterion for Evaluation
(Variables related to success of intended
outcome)
Review number of students enroiled.
Participate in various recruitment
activities.
Conducted individual and
group tours.
Conducted individual and
group tours.
Participated in annual GED
Day coordinated by non Day coordinated by non -
traditional student organization.
Delivered/mailed information
upon request. upon request.
Materials will be sent to poten gain knowledge about PRCC. familiar with campus.
Participated in annual GED $\quad$ Will continue to distributed materials and Day coordinated by non - $\quad$ conducted tours for non-traditional students
Conducted tours to individu
and high school groups as Will continue tours to assist potential students
become familiar with programs and services
PEARL RIVER COMMUNIıY COLLEGE ASSESSMENT
2010-2011

|  |  |  | requested | offered by PRCC. |
| :---: | :---: | :---: | :---: | :---: |
| 4 | To improve and update recruiting literature to attract students. | Update, print, and distribute recruitment literature. <br> Collect and review view books and other college/university publications to get new ideas for next year. | Brochures and catalogs were updated and distributed to all district high schools and to individuals upon request. <br> Obtained information from various colleges/universities for recruitment ideas. | Will make updates to brochures and catalogs and will distribute to all districts and upon request to individuals. <br> Information will be obtained from various colleges/universities and used to improve recruitment activities. |
| 5 | To meet with high school counselors and other personnel to provide awareness of the quality educational opportunities available at PRCC. | Take PRCC literature/supplies to all district high schools. Plan and organize special activities to give PRCC information to offcampus personnel. | Meetings were conducted with high school counselors and personnel to provide information concerning activities on campus. | Plans are to continue distributing information concerning educational opportunities at PRCC to area schools. |

PEARL RIVER COMMUNI Y COLLEGE ASSESSMENT
2010-2011

| POSITION: 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. |  |  |  |  |
| 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 <br> 2. To provide quality student services. |  |  |  |  |
| 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional developm |  |  |  |  |
| 5. To provide faciilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community ser College services available via the Internet. |  |  |  |  |
| 6. To improve communication among campus personnel and community members regarding the College goals, objectur |  |  |  |  |
| 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 |  |  |  |  |
| 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. |  |  |  |  |
|  | BJECTIVES - Broad description of intended pact on students (Program goals) | ASSESSMENT CRITERIA - <br> Criteria for Evaluation <br> (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To plan, coordinate, and direct orientation activities for new PRCC students. | 1. Review the number of students and parents/guardians attending. | 1. 1335 students successfully completed orientation. | 1. Plans are being made for all incoming freshmen students to complete orientation. |
| 2 | To encourage all prospective students to attend an orientation session. | 2. Prepare and mail orientation literature to prospective students. | 2. Postcards and emails were sent to all district high school students. | 2. Postcards and emails were sent to all district high school students. |
| 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. Literature for new Online Orientation procedure was mailed and emailed. | 3. Continue to notify students, parents/guardians of the Online Orientation Procedure. |
| 4 | To provide students with a fundamental understanding about college life transitions at PRCC through Administrators, department directors, and currently enrolled students. | 4. Review the evaluations provided by the guest speakers upon the completion of their presentation. | 4. Administrators and department director information were a part of the online orientation. | 4. Review and update the Online Orientation website. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| POSITION: Director of Retention and Adult Services |  |  |  | Supports PRCC Strategic Goal(s): 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. |  |  |  |  |
| 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 performancer 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 requir technical skills training. |  |  |  |  |
| PURPOSE OF UNIT: To provide services for PRCC's non-traditional student population and promote student retention. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide academic support for non-traditional student populations. |  |  |  |  |
|  | JECTIVES - Broad description of intended impact students (Program goals) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | Establish an Adult Student Center to serve the needs of PRCC's growing non-fraditional student population. | 1. Secure new facility. <br> 2. Secure funding to furnish facility. | 1. Facility Secured-Crosby Hall 2nd floor. Space shared with Title III Grant. <br> 2. Grant from South Mississippi Planning and Development (SMPDD) to assist with furnishing. | 1. Complete elevator for ADA accessibility to facilities. <br> 2. Increase usage of the new adult student services. |
| 2 | Establish the Adult Student Association. | 1. Hold monthly informational meeting. <br> 2. Acquire scholarship for qualified members. | 1. Meetings were held monthly both fall and spring semesters. 2 Several Scholarship from Alumni Endowment were issued to nontraditional students who were members of the Adult Student Organization. | 1. Expand meeting to FCC and Hancock Center. Move all meetings to the Adult Student Center. <br> 2. Increase scholarships offered to Adult Students in the Adult Student Organization. |
| 3 | Promote Student Retention. | 1. Develop Early Alert System e-mail system for students with attendance problems. <br> 2. Develop e-mails to notify students on the EAS of important dates. (mid-terms, registration, finals.etc..) | 1. Students were e-mailed after missing $1 / 2$ of allowed absences and again after they missed additional classes. <br> 2. E-mails were sent to EAS students with important dates and times for events. | 1. Set up new EAS system in Grades 1st software. <br> 2. Increase the number of e-mails and notifications sent to students with additional school activities and educational opportunities. |

PEARL RIVER COMMUNIIY COLLEGE ASSESSMENT

| POSTITION: Director of Student Support Services |  |  |  | Supports PRCC Strategic Goal(s): 1 \& 2 |
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| 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 <br> 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. ${ }^{\text {5. To provide facilites, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make }}$ |  |  |  |  |
| 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, specifi ja |  |  |  |  |
| PURPOSE OF UNIT: To help disadvantaged students find success in college by offering the following services: tutoring, financial aid advisin 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. |  |  |  |  |
|  | JECTIVES - Broad description of intended impact students (Program goals) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To assure that $60 \%$ of all participants served by the Student Support Services project will persist from one academic year to the beginning of the next academic year, or graduate and/or transfer from a two year to a four year institution during the academic year. | Retention rates of those students who persisted in their education. | This information is unavailable until the Fall 2011 semester. We will submit this information when data is available from IT. |  |
| 2 | $78 \%$ of all enrolled participants served by the Student Support Services project will meet the performance level required to stay in good academic standing at the grantee institution. | Mid-term and final grade reports from instructors at PRCC. | Approximately 124 out of 160 ( $78 \%$ ) of our students achieved performance level required to stay in good academic standing at the grantee institution. | Our ambitious goal of $78 \%$ was achieved. |
| 3 | a) $36 \%$ of new participants served each year will graduate with an Associate's degree or certificate within four (4) years. | Tracking the number of students who enter the program and graduate, from data maintained by PRCC Information Technology Department and the SSS | This information is unavailable until the Fall 2011 semester. We will submit this data when available from IT and National Clearing House. |  |

PEARL RIVER COMMUNı Y COLLEGE ASSESSMENT

## 2010-2011

|  | b) $40 \%$ of new participants served each year will transfer to institutions of higher education that offer Baccalaureate degrees with an Associate's degree or certificate within four (4) year. | Student Access software program. And the National Clearing House | This information is unavailable until the Fall 2011 semester (October). We will submit the data when available from IT and National Clearing House. |  |
| :---: | :---: | :---: | :---: | :---: |
| 4 | The PRCC SSS project will meet $100 \%$ of the administration's requirements including record keeping, reporting and financial accountability. | Documentation of SSS records and an annual self evaluation of records requested by federal regulations, sent to the Department of Education. | The Annual Performance Report (APR) was submitted in February 2011, as required, and all other required reports. | The results were used to conclude that ail records were maintained accurately and submitted to the US Department of Education. |
| 5 | During the 2010-2011 project year and succeeding years of the project cycle through 2015, 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. $66 \%$ or 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 PRCC SSS Program in order to be successful in post-secondary education. | SSS enrollment figures and number of active students served. | Two thirds (79\%) of the participants were individuals with disabilities and/or low income individuals who are first generation. Less than one third ( $21 \%$ ) of the participants were low income, first generation and/or disabled. | The results were used to determine that we succeeded in not only achieving our service goals, but exceeding them from $66 \%$ to $79 \%$. |
| 6 | 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 plan will summarize short and longterm 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 | 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. | All students served in SSS completed an individualized education plan (college success plan). | The results were used to conclude that all students received individualized educational plans and to ensure systematic educational advisement on their plan. |

PEARL RIVER COMMUNII Y COLLEGE ASSESSMENT

|  | project and reviewed annually. |  |  |
| :--- | :--- | :--- | :--- |
| 7 | At least $50 \%$ (including the Director) of the SSS <br> project staff/team will serve on at least one PRCC <br> Committee related to academic and/or <br> administrative functions (Disability Advisory, <br> Information Management, Retention, Financial <br> Aid, etc.) and one committee outside the college <br> to foster an institutional climate supportive of the <br> students eligible for the SSS Program | Documentation of staff's participation in <br> PRCC's committees and/or community <br> committees (outside of the college). | $50 \%$ of the SSS staff serves <br> on <br> committea/hd/or community <br> come college. |

PEARL RIVER COMMUNii Y COLLEGE ASSESSMENT 2010-2011

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| MISSION STATEMENT: Pearl River Community Coilege is a public institution committed to providing quality educational and service opportunities for all who seek them. |  |  |  |  |
| RATEGIC 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 <br> 2. To provide quality student services. |  |  |  |  |
| 3. To provide access to college courses and programs using various instructional methods, including distance educatio |  |  |  |  |
| 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 mak |  |  |  |  |
|  |  |  |  |  |
| 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 technical skills training. |  |  |  |  |
| PURPOSE OF UNIT: To provide workforce training assistance to business, industries, educational and public service entities in the Pearl River Commu district |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To serve as the PRCC agency for providing workforce training. |  |  |  |  |
|  | JECTIVES - Broad description of nded impact on students (Program als) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS - <br> Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 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. | A. Staff development programs provided for the Adult Education staff. <br> B. Basic Skills training for pre-employment testing provided. <br> C. Identification of workforce skills requirements for WDC customers in businesses, industries, education, and public service agencies. <br> D English-as-Second-Language (ESL) programs provided to teach Non-English Speaking Adult Education students to read and speak English. <br> E. Classes to prepare individuals with the academic skills necessary to pass the GED test offered in all six counties served by PRCC. | A. Staff Development programs were provided to Adult Education Staff. <br> B. Curriculum is in place in all ABE classes to improve student's basic skills. <br> C. Adult Education and other ATC staff achieved a high level of awareness of workforce basic skills needs. <br> D. Partnership with Hattiesburg Public Schools ABE program is in place to offer ESL classes. <br> E. Classes are offered in all six counties of the PRCC district to provide training for individuals seeking to advance their educational level and/or earn a GED. | A. Used to adapt and/or modify staff development programs in order to maintain or improve programs. <br> B. Companies made referrals of employees to ABE who needed assistance for job retention or advancement. <br> C. Basic Skills requirements were met by current ABE program. <br> D. ESL classes were able to continue with a partnership that met all federal and state guidelines for enrollment. <br> E. For 2010-2011, 1158 individuals obtained services from the ABE program with 355 earning GED's. 684 students enrolled in PRCC in 10-11 with a GED. |
| 2 | To create short term demand driven | A. Partner with the WIN Mississippi Job system | A. PRCC utilized funding from the | A. This relationship provides a direct |

PEARL RIVER COMMUNi Y COLLEGE ASSESSMENT

|  | training opportunities for individual experiencing career changes or for industries that have high demands for skilled workers. | to stay current with high demand employment. <br> B. Identify industry partners that will assist in creating training and programmatic needs focusing on their training demands. <br> 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 U.S. PRCC will continue to devote resources to support this cluster. | South Mississippi Planning and Development District to have a PRCC Dislocated Worker Coordinator maintain a service schedule with each WIN Center. This has proven to be effective in maintaining a partnership with each WIN Center. <br> B. PRCC has partnerships with manufacturing, energy, construction and technology companies. These companies provide representation on advisory boards, career fairs, and other area. <br> C. PRCC continues to maintain a Workforce Education Office at the Stennis Space Center giving special emphasis to the needs of the GIS and other government industries. | recruitment opportunity for individuals that have lost their job and receive special financial aid consideration. <br> B. The partnerships have provided the development of new programs in energy transmission, construction trades and other areas to meet the need for workers in these fields. <br> C. The workforce at Stennis Space Center exceeds 4000 workers, within a federal city. This provides the opportunity to train Mississippi workers within this facility. |
| :---: | :---: | :---: | :---: | :---: |
| 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. | A. Staff development activities provided. <br> B. Effective delivery of workforce training. <br> C. Expansion and improvement in pool of personnel available for use as trainers. <br> D. Leadership training program for business and industries. <br> E. Spatial Technologies training program. <br> F. Industrial Skills, (i.e., PLC's, controls, pneumatics, hydraulics, electricity, CADD Design, etc) | A. Three workforce education employees are participating in a PRCC wide leadership program. <br> B. The Workforce Education Department is a district wide effort, with employees strategically located. <br> C. Workforce Education has worked with existing Career/Technical Education Instructional staff to utilize their expertise in industry training efforts. More than 10 of these instructors participate. <br> D. The Leadership Program conducted by Workforce Education continues to be successful and is now offered to PRCC employees. <br> E. The GIS program offered through the Stennis Space Center office has reached more than 6 small companies while providing training to several divisions of the Department of Defense. | A. The Leadership program will assist in the growth and development of existing personnel as PRCC continues to grow and need new leaders to move up in the system. <br> B. The Workforce Enhancement Training Fund is more stable than in FY 2009 or 2010, allowing the college to sustain training programs district wide; including a Culinary Program started at the Woodall Center in FY 2011. <br> C. The Construction Equipment Operation Program has garnered a strong demand to train existing workers within counties and municipalities as insurance companies require operators to maintain a nationally recognized operator's credential. <br> D. Currently PRCC has over 25 employees enrolled in the Leadership Program. |

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|  |  | F. The Industrial Skills program continues to provide training for manufacturers in the Hattiesburg/Forrest County and Port Benville Industrial Parks. | that started in the Stennis Technology Incubator, moved from Stennis to a newly developed Technology Park in Hancock County. This significant achievement represents a huge success for this company. PRCC has trained a high percentage of their workers. <br> F. Stion, a new recruit into the Hattiesburg/Forrest County Industrial Park, is participating in the Industrial Skills training and pre testing offered by PRCC. This company plans to hire approximately 1000 workers by FY 2017. |
| :---: | :---: | :---: | :---: |

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## 2010-2011

| POSITION: Institutional Research Specialist |  |  |  | Supports PRCC Strategic Goal(s): 5,6 |
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| MISSION STATEMENT: Peari 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. |  |  |  |
| 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 servic College services available via the Internet. |  |  |  |
| 6. | To improve communication among campus personnel and community members regarding the College goais, 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 technical skills training. |  |  |  |
| 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. |  |  |  |  |
|  | JJECTIVES - Broad description of intended impact students (Program goals) | ASSESSMENT CRITERIA - <br> Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To develop and maintain databases to support ongoing assessment of College operations and services and to share with campus personnel regarding assessment, data collection, and statistical analysis. | Publication and distribution of a minimum of two (2) newsletters. Annual publication of Fact book. Publication of two Institutional Effectiveness Assessment reports (Fall Document and Year-end). | Two (2) newsletters distributed one in each semester. <br> Fact book published and select portions uploaded to web site. Fall Document and Year-end Report completed. | Feedback from faculty and staff will be solicited so needed changes can be made. <br> Feedback received from faculty and staff will be utilized to make improvements to the annual Fact Book and Internal Performance Indicators. Continue seeking methods to improve communication between IR department and faculty/staff |
| 2 | To continue review and improvement of the planning and evaluation processes of the institution and to determine, with campus input, Internal Performance Indicators for the PRCC Strategic Plan. | Publication of two Strategic Plan reports -Interim and Year-end Performance Indicators. | The Interim Report and Year-End Performance Indicators were published and uploaded to web. | Feedback from administrators was requested. Requests for information will be sent out earlier so reports can be completed. |
| 3 | To Develop and coordinate professional development sessions for faculty and staff. | Implementation of at least one professional development session for faculty and professional staff and one session for support staff per year. | Professional Development sessions were provided for faculty and included distance learning, instructional sharing sessions, Professional development sessions were provided for support staff which included Excel, Word, professionalism, teamwork, computer troubleshooting, etc. | Evaluations and suggestions for training sessions have been utilized by the Professional Development Committee as plans were made to provide needed training for both faculty and staff |
| 4 | To assist with evaluations of personnel and | Publication of Campus Climate | Campus Climate Survey Report, | Newsletters that contain updates concerning |


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PEARL RIVER COMMUNı Y COLLEGE ASSESSMENT

| POSITION: Manager of Student Activities |  |  | 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. |  |  |  |
| 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 <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education |  |  |  |
|  |  |  |  |
| 3. To provide access to college courses and programs using various instructional methods, including distance educatio4. To employ qualified facuity and staff, compensate them well, and provide opportunities for their professional develop |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community 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 technical skills training. |  |  |  |
| 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 - Broad description of intended impact on students (Program goals) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowiedge gained will be used to improve program performance) |
| 1 To develop a comprehensive program of student activities that meets the needs of students. | Student Activity Programs and Participant Numbers <br> A. Back to School Barbeque (Poplarville) | Over 800 students enjoyed music provided by a DJ and enjoyed food catered by Valley Services. Also provided games and activities. | Students were given the opportunity to meet one another and hear about campus life. Incorporate more clubs and organizations into planning the event (ie. SGA, RA, and Activities Club). |
|  |  |  |  |
|  | B. Meet the Wildcats Night (Poplarville) | Over 750 Students, Faculty and Staff attended meetings conducted by PRCC Athletics and Club Organizations. | Studenis had the opportunity to meet the entire PRCC family. |
|  | C. Fall Fest (Poplarville) | This event involved the presentation of the 2009-2010 Homecoming Court at a school wide pep-rally. About 500 participants gathered for the event. A parade was added to this event. | This activity helped encourage students to get involved during our homecoming festivities as well as introduce some of our student leaders. Future plans to grow this activity and encourage more faculty participation. |

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|  | attended. Valley Services provided food for campus residents on location. This event was conducted by a student group. There was a BBQ Cook-off. | Plans are to try to continue this event. |
| :---: | :---: | :---: |
| I. Dorm Challenge | Competitors from all dorms with approximately 200 participants; co-sponsored by Campus Police and Student Activities. There were two challenges. | Approximately 400 people attended. Plans are to continue this activity throughout each semester. |
| J. Movie Night (Poplarville) | There were three movie nights per semester held at one of PRCC's outdoor venues. The SGA coordinates the event. It continues to be a huge success. | 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. |
| K. School Wide Pep-rallies (Poplarville) Each sport (3 for football, 2 for soccer, 1 for baseball and tennis) | There were four Pep Rallies conducted. | Try to encourage attendance so will continue to combine this event. |
| L. Party at the Park (Poplarville) | Combined this activity with baseball and softball games against MGCC - more than 500 students attended. Hotdogs and beverages were served. | Worked well in getting students attendance at the games. Plans are to continue this activity. |
| M. Spring Fling (Poplarville) |  |  |

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| Spring Fling (Hattiesburg) | See Back-2-School BBQ for <br> details. | Plans are to continue this activity. <br> N. Womanless Pageant <br> There were twelve male <br> participants. |
| :---: | :--- | :--- |
|  | Provided additional activities <br> as follows: <br> Three (3) Fall Dances - over <br> 300 students in attendance. <br> Two (2) Spring Dances - over | Over 300 students, faculty, and staff were in <br> attendance. Plans are to continue this event. <br> 300 students attended. <br> Plans are to increase the number of these <br> activities due to increased student <br> attendance. Plans are to host a fundraiser <br> Will continue to plan and offer different <br> activities to enhance campus life for <br> students. |
|  | Dances were hosted by <br> PRCC Cheerleaders and <br> SGA. <br> PRCC Cook-off and other <br> events. | Need to increase student awareness of <br> campus activities |
| Plan to utilize students enrolled in <br> Recreational Leadership course to create <br> new activities that will interest students. |  |  |
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PEARL RIVER COMMUNıY COLLEGE ASSESSMENT
2010-2011

| 7 | Seek employee input into college-wide improvements. | Develop employee survey to determine focus areas for improvement. | No progress. |  |
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| 8 | Develop new long-range plans for campus improvements. | Identify professional services and costs with developing studies. | New Master plan for the Forrest County Center prepared and approved by the Board of Trustees. | Expansion opportunities for facilities, student enrollment and programming created by new vision for the campus. |
| 9 | Evaluate current college organizational structure. | Review current organizational structure for efficiency and effectiveness. | New college organizational structure created and formally adopted by the Board of Trustees. | Improved effectiveness and efficiency of operations expected in light of student growth and diminishing resources. |
| 10 | Improve alumni support from all supporting counties. | Use technology to improve communications with alums and friends of the college. | Internet-based newsletter developed by the Development Foundation. | Better informed alumni base. |
| 11 | Develop feasibility study for long-range development of the Hancock Center. | Identify professional services and associated costs. | No progress. |  |
| 12 | Develop master plan for the improvement of athletic complex (softball, baseball, soccer). | Identify professional services and associated costs. | No progress |  |
| 13 | Strengthen support services for offcampus sites. | Evaluate needs for various support services at off-campus sites. | Discussions with new Cabinet, but no formal progress. |  |
| 14 | Implement additional programs for the Hancock Center. | Evaluate area needs and develop plan for adding new programs. | Program discussions initiated with staff to determine most viable programs for implementation. | Health Information Technology Programs, Welding (credit program) and drafting identified as potential programs for implementation |
| 15 | Improve the use of technology as a teaching/learning/management tool. | Identify needs and associated costs as well as potential internal and external funding possibilities. | IT committee recommendations for use of federal grant for technology developed. | $\$ 200,000$ in expenditures from federal grant used to enhance teaching/learning process. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

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 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 service agencies for basic skills, specific job skills, and technical skills training.
PURPOSE OF UNIT: To enable special population's students to experience success in their chosen vocational/technical education program.

|  | BJECTIVES - Broad description of tended impact on students (Program oals) | ASSESSMENT CRITERIA - <br> Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| :---: | :---: | :---: | :---: | :---: |
| 1 | To ensure that special populations are provided equal access to recruitment and enrollment in vocational/technical programs. | Visits to PRCCs district high schools and GED programs will provide admission and program information for special populations students. <br> Parents and prospective special populations students who visit PRCC's campus will be provided information about programs and services. <br> Serve as advisory members on PRCC's district craft committees and transitions councils in order to ensure link from secondary education to postsecondary education. | 1. District high schools and GED programs were provided admission and program information for special populations' students. <br> Information was made available upon request to all parents, prospective special populations students. .Information concerning services provided for special populations students was made available in all general venues of the college for maximum accessibility. <br> 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. | 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. Information provided enabled special populations students to enroll at PRCC as well as access to appropriate services. <br> Secondary educators were provided information that allowed them to help their students make informed decisions. <br> Special Populations personnel will continue to serve on institutional committees, craft committees and district transition councils as requested to ensure successful enrollment, learning and inclusion. <br> Interest in PRCC was evidenced by large increase in numbers of students enrolled at PRCC. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2010-2011

|  |  |  | FCC: Annual Health Program Tour Day was held for PRCC district allied health program students and instructors <br> Regular visits to Camp Shelby, MS to place PRCC information in strategic locations and met with interested military personnel. Contact and association with newly established Camp Shelby Joint Forces Training Center (CSJFTC) Education Center. Represented PRCC at their first College Fair. We are now listed on the Ed Center website. Represented PRCC at Red Cross Military Family Appreciation Day. | FCC: Allied Health Tour Day was successful. One new in-district school and three out-of-district schools were included, as well as the PRCC GED Drop-Out prevention program students. <br> Interest in PRCC was evidenced by at least a $20 \%$ increase in numbers of military personnel and/or family members enrolled at PRCC. |
| :---: | :---: | :---: | :---: | :---: |
| 2 | To identify currently enrolled special populations students | 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 careerttechnical 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. | Confer with students and parents as needed (individually or group) regarding types and availability of services. <br> Serve as a resource to instructors for ways in which to enhance students' success. | 3. FCC: Met 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 biannual job fairs and employability skills workshops. Served as a liaison between healthcare providers, recruiters and local employers | 3. Special populations' students will continue to be provided with available support services, individualized instruction and employment opportunities. <br> Efforts to increase retention, completion, and placement of special populations students will be continued. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 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. | Provide necessary information concerning special populations students to appropriate personnel. <br> Provide faculty development and information that reflects educational classroom accommodations related to the needs of identified students. | 4. Met with academic and careertechnical 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. <br> Attended state and regional Veterans Affairs Conferences in an effort to ensure and provide VA education benefits for military personnel. | 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. <br> Special populations' personnel plan to attend and participate in future workshops. |
| :---: | :---: | :---: | :---: | :---: |
| 5 | To provide guidance, counseling, and career development services to special populations students. | CHOICES computer software, as well as numerous exploration opportunities via internet access are maintained in the FCC Learning Lab. Additional occupational and educational information is placed in special populations personnel offices, the counseling center and Learning Lab. | 5. The special populations' personnel maintained this support in their offices, as well as the Learning Lab. | 5. Students, parents and instructors are able to access this information through the offices of special populations' personnel. <br> Brochures and information packets regarding services will be assembled and distributed to currently enrolled students, parents and instructors as needed. |

PEARL RIVER COMMUNi Y COLLEGE ASSESSMENT

## 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 access to college courses and programs using various instructional methods, including distance education.
3. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. College services available via the Internet.
To improve communication among campus personnel and
To recruit and retain students from a diverse population.
To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and
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 Coilege. |  |  |  |
| :---: | :---: | :---: | :---: |
| OBJECTIVES - Broad description of intended impact on students (Program goals) | ASSESSMENT CRITERIA Criterion for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| To establish and maintain an organizational structure for planning and implementation of a six-county Technology Preparatory Education Program. | Tech Prep Coordinator will conduct evaluations of meetings with consortium administration, directors, counselors, Careen Center Managers and teachers to determine district needs related to Tech Prep. <br> Tech Prep Coordinator will maintain regular communication with schools through visits, telephone and email communication. | Meeting evaluations from 2009-2010 ((participants included secondary and post-secondary instructors, administrators, counselors, business \& industry) indicated an interest in workshops and training forums for the following: <br> - CPAS Training <br> - Career Pathways Training <br> - IC3 Training <br> - Classroom Technology Training <br> - Dual Enrollment <br> - Articulation Credit <br> - Legislative Issues <br> As a result of the evaluations, secondary (and post-secondary) professional development and training activities were offered to every | Career Pathways Training was requested and conducted at Forrest County Agriculture High School, Hancock Vo-Tech Center and Jefferson Davis Vo-Tech. <br> A Regional IC3 Training was hosted by Tech Prep and Workforce Education at Lamar County Center for Technical Education. <br> Dual Enroliment, Articulation and Scholarship Information were offered regularly to secondary and post-secondary instructors <br> Articulation Meetings were held throughout the year with secondary and post-secondary administration, secondary and post-secondary instructors and vocational counselors. <br> A Joint Regional Administrators' Meeting with MGCCC and JCJC was held to brief Secondary Administrators on the new Career Readiness |

PEARL RIVER COMMUNıIY COLLEGE ASSESSMENT

|  |  |  | Vocational/Career Tech Center in PRCC Consortium that comprise the school districts in six counties. <br> Counselor and Special Population surveys and meeting evaluations indicated an interest in information and training in the following areas: <br> - Careers <br> - PRCC CTE Brochures <br> - PRCC CTE Tours <br> - CHOICES Training <br> As a result of the evaluations, professional development and training activities were offered to every Vocational/Career Tech Center in PRCC Consortium that comprised the school districts in six counties. | State Legislation. <br> High Schools That Works Site Visits were conducted at Jefferson Davis School District and Forrest County Agriculture High School District. <br> Career Materials were distributed to 18 High Schools and 10 Vocational Centers. <br> CTE brochures were distributed to schools by Recruitment and Tech Prep. <br> Many specialized and general CTE student tours were conducted throughout the school year. Tours were made available to all school districts within the PRCC consortium. <br> CHOICES Training was conducted in Fall, Spring and Summer 2011. |
| :---: | :---: | :---: | :---: | :---: |
| 2 | To educate the community, parents, teachers, counselors, and youth concerning Tech Prep Education by implementation of an awareness, promotion, research and development system. | Due to the changes in Carl Perkins IV, Tech Prep focus and goals will transition to reflect those changes. <br> A variety of marketing activities will be used to promote tech prep program: <br> - Minimum of two (2) newspaper articles <br> - Tech Prep brochures and updates will be developed <br> - Annual Report will be published | Administrators, teachers and counselors indicated by interest their need for information regarding the following: <br> - PRCC CTE Programs <br> - PRCC Scholarships <br> - Articulation Credit <br> - Dual Enrollment | Marketing materials continue to be updated and developed regarding CTE programs, scholarship and articulation credit information and dual enrollment. These materials are distributed to school administrators, teachers, parents and students through recruitment activities, meetings and school visits. <br> Tech Prep was promoted through administrator's meeting, Counselor and Teacher Trainings, newspaper article, brochures, Movin' on Magazine and personal contact. |

PEARL RIVER COMMUNıIY COLLEGE ASSESSMENT

## 2010-2011

| 3 | To plan and develop a Tech Prep strategy to encourage articulated courses of study from secondary to post-secondary level. | Curriculums meeting State academic standards in mathematics, science, communication. <br> Programs link secondary schools and community college through nonduplicative sequences of courses in career fields. | Teachers indicated a need for academic/career technical integration training and articulation of courses in order to help students achieve success. | Local Articulation Agreements with 18 school districts are current and updated annually. <br> CPAS training was made available to all school districts. <br> Math-in-CTE pilot project is in the second year of implementation. Through a controiled study, volunteer CTE teachers were paired with math teachers to develop lesson plans that would enhance embedded math in CTE curriculum. The purpose of this innovative integration is to improve student math scores on standardized tests. Results will be available at the end of FY2010. <br> Articulation meetings were conducted for Local Articulation agreements for all school districts have been updated and are in place. Statewide Articulation agreements are in place. |
| :---: | :---: | :---: | :---: | :---: |
| 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 | Evaluations will be administered at following in-service training provided for administrators, teachers and counselors in the Tech Prep consortium: <br> - A minimum of two administrator's meetings will be conducted <br> - Summer training will provide a variety of technology and applied/contextual training <br> - A minimum of two meetings for counselors, career center managers and special pops will be conducted to provide career and employment information to students | Administrators, Counselors and Special Pops indicated a need for the following: <br> - Testing Preparation and Career Materials for Students <br> - CHOICES/Career Planning Training <br> - CPAS Training <br> - PRCC Workforce Programs Information <br> - American School Counselor Association (ASCA) Training <br> - Mentor Training | Test preparatory and career related materials were purchased and distributed to high schools. CHOICES, training, a career planning tool, was conducted in January 10. CPAS training, IC3 training, Integration of Careers in CTE training and Workforce Education Program information were made available to all vocational centers and implemented upon request. <br> Joint Regional PRCC/Jones Tech Prep Contact/Administrator Meeting conducted at Woodall Center in Hattiesburg - Break out Session <br> Supported and sponsored secondary teacher and administrator participation in the Summer MACTE Conference |

PEARL RIVER COMMUNı Y COLLEGE ASSESSMENT

## 2010-2011

|  |  |  |  | Supported and sponsored SBCJC Post Secondary CTE Summer Conferenceparticipants included post-secondary instructors \& administrators <br> Organized (SREB Initiative) an academic \& career tech team of teachers for IRCC project to develop Health Science Curriculum <br> Joint Regional PRCC/Jones Tech Prep Contact/Administrator Meeting conducted at Woodall Center in Hattiesburg <br> Participated in the Post-Secondary Summer Conference Planning Committee Meeting <br> Conducted Regional CHOICES Planner Training on October 14, 2010 in Hattiesburg <br> Participated in NCPN in Dallas, TX and took Superintendent and Career Tech Director <br> Participated in HSTW Technical Assistance Visit - Bassfield H.S. <br> Participated in HSTW Technical Assistance Visit - Bassfield H.S. <br> Career TechNocational Director's Meeting and Tour of Hancock Vo-Tech Center <br> A Counselor's/Special Pops/Career Center Managers Information Meeting was held in January 2011 to include a PRCC CTE Tour. |
| :---: | :---: | :---: | :---: | :---: |
| 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 | The consortium provides equal access to the full range of technical preparation programs to individuals who are members of special populations. | Special populations coordinators indicated an interest in the following areas: <br> - CHOICES training <br> - Occupational Diploma Careers | CHOICES Training was provided in January 2009. <br> Information was distributed regarding |

assessment services.
The consortium provides for preparatory $\quad$ offered at PRCC
services that assist participants in Tech

Prep programs. | - $\begin{array}{l}\text { Remedial (academic) } \\ \text { materials/resources }\end{array}$ |
| :--- |

- Special pops will be included in a
minimum of two professional
development sessions
PEARL RIVER COMMUNı1Y COLLEGE ASSESSMENT
2010-2011

| assessment services. | The consortium provides for preparatory <br> services that assist participants in Tech <br> Prep programs. <br> - Special pops will be included in a <br> minimum of two professional <br> development sessions | offered at PRCC <br> Remedial (academic) <br> materials/resources | Occupational Diplomas. <br> Remedial materials and resources were <br> purchased and distributed to those that <br> requested them. |
| :--- | :--- | :--- | :--- |
| Literacy in-Service Training was provided to the <br> Jefferson Davis School District |  |  |  |

PEARL RIVER COMMUNIIY COLLEGE ASSESSMENT 2010-2011

| ITION: Title Ill Director Supports PRCC Strategic Goal(s): 1, 2, 3, 4, 5, 6, 7 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| MISSION STATEMENT: Peari 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 <br> 2. To provide quality student services. |  |  |  |  |
| 3. To provide access to college courses and programs using various instructional methods, including distance educa |  |  |  |  |
| 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional develo |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff perform College services available via the Internet. |  |  |  |  |
| 6. To improve communication among campus personnel and community members regarding the College goals, obje |  |  |  |  |
| 7. To recruit and retain students from a diverse populatio |  |  |  |  |
| 8. To provide workforce training programs that meet technical skills training. |  |  |  |  |
| PURPOSE OF UNIT: The Pearl River Community College Title Ill initiative is committed to creating a new Integrated Leamer Support System for studen piloting online services and advisement tools, integrating student services, and incorporating Supplemental Instruction in select courses with the overall goan success. |  |  |  |  |
| 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. |  |  |  |  |
|  | JECTIVES - Broad description of intended act on students (Program goals) | ASSESSMENT CRITERIA - <br> Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | Project Year One Objectives (Oct 1, 2009September 30, 2010) activities are: <br> (1) to renovate/equip a Success Center at Poplarville <br> (2) to design Learner Support System <br> (3) provide training to faculty and staff advisors | 1. By August 2010, the number of CAS Advisement benchmarks "well met" increases from 0 to 5 as a result of new learner support system | On September 30, 2010, 5 of the 18 CAS Advising Benchmarks were rated as "weil met" as evaluated by the Project Advisory Team. The CAS Advising Benchmarks "well met" were 1) Appropriate student information can be accessed via the web by each group: faculty, student support services staff, and students; 2) The service is designed to meet the needs of all student populations; 3) Facilities are adequate for the effective delivery of services; 4) Equipment is adequate for the effective delivery of services; and 5) Students have web-based access to their records and are able to self-monitor progress. | Title III will continue to pilot during year two that will increase the number of CAS Advising Benchmarks from 5 to 10. These pilots will include: 1) At-risk advising model; 2) GradesFirst - an early alert/advising system; 3) E-portfolios that will aid students in career exploration and university transfer; 4) Essential Skills - course redesign; and 5) Supplemental Instruction. These pilots should specifically enhance the following CAS standards: <br> - The service is intentional, coherent, and based both on current theories of teaching, learning and human development. <br> - The service is information based (i.e., accesses and updates the institution's Student Information data base). <br> - The service utilizes current technology in |

PEARL RIVER COMMUNIIY COLLEGE ASSESSMENT
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| Performance Indicators: <br> 1a. By June 2010, $80 \%$ of surveyed faculty advisors trained in advising best practices indicate increased knowledge following training. <br> 1b. By june 2010, $80 \%$ of surveyed staff advisors trained in advising best practices indicate increased knowledge following training. | Best advisement practices were incorporated into four faculty training sessions. These sessions included: 1) Best Advisement <br> Practices - Theory and Research; <br> 2) Intrusive Advisement; 3) Legal Issues in Advisement; and 4) PRCC Policies, Procedures, and Technology. Of the 20 participating faculty, $65 \%$ indicated an increase in knowledge, and an overal! satisfaction rate of $93 \%$ with the training. <br> Best advisement practices were incorporated into four staff training sessions. These sessions were conducted from July to September 2010 and included: 1) Best Advisement Practices Theory and Research; 2) Intrusive Advisement; 3) Legal lssues in Advisement; and 4) PRCC Policies, Procedures, and | 1.a., 1.b. <br> its delivery that meets the needs of both students and service providers. <br> - Service providers are trained not only in applicable institutional policies and procedures but also in current best practices, use of information systems, technology literacy, and techniques for addressing the needs of diverse and/or at-risk students. <br> - The service includes at least annual meetings between each student and the appropriate service provider. <br> Title ill staff will continue to train faculty and staff advisor groups through various pilots and through professional development sessions to increase knowledge of best advisement practices. The Title III staff will also work with upper administration to incorporate best practices into institutional policy and procedures. |
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PEARL RIVER COMMUNıY COLLEGE ASSESSMENT

|  |  | 1c. By August 2010, advising and academic support services space increases at Poplarville from 655 s.f. to 1,230 s.f. | Technology. Of the 6 participating professional staff, $100 \%$ indicated an increase in knowledge, and an overall satisfaction rate of $100 \%$ with the training. <br> Renovations for the new Student Success Center (SSC) were completed on April 29, 2010 ( $100 \%$ ). Space increased from 655 s.f. to 3710 s.f. (location of Student Success Center changed from original grant proposal). Program Officer approval was granted for this change on October 8, 2009. The center provides space for advising and academic services to include a computer resource area, conferencing/training room, classroom/testing area, and a quiet zone room for independent study. All supplies and equipment for the SSC have been put in place. | The new Student Success Center is now fully operational. We will continue to serve all students, but particularly students who are at-risk. Services provided through the SSC include career exploration, success strategies, quiet zone, pear mentoring, and use of various online tools such as e-portfolios, learning style inventory, and personality types. Various student and faculty/staff advisor workshops will also be conducted in the SSC. |
| :---: | :---: | :---: | :---: | :---: |
| 2 | Project Year Two Objectives (Oct 1, 2010-September 30, 2011) activities are: <br> (1) to pilot new advisement services for a First Year Cohort at Poplarville, (peer mentoring, online services, and developing an individual education and career plan eportfolio) <br> (2) to provide training in Supplemental Instruction and to design SI for developmental English and English Composition I \& II [pilot begins Fall 2011] | 1. By August 2011, at least $53.6 \%$ of the Fall 2010 First Year Cohort (advising pilot group) at Poplarville will reenroll in the 2011 Fall term compared to $47.6 \%$ for F2006 to F2007 first time entering student retention rate (baseline data). <br> Performance Indicators: <br> 1a. By Oct. 2010, the number of mentors available to the First Year Cohort (pilot) at Poplarville increases from 0 to 5 (baseline F2007). <br> 1b. By May 2011, the number of CAS |  |  |

PEARL RIVER COMMUNı Y COLLEGE ASSESSMENT

| advising benchmarks "well met" |  |
| :--- | :--- |
| increases from 5 to 10 (baseline August |  |
| 2010). |  |
| 1c. By June 2011, $80 \%$ of the First Year |  |
| Cohort at Poplarville reports |  |
| satisfaction with new services. |  |
| 1d. By Oct. 2011, the number of |  |
| students in First Year Cohort pilot |  |
| meeting with an assigned faculty or |  |
| staff advisor increases from an |  |
| average two times a semester to at |  |
| least four times (baseline 2008). |  |

Major Changes to Note:
PEARL RIVER COMMUNII Y COLLEGE ASSESSMENT 2010-2011

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| :---: | :---: | :---: | :---: | :---: |
| MISSION STATEMENT: Peari 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 bear |  |  |  |  |
| 3. To provide access to college cous |  |  |  |  |
| 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 College services available via the internet. |  |  |  |  |
| 6. To improve communication among campus personnel and community memb |  |  |  |  |
|  |  |  |  |  |
|  | 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific technical skills training. |  |  |  |
| PURPOSE OF UNIT: To administer the Instructional Programs of the College and to oversee College Libraries, the Office of Planning and Research, and Technology. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: The Office of the Vice President for Instruction directly supports the College's Mission of providing educain opportunities. |  |  |  |  |
|  | JECTIVES - Broad description of intended act on students (Program goals) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS - <br> Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To lead the instructional departments of the College toward the improvement of student learning. | There will be at least one specific action taken by each instructional department, as described in departmental assessment charts, with the goal of improving student learning. | The instructional departments of the College have all prescribed actions to be taken with the goal of improving student learning. | No action required, although some department will be given additional training in the effective writing and assessment of student learning outcomes. |
| 2 | To oversee College Libraries and the Offices of Planning and Research and Information Technology. | At least one specific action will be taken by each of these departments and offices with the goal of improving services to the constituents of the department or office. | Each of these College units has specified actions to be taken to improve services provided. |  |
| 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 of Proficiency. | Every student who is granted a degree or certificate by the College will have completed all of the requirements for the degree or certificate earned. <br> At least one specific action will be taken with the goal of increasing the rate of | All students who graduated completed all requirements. <br> The fee charged for graduation will be eliminated effective July 1, 2011. | No action required. <br> Graduation rates will be compared with prior years to determine if this action results in more students graduating. |

PEARL RIVER COMMUNIIY COLLEGE ASSESSMENT

| 4 | graduation of students of the College. <br> To publish, with assistance of the Catalog <br> Committee, a revised edition of the College | Each comment or suggestion received <br> from students, faculty, or staff for the <br> improvement of the Catalog will be <br> carefully considered and implemented, if <br> appropriate. <br> All changes in the Catalog will be <br> implemented in the online version of the <br> Cataiog within one week of the approval <br> of the change. <br> Revision of the Catalog for the 2012-2014 <br> edition will begin no later than June 1, <br> 2011. | This is an ongoing goal and has <br> been met to this point. |
| :--- | :--- | :--- | :--- |

# Section II <br> Student Services <br> Assessment <br> Charts 

## Section II

## Student Services Report

## Student Services Charts

## Admissions and Records

Campus Police
Financial Aid
Health Services
Housing
Orientation
Recruitment

## STUDENT SERVICES FALL REPORT (2010-2011 End of Year)

## Dr. Adam J. Breerwood, Vice President for Poplarville Campus and Hancock Center

The Pearl River Community College Office 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 established goals and objectives. 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 consistency of the messages provided in this program along with the expected student participation will formulate better understanding and communication with our students and ultimately lead to there retention and success.

With enrollment reaching record numbers 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 expansion of the scholarship programs especially to recruit and retain a diverse student population and the continuation of a strong student activity and intramural program are vital in enhancing the quality of student life at PRCC.

Pearl River Community College has received a $\$ 1.6$ million Federal Department of Education grant to continue the Student Support Services program for another five years. The program provides tutoring and other academic support to students based on a number of criteria, including ACT scores, previous grade point average, GED completion or resuning school after five or more years. Participants must also be low-income, first-generation college students or disabled.

The String of Pearls won another state dance championship through American All-Stars. The String of Pearls have positioned themselves as the premier commumity college dance team in the state with consistent state championships.

The new Athletic Advisement Center will open its doors this Fall. The Center will be equipped with computers and study tables to assist our student athlete with late night work and assignments after all other facilities on campus have closed. The mission of this center is to increase graduation rates, classroom attendance, and grade performance of our student athletes.

A new Fellowship of Christian Athletes charter is to begin on the Poplarville Campus this Fall. This national organization has received rave reviews from our students. Meetings are held weekly at the chapel.

Vernon Lee Kinabrew, 29, of Hattiesburg was named to the All-USA Community College Academic Team by USA Today and Phi Theta Kappa international honor society. Kinabrew was one of 20 students selected from more than 1,600 nominees.

PRCC graduate Dakota Dale, 21, of Purvis, has been elected to the Collegiate DECA leadership team for 2011-12. Dale was elected one of four vice presidents during the orgamzation's International Career Development Conference held in April in Orlando, Fla.

> Jeramey Anderson, 19, of Moss Point addressed the Mississippi Senate and the House of Representatives about the importance of Boys and Girls Clubs. Anderson, who is majoring in criminal justice at PRCC, was selected as the organization's spokesman after being named the runner-up in the Boys and Girls Clubs Mississippi State Alliance Youth of the Year competition in 2010.

> State education and government officials honored four Pearl River Community College students this spring at the annual All-Mississippi Academic Team luncheon in Jackson. Lee Kinabrew of Hattiesburg, a student at PRCC's Forrest County Center, was named to the first team and Taylor Craven of Oak Grove and Caleb Lott of Poplarville, both students at the Poplarville campus; and Jaimi Thomas of Oak Grove, a Forrest County Center student were named to the second team.
PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2010-2011

| SERVICE: 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. |  |  |  |  |
| 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 <br> 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. |  |  |  |  |
|  |  |  |  |  |
| 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 admission of students to Pearl River Community College. |  |  |  |  |
|  | JECTIVES - Broad description of intended impact tudents (Program goals) | ASSESSMENT CRITERIA Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To assist applicants in the process of formal admission to the college. | Applicant to Enrollment Ratio. | Improved application process to include better online tools | Used data to justify additional training and implementation of robust application process |
| 2 | To initiate and complete the scheduling of classes in a timely and efficient manner, including distance learning classes. | Student surveys information, On, anecdotal line surveys. | Longer enrollment and scheduling period arranged | Used results to justify hiring additional counselors |
| 3 | To provide continual and immediate access to permanent academic records for students. | Feedback from Students, Universities, and Employers seeking Official Records of Formal Education. | Students suggested more complete methods of ordering of transcripts | Moved to a complete online system for transcript ordering |
| 4 | To complete accurate and timely enrollment audits as required by state and federal authorities. | Annual enrollment audit performed by the State Board of Junior and Community Colleges. | Audits continued with new methods | Results used to create a new on line version of the audit rolls |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

| 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. |  |  |  |  |
| STRATEGIC GOALS: |  |  |  |  |
| 1. | To provide quality student services. |  |  |  |
| 3. | To provide access to coilege courses and programs using various instructional methods, including distance education. |  |  |  |
| 4 |  |  |  |  |
|  | To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community servic 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 divers | 右 |  |  |
|  | To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job |  |  |  |
| PURPOSE OF UNIT: To provide those student services in the Division of Student Services that will promote and enhance the Acomprehensive student ded (physical, social, recreational, and educational). |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a comprehensive law enforcement program and services which meets the needs of students and all PRCC personnel. |  |  |  |  |
| OBJECTIVES - Broad description of intended impact on students (Program goals) |  | ASSESSMENT CRITERIA Criterion for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To provide a well-qualified law enforcement staff and policies to enhance the safety, proper supervision of students, and protection of life and property at PRCC. | In-service training for security, as well as Law Enforcement Training for nonqualified officers. <br> * Evaluate and continue to refine police job description. | 1. Requiring 16 hours of law enforcement related training per month by every officer. 2. Having every non-certified eligible officer state certified. | 1. Officers are completing monthly training and their progress is monitored by the chief. 2. Currently have one officer that will be attending the state law enforcement academy in the Spring. |
| 2 | To provide for safe campus environment and crisis management system. | 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. | The attendance to federal and state mandated training ensures that we have the newest safety procedures available which are put into the revised CCG, GTRL, PSM, and the EAP. | The Cat Country Guide, the Guide to River Livin, the Public Safety Manual, and the Emergency Action Plan have been updated and distributed. Digital copies are available online. |
| 3 | To maintain a current crime report / security report. | Report statistical data on campus crime as required by law. | Statistical monitoring performance improved using software designed for recording this data. | Crime stats have been compiled and are ready to submit to the federal government on or after Aug $17^{\text {hh }}$, when the online database opens for submission. |
| 4 | To make improvements in campus police when deemed necessary. | Review daily log, discipline problem reports, incident reports, and all other forms related to law enforcement work. | Reviewed surveys from previous semesters and using the data contained therein, made improvements in areas that required change. | Require more foot patrol through dorm areas, training on dealing with the public in the office, and being pro-active with illegal drug activity. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT 2010-2011

| SERVICE: Financial Aid |
| :--- |
| MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek  <br> them. Supports PRCC Strategic Goal(s): 2,4 , and 5 <br> STRATEGIC GOALS:  <br> 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. <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 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 <br> available via the Internet. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 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  <br> training.  |
| PURPOSE OF UNIT: To provide those student services in the Division of Student Affairs that will promote and enhance the "comprehensive student development <br> concept" (physical, social, recreational, and educational). |


| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| :---: | :---: | :---: | :---: |
| I. To award financial aid to the student population at PRCC based on federally, state, and institutionally determined eligibility and program fund availability to assist them in meeting the costs of their education. | 1. Determine student eligibility for the type of aid requested and award aid based on the availability of the funds. | The loss of several vital federal programs for the current award year continues to emphasize the important impact of the Office of Financial Aid to the success of the institution as a whole. | The skill set and special knowledge base required by financial aid advisors, counselors, and administrators is typically more advanced than that of other student service areas with regard to numerous federal agencies, i.e. DEA, INS, DHS, IRS, VA, and Homeland Security, and may warrant the institution's consideration in classifying all financial aid positions as professional. |
| 2. To maintain a critical review of all institutional, state, and federal guidelines with regard to preserving compliance with the financial aid programs in these respective areas. | 2. Keep abreast of federal, state and institutional updates on policy and procedural changes related to programs through mail, electronic postings and webinars, as well by attending vital policy conferences. | No findings to dat | No change needed. |
| 3. To continue to utilize the U.S. <br> Department of Education's Central | 3. Develop a comprehensive point of contact/communication plan between the Office of Financial Aid, Business | The Information Technology Department has developed a query which captures reported withdrawn students. This report | Office of Financial Aid in conjunction with Office of Admissions initiating plans to work with Faculty Senate to plan workshops |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

| OBJECTIVES | ASSESSMENT CRITERIA | ASSESSMENT RESULTS | USE OF RESULTS |
| :---: | :---: | :---: | :---: |
| Processing System's Return of Title IV functionality to implement the processing of all required R2T4 calculations which began during the 2008-2009 award year. Problems continue to oceur within the Banner operating system that will require resolution to determine fully those students withdrawing from the institution. | Services, and the Admissions Office and with lnformation Technology personnel with regard to Withdrawal Notifications for the purpose of determining Return of Title IV calculations. | is generated for the Assistant Director of Financial Aid for R2T4 withdrawal calculation processing procedures. Information regarding student accounts required for calculations is secured from Business Services to complete appropriate procedures. | for purposes of training faculty of importance for reporting absences and cutouts in a timely manner with regard to compliance issues pertaining to federal Title lV issues. |
| 4. To reformulate an up-to-date written policies and procedures manual to comply with U.S. Department of Education requirements for the administration of federal assistance programs. It is also suggested that the manual be created as a Web-based resource, allowing for easier, more regular updates to the manual. | 4. Recommended following consultation with USA Fund University Consultant with regard to possible Federal compliance implications. In addition, a comprehensive policies and procedures manual will serve as an effective training tool for future staff members in the Office of Financial Aid. | Template for policies and procedures manual for Pearl River Community College in place. Mission statement for Office of Financial Aid developed and Code of Ethics in place with regard to treatment of Federal Title IV student aid funds and the awarding and disbursing of federal student aid. | Process for policies and procedures manual will continue indefinitely as industry continues to evolve. (For example, the Family Education Loan Program no longer exists as a Federal student aid program. That program has been replaced by the Direct Lending Program which is strictly operated under the auspices of the U.S. Department of Education.) |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2010-2011
PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 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. |  |  |  |  |
| 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 <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community sen Coliege services available via the internet. |  |  |  |  |
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| 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, speci technical skills training. |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| PURPOSE OF UNIT: To provide those student services in the Division of Student Services that will promote and enhance the Acomprehensive student (physical, social, recreational, and educational). |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To develop and maintain a residence hall environment which enhances and compliments the educational mission of the institution. |  |  |  |  |
| OBJECTIVES - Broad description of intended impact on students (Program goals) |  | ASSESSMENT CRITERIA - <br> Criterion for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS - <br> Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To provide adequate resident halls and a learning environment conducive in meeting the educational needs of students. | Ratio of housing assignment to housing requests. <br> * Maintenance plan and physical needs for dorms. <br> * In-Service training related to supervision. <br> * Daily check with Head Residents by Dean of Student Affairs. <br> * Input from Head Residents on weekly basis. <br> * Resident Hall meetings with students to review concerns and allow their input. | Maintenance plans met on a daily basis. <br> In-Service training conducted twice a semester. <br> Daily checks were conducted by Director of Student Life. <br> Meetings were conducted as stated. | Continue to provide adequate resident hall and learning environments that will meet student's needs. |
| 2 | To develop a long range master plan related to housing needs. | 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. | Used enrollment data and college master plan to determine house needs. Checked on each dorm at the end of the semester and year and determined needs of | Continue using resources to determine housing needs. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

|  |  |  | dorms. |  |
| :--- | :--- | :--- | :--- | :--- |
| 3 | To employ housing supervision that are efficient <br> and student orientated. | Maintain current job descriptions, <br> formal and informal evaluations of <br> Head Residents. | Job descriptions were <br> updated. | Continue to keep job descriptions current and <br> update as needed. |
| 4 | To maintain a safe and secure housing <br> environment. | Daily safety and security checks to all <br> college housing facilities. | Daily safety and security <br> check were conducted in all <br> housing facilities. | Continue conducting safety and security checks <br> on regular basis. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| ervice: 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. |  |  |  |  |
| 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 educat |  |  |  |  |
| 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional developme |  |  |  |  |
| 5. To provide faciities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And makeColege services available via the Internet.6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. |  |  |  |  |
|  |  |  |  |  |
| 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, specif |  |  |  |  |
| 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. |  |  |  |  |
|  | BJECTIVES - Broad description of intended pact on students (Program goals) | ASSESSMENT CRITERIA Criterion for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To plan, coordinate, and direct orientation activities for new PRCC students. | 1. Review the number of students and parents/guardians attending. | 1. 1335 students successfully completed orientation. | 1. Plans are being made for all incoming freshmen students to complete orientation. |
| 2 | To encourage all prospective students to attend an orientation session. | 2. Prepare and mail orientation literature to prospective students. | 2. Postcards and emails were sent to all district high school students. | 2. Postcards and emails were sent to all district high school students. |
| 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. Literature for new Online Orientation procedure was mailed and emailed. | 3. Continue to notify students, parents/guardians of the Online Orientation Procedure. |
| 4 | To provide students with a fundamental understanding about college life transitions at PRCC through Administrators, department directors, and currently enrolled students. | 4. Review the evaluations provided by the guest speakers upon the completion of their presentation. | 4. Administrators and department director information were a part of the online orientation. | 4. Review and update the Online Orientation website. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT 2010-2011

| Service: 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. |  |  |  |  |
| 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 |  |  |  |  |
|  |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community College services available via the Internet. |  |  |  |  |
| 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities7. 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, speci technical skills training. |  |  |  |  |
| 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. |  |  |  |  |
|  | JECTIVES - Broad description of intended pact on students (Program goals) | ASSESSMENT CRITERIA - <br> Criterion for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To increase enrollment by 5\%. | Review number of students enrolled. | Enrollment increased by 5\% | Plans are being made to increase recruitment activities so that enrollment will be increased. |
| 2 | To improve and expand the recruiting efforts so that more students will be enrolled from the district. | Participate in various recruitment activities. <br> Prepare and mail information to prospective students. <br> Provide campus tours. | Attended high school career fair, awards ceremonies, and personal high school visits in order to recruit students. <br> Senior lists were obtained from district high schools and recruitment materials were mailed out. <br> Conducted individual and group tours. | Plans are being made to continue recruiting efforts at the district high schools. <br> Materials will be sent to potential students to gain knowledge about PRCC. <br> Potential students will use tours to become familiar with campus. |
| 3 | To improve recruiting efforts of non-traditional students. | 3. Provide information for various activities for non-traditional students. <br> Provide PRCC information upon request. <br> Provide campus tours. | Participated in annual GED Day coordinated by non traditional student organization. <br> Delivered/mailed information upon request. <br> Conducted tours to individuals and high school groups as requested | Will continue to distributed materials and conducted tours for non-traditional students <br> Information will continue to be delivered/mailed upon request. <br> Will continue tours to assist potential students become familiar with programs and services offered by PRCC. |

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT

| 4 | To improve and update recruiting literature to <br> attract students. | 4. Update, print, and distribute <br> recruitment literature. <br> Collect and review view books and other <br> college/university publications to get new <br> ideas for next year. | Brochures and catalogs were <br> updated and distributed to all <br> district high schools and to <br> individuals upon request. | Will make updates to brochures and catalogs <br> and will distribute to all districts and upon <br> request to individuals. |
| :--- | :--- | :--- | :--- | :--- |
| 5 | To meet with high school counselors and other information from <br> personnel to provide awareness of the quality <br> educational opportunities available at PRCC. <br> various colleges/universities <br> for recruitment ideas. | Information will be obtained from various <br> colleges/universities and used to improve <br> recruitment activities. | Takec literature/supplies to all <br> district high schools. Plan and organize <br> special activities to give PRCC information <br> to off-campus personnel. | Meetings were conducted <br> with high school counselors <br> and personnel to provide <br> information concerning <br> activities on campus. |

## Section III

Instructional
Programs
Assessment
Charts

## Section III

Instructional Programs Report
Instructional Departments and Programs Charts
Business and Commerce Technology
Network Components (IST 1223)
Network Administration Using Windows Server (IST 1244)
Survey of Microcomputers (CPT 1323)
Concepts of Database Design (IST 1163)
Web Design Applications I (WDT 1414)
Web Programming I (WDT 1314)
Business Marketing/Management Technology
Entrepreneurship (MMT 2513)
Personal Selling (MMT 1313)
Principles of Management (MMT 2213)
Principles of Marketing (MMT 1113)
Health Care Data Technology
Medical Insurance Billing (BOT 2673)
Medical Terminology I (BOT 1613)
Office Systems Technology
Applied Business Math (BOT 1313)
Keyboard Skillbuilding (BOT ..... 1123)
Utility Lineman Technology
Electric Power (ELT 1213)
Overhead Construction (ULT 2133)
Underground Construction (ULT 2143)
Dental Hygiene / Dental Assisting Technology
Clinic III (DHT 2436)
Periodontics (DHT 1513)
Dental Assisting
Chairside Assisting (DAT 1423)
Dental Health Education (DAT 1612)
Fine Arts and Communication (Academic Transfer)
Music Theory IV (MUS 2223)
Public Speaking (SPT 1113)
General Education/University Parallel (Academic Transfer)
Health, Physical Education, and Recreation (Academic Transfer)
First Aid and CPR (HPR 2213)
Personal and Community Health (HPT 1213)
Humanities and Social Sciences (Academic Transfer)
English Comp I (ENG 1113)
General Psychology (PSY 1513)
World Civilization I (HIS 1163)
World Literature I (ENG 2423)
Industrial Technology
Instrumentation Technology
Control Systems (INT 2114)
Introduction to Automation and Controls (MFT 1113)
Drafting and Design Technology
Elementary Surveying (DDT 1413)
Machine Design II (DDT 2163)
Electronics Technology
DC Circuits (EET 1113)
Math for Electronics (EET 1513)
Medical Laboratory Technology
Hematology I (MLT 1314)
Immunology/Serology (MLT 1413)
Medical Radiologic Technology
Digital Imaging (RGT 1423)
Imaging Principles (RGT 1413)
Nursing Education
Fundamentals (NUR 1110)
Medical Surgical (NUR 1210)
Nursing Dosages and Solutions (NUR 1101)
Practical Nursing
Body Structure and Function (PNV 1213)
Fundamentals of Nursing (PNV 1426)
Fundamentals of Nursing Lab (PNV 1436)
Nursing Assistant
Occupational Therapy Assistant Technology
Kinesiology (OTA 1315)
Occupational Therapy Skills II (OTA 1433)
Occupational Training Technology (Forrest County Center)
Electronics Technology FCC
AC Circuits (EET 1123) FCC
Drafting for Electronic Technology (EET 1713) FCC
Heating, Air Conditioning, and Refrigeration Technology FCC
Air Conditioning II (ACT 2424) FCC
Refrigeration Systems (ACT 1313) FCC
Office Systems Technology
Business Communications (BOT 2813) FCC
Computerized Accounting (BOT 2413) FCC
Welding and Cutting Technology
Gas Metal Arc Welding (WLV 1123) FCC
Gas Tungsten Arc Welding (WLV 1136) FCC
Occupational Training (Poplarville)
Automotive Mechanics Technology
Brakes (ATT 1213)
Introduction Safety and Employability (ATT 1811)
Steering and Suspension (ATT 2335)
Barbering
Basic Practice in Barbering (BAV 08)
Fundamental Practice in Barbering (BAV 1218)
Instructor Training (BAV 2218)
Brick, Block, and Stonemasonry
Blueprint Reading and Estimating (BBV 1223)
Brick and Block Laying (BBV 1115)
Masonry Construction (BBV 1215)
Construction Equipment Management
Equipment Operation (CEV 1416)
Safety I (CEV 1212)
Service and Preventative Maintenance (CEV 1313)
Construction Management Technology
Construction Materials (CON 1213)
Construction Safety Standards (CON 2413)
Plans and Documents (CON 1222)
Survey of Modern Construction (CON 1113)
Cosmetology
Cosmetology Orientation (CEV 1122)
Cosmetology Sciences (CEV 1245)
Hair Care I (CEV 1426)
Early Childhood Education Technology
Child Development I (CDT 1214)
Child Health and Safety (CDT 1343)
Creative Arts for Young Children (CDT 1314)
Student Teaching II (CDT 2925)
Electrical Technology
Electric Power (ELT 1213)
Motor Maintenance (ELT 1223)
Programmable Logic Controllers (ELT 2613)
Heating, Air Conditioning, and Refrigeration Technology
Air Conditioning I (ACT 2412)
Basic Compression and Refrigeration (ACT 1124)
Electricity for Heating, Ventilation, Air Conditioning, and Refrigeration (ACT 1713)
Tools and Piping (ACT 1133)
Precision Manufacturing and Machining Technology
Blue Print Reading (MST 1413)
Machine Tool Mathematics (MST 1313)
Power Machinery I (MST 1115)
Related Studies
Welding
Gas Metal Arc Welding (WLV 1124)
Pipe Welding (WLV 1155)
Shielded Metal Arc Welding (WLV 1116)
Physical Therapist Assistant Technology
Fundamental Skills (PTA 1213)
Kinesiology (PTA 1315)

## Quality Enhancement Plan

Respiratory Care Technology
Pulmonary Function Testing (RCT 1322)
Respiratory Care Technology III (RCT 2434)
Science, Mathematics, and Business (Academic Transfer)
General Biology (BIO 1133 \& 1131)
Microbiology (BIO 2923 \& 2921)
Physical Science Survey II (PHY 2253 \& 2251)
Principles of Microeconomics (ECO 2113)
Organic Chemistry (CHE 2433 \& 2432)
Computer Concepts (CSC 1113 \& BAD 2533)
Beginning Algebra (MAT 1023)
College Algebra (MAT 1313)
Engineering Physics I and II (PHY 2514 and 2525)
Intermediate Algebra (MAT 1233)
Surgical Technology
Surgical Anatomy (SUT 1314)
Surgical Microbiology (SUT 1413)

INSTRUCTIONAL PROGRAMS REPORT<br>Dr. John Grant, Vice President for Instruction

The instructional programs throughout the College continue to be challenged with increased enrollment necessitating creative and innovative approaches to assigning faculty workloads and the utilization of facilities. Reliance on adjunct faculty continues to be necessary, especially at the Forrest County Center in Hattiesburg, and, to a lesser degree, at the Hancock Center in Waveland. However, plans are in place, and are being carried out, to hire additional full time instructors at both of these locations.

The Student Success Center to improve advisement and support to students has been completed on the second floor of Crosby Hall. A first-year Success Course designed to provide supplemental instruction, establish web-accessible advising tools, and to track student progress and outcomes was implemented during the fall semester, and data are being analyzed at this time. Particular attention is also being paid to the need for better advisement of student athletes, and the first steps have been taken toward this goal by staff in the Counseling, Advisement, and Placement Center and staff from the Office of Student Services.

Analysis of data from the Quality Enhancement Plan has led the members of the mathematics faculty to do an extensive redesign of mathematics courses offered by the College. This effort is well underway on the Poplarville Campus, and plans are being formulated to extend mathematics course redesign to the Forrest County Center. Through the use of computer-aided instruction and by utilization of a well-staffed teaching laboratory students are provided the opportunity for extensive personal help when they encounter difficulty in learning mathematics. This new laboratory required moving the computer science teaching laboratory to modular facilities shared with the Department of Fine Arts and Communication. Plans are being discussed to expand and renovate the Science Building to eliminate the need for this part of the Department of Science, Mathematics, and Business to be located across campus. Also, the extension of course redesign to the Forrest County Center will require relocating the Adult Basic Education staff.

Restoration of teaching facilities for the Department of Fine Arts and Communication continues. A new Band Hall in one wing of a building formerly occupied by Career-Technical Education has been completed and is now in use. The renovation of Moody Hall following extensive damage by Hurricane Katrina is nearing completion, and the faculty of the department hopes to move back into Moody Hall following the spring semester. The building that once served as the Band Hall is being renovated to serve the choral programs of the College. It is also expected that work will begin soon on the Ethel Holden Brownstone Center for the Performing Arts which will enable a much greater diversity of programs for students and the community.

Facilities improvements have been made or are being planned at all locations of the College. At the Hancock Center the library was moved to a larger room thus providing much needed additional space for that essential facility. A new Center for Career Education is being planned for the Forrest County Center, and, as has already been mentioned, a new mathematics teaching laboratory will be provided at that location prior to the start of the 2011 fall semester.
PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2010-2011

|  | GRAM OF STUDY: Business and Com | ce 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. |  |  |  |  |
| 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 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, |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Business and Commerce Technology to students within the PRCC district. |  |  |  |  |
|  | OJECTIVES - Broad description of goals | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved). | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). |
| 1 | Insure that each program is following our statewide standardized curriculum in order to properly prepared our students to enter the workforce or transfer to a university. | Each program will be evaluated by the state using predefined standards and evaluations tools. | The Web Development instructor helped rewrite the standardized curriculum for the program. Every instructor has the opportunity to validate their respective curriculums during the curriculum redesign process. | It has been decided to have one instructor from each program participate in the curriculum redesign process. Instructors are nominated by the CTE director. |
| 2 | To improve instructor's performance by supervisor and student evaluations. | According to the college's policies and procedures, each instructor who has been employed at PRCC for 6 years or less will be evaluated by their supervisor annually. Instructors who have been employed more than 6 years will be evaluated every 3 years. | Five instructors were evaluated by the supervisor and their students. | Both strengths and areas needing improvement were noted on evaluation forms. Note: In October, all instructors will be evaluated by their students and department chair. All instructors will be evaluated every 3 years. |
|  |  |  | Web Development Technology: $80 \%$ passed student learning outcome (SLO) 1: (The student will demonstrate the ability to explain objects, data types, reserved words, variables and scope.) | SLO1: The instructor decided to improve lab assignments through the installation of new hardware and software for the student's use. |
| 3 | To train students to be successfully and gainfully employed in the field trained. | $80 \%$ of the students enrolled in the department will successfully complete the desired student learning outcomes. | $80 \%$ passed SLO2 (The student will demonstrate the ability to implement control structures, operators, expressions, and statements.) <br> $80 \%$ passed SLO3 (The student will demonstrate the ability to use functions, | SLO2: The instructor decided to implement new technology in the classroom through the use of video exercises. <br> SLO3: After review of the results, the instructor decided to create and implement |

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| 70\% passed SLO3 (The student will demonstrate the ability to create and implement a group policy.) | SLO3, SLO4: The instructor determined that more assignments will be given so that |
| :---: | :---: |
| $80 \%$ passed SLO4 (The student will demonstrate the ability to install and configure network file and printer services.) | students will have more practice implementing a group policy and implementing network file and printer services. |
| Business and Office Related Technology: |  |
| Health Care Data Technology: $100 \%$ passed SLO1 ( $90 \%$ of the students will be able to access and interpret online manuals and complete claim forms for third-party payers. .) | SLO1: The instructor determined to review the current assignments and create more challenging assignments. The instructor will research to see if the most current online manuals are being used and update them if needed. |
| $84 \%$ passed SLO2 (100\% of the students will be able to explain patient statement/billing procedures to patients/family members and communicate with third-party payers regarding claims and bills.) | SLO2: Using a telephone, students practiced conflict resolution techniques using effective oral communications skills. Students practiced writing effective collection letters demonstrating their professionalism and ability to collect payment. |
| $79 \%$ passed SLO3 (95\% of the students will be able to identify the origin of itemized charges. | SLO3: Students made note cards explaining each step of the billing process and work through the billing process tutorial software to re-emphasize their understanding of the billing process. |
| 84\% passed SLO4 (90\% of the students will be able to determine claim denials and perform procedures for resubmission of claims for payment. | SLO4: Students worked additional RA/EOB problems to enhance understanding of claim payments and claim denials. |
| 84\% passed SLO5 (90\% of the students will be able to identify prospective payments systems such as DRGs, APGs, RBRVS, RUGs, and APCs through evaluation of medical reports and be able to calculate payments based on case-mix and payments rates, using | SLO5: Students calculated payments by using the grouper option in 3M Coding and Reimbursement software by inserting correct ICD-9-CM diagnosis(es) and procedures codes. |

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$\left.\begin{array}{|l|l|l|l|}\hline & & \begin{array}{l}\text { the payment formula.) } \\ \text { Office Systems Technology: }\end{array} \\ 81 \% \text { passed SLO1 (70\% of students who } \\ \text { complete this course will correctly } \\ \text { compute payroll taxes.) }\end{array} \quad \begin{array}{l}\text { SLO1: The instructor decided to create } \\ \text { some new assignments to help the students } \\ \text { understand the importance of calculating } \\ \text { payroll taxes correctly. }\end{array}\right]$

## PEARL RIVER COMMUNI Y COLLEGE ASSESSMENT

| PROGRAM: Computer Networking Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| COURSE LEVEL: Network Components (IST 1223) |  |  |  |  |
| 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. <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and mak College services available via the Internet. <br> 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 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. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or indus educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Computer Networking Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will demonstrate the ability to perform basic router configuration. | $75 \%$ of students who complete this course will demonstrate the ability to perform basic router configuration on a lab assessment. | $100 \%$ of students who completed this course demonstrated the ability to perform basic router configuration on a lab assessment. | No improvement necessary. |
| 2 | The student will demonstrate the ability to configure distance vector routing protocols. | $75 \%$ of students who complete this course will demonstrate the ability to configure distance vector routing protocols on a lab assessment. | $90 \%$ of students who completed this course I demonstrated the ability to configure distance vector routing protocols on a lab assessment. | No improvement necessary. |
| 3 | The student will demonstrate the ability to configure link-state routing protocols. | $75 \%$ of students who complete this course will demonstrate the ability to configure link-state routing protocols on a lab assessment. | $50 \%$ of students who completed this course demonstrated the ability to configure link-state routing protocols on a lab | More activities will be planned to heip students better understand OSPF routing protocol configuration. |
| 4 | The student will demonstrate the ability to address a network using VLSM and perform route summarization | $75 \%$ of students who complete this course will demonstrate the ability to address a network using VLSM and perform route. | $80 \%$ of students who completed this course demonstrated the ability to address a network using VLSM and | No improvement necessary. |

PEARL RIVER COMMUNI i Y COLLEGE ASSESSMENT

|  | calculations. | summarization calculations on a written <br> exam. | perform route summarization calculations <br> on a written exam. |  |
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| 5 | The student will demonstrate the ability <br> to correctly cable a network. | $75 \%$ of students who complete this course <br> will demonstrate the ability to correctly <br> cable a network on a lab assessment. | $100 \%$ of students who completed this <br> course demonstrate the ability to <br> correctly cable a network on a lab <br> assessment. | No improvement necessary. |


| PROGRAM: Computer Networking Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| COURSE LEVEL: Network Administration using Windows Server (IST 1244) |  |  |  |  |
| 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. <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and mak College services available via the internet. <br> 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 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. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Computer Networking Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, nk, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA - Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will demonstrate the ability to install Windows Server Operating System. | $100 \%$ of students who complete this course will correctly install Windows Server Operating System on a lab assessment. | $90 \%$ of the students who completed the course were able to correctly install Windows Server Operation System on the lab assessment. | More class time will be spent on teaching students how to configure virtualization software and the necessities of installing an operation system. |
| 2 | The student will demonstrate the ability to install and configure Active Directory Services. | $75 \%$ of students who complete this course will correctly install and configure Active Directory Services on a lab assessment. | $90 \%$ of students who completed this course were able correctly install and configure Active Directory Services on a lab assessment. | More class time will be spent demonstrating to students how to configure install and configure Active Directory Services. |
| 3 | The student will demonstrate the ability to create and implement a group policy. | $75 \%$ of students who complete this course will correctly create and implement a group policy on a lab assessment. | $70 \%$ of students who completed this course were able correctly create and implement a group policy on a lab assessment. | More assignments will be given, so that students will have more practice implementing a group policy. |
| 4 | The student will demonstrate the ability to install and configure network file and printer services. | $75 \%$ of students who complete this course will correctly install and configure network file and printer services on a lab assessment. | $80 \%$ of students who completed this course were able correctly install configure network file and printer services on a lab assessment. | More assignments will be given, so that students will have more practice implementing network file and printer services. |

PEARL RIVER COMMUNI Y COLLEGE ASSESSMENT 2010-2011

| PROGRAM: Computer Networking Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| COURSE LEVEL: Survey of Microcomputer Applications (CPT 1323) |  |  |  |  |
| 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 performa |  |  |  |  |
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| 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activites |  |  |  |  |
|  |  |  |  |  |
| 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. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Computer Networking Technology to students within the PRCC district. |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for | ASSESSMENT RESULTS - Outcomes | USE OF RESULTS - Actionable Knowled |
|  |  | Evaluation (Variables related to success of | Assessment (States how well intended | (How knowledge gained will be used to improve |
|  |  | intended outcome) HOW will attainment of | results were achieved) WHAT was level of | program performance). Make a CHANGE or |
|  |  |  | attainment of outcome? | IMPROVE or state that no improvement is needed. |
| 1. | Illustrate the use of a word processing program to create a document with text and paragraph formatting. | $85 \%$ of students who complete this course will correctly create a document with text and paragraph formatting using a word processing program. | $100 \%$ of students who completed this course successfully created a document with text and paragraph formatting using a word processing program on the final exam.. | No improvement needed at this time |
| 2. | Demonstrate the use of spreadsheet software to create a spreadsheet using formulas. | $85 \%$ of students who complete this course will correctly create a document with formulas using a spreadsheet program. | $100 \%$ of students who completed this course successfully created a document with formulas using a spreadsheet program on the final exam. | No improvement needed at this time |
| 3. | Illustrate the use of presentation program using slide transitions and animation. | $85 \%$ of students who complete this course will correctly create a document with slide transition and animation using a presentation program. | $100 \%$ of students who completed this course successfully created a document with slide transition and animation using a presentation program on the final exam. | No improvement needed at this time |

PEARL RIVER COMMUNII Y COLLEGE ASSESSMENT

| PROGRAM: Business and Commerce Technology |  |  |  | Supports PRCC Strategic Goal(s): |
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| INSTRUCTIONAL AREA: Concepts of Database Design (IST 1163) |  |  |  |  |
| 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: |  |  |  |  |
| 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. |  |  |  |  |
| 3. To provide access to college courses and programs using various instructional methods, including distance educatio |  |  |  |  |
| 4. To employ qualified faculy and staff, compensate them well, and provide opportunities for their professional develop |  |  |  |  |
| College services available via the internet. <br> 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. |  |  |  |  |
|  |  |  |  |  |
| 6. To improve communication among campus personnel and community members regarding the College goals, objectur$7 . \quad$ To recruit and retain students from a diverse population. |  |  |  |  |
| technical skills training. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Business and Commerce Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, $k$, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will demonstrate the ability to create a database using specific criteria. | $70 \%$ of students who complete this course will correctly design a database, construct tables and create entities. | $80 \%$ of students that completed this course met this goal. | Improve quality of instruction and materials / equipment provided for student use. |
| 2 | The student will demonstrate the ability to update table structure and entities. | $70 \%$ of students who complete this course will correctly modify table structures and append, modify, and delete entities. | $80 \%$ of students that completed this course met this goal. | Improve quality of instruction and materials / equipment provided for student use. |
| 3 | The student will demonstrate the ability to construct queries using SQL. | $70 \%$ of students who complete this course will correctly perform CRUD operations on data from one or more tables. | $80 \%$ of students that completed this course met this goal. | Improve quality of instruction and materials / equipment provided for student use. |

PEARL RIVER COMMUNII Y COLLEGE ASSESSMENT 2010-2011

| PROGRAM: Web Development Technology |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |  |
| :---: | :---: | :---: | :---: | :---: |
| COURSE LEVEL. Web Design Applications I (WDT 1414) |  |  |  |  |
| 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. <br> 2. To provide quality student services. |  |  |  |  |
| 3. To provide access to coilege 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 developme |  |  |  |  |
| To provide facilities, technology, and support staff in order to improve student learning, enhance facuily and staff performance, augment community services, and make College services available via the Internet. |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| 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. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Web Development Technology to students within the PRCC district. |  |  |  |  |
|  | NING OUTCOMES - Measurable | ASSESSMENT CRITERIA -Criteria for | ASSESSMENT RESULTS - Outcomes | USE OF RESULTS - Actionable Knowled |
|  | cators (More specific description of impact student) WHAT should a student know, $k$, or be able to do upon completion of ram/course? | Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1. | The student will create and edit Web content utilizing WYSIWYG editor applications. | $80 \%$ of students who complete this course will create and edit Web content utilizing WYSIWYG editor applications. | $100 \%$ of students who completed this course successfully created and edited Web content utilizing WYSIWYG editor on a class project. | No improvement needed at this time |
| 2. | The student will create and edit Web content utilizing HTML editor applications. | $80 \%$ of students who complete this course will create and edit Web content utilizing HTML editor applications. | $90 \%$ of students who completed this course successfully created and edited Web content utilizing HTML editor on a class project. | No improvement needed at this time |
| 3. | The student will develop and edit animated/multimedia content specific for Web applications. | $80 \%$ of students who complete this course will develop and edit animated/multimedia content specific for Web applications. | $90 \%$ of students who completed this course successfully developed and edited animated/multimedia content specific for Web applications on a class project. | No improvement needed at this time |

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2010-2011

| PROGRAM: Web Development Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| COURSE LEVEL: Web Programming I (WDT 1314) |  |  |  |  |
| MISSION STATEMENT: Peari 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 To provide quality student services. | successful in their studies at baccalaureate institut | ss andor to be successful in careers for which | y have been prepared. |
| 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 developme |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance facult 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. |  |  |  |  |
| technical skills training. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or indus educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Web Development Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, ink, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will demonstrate the ability to explain objects, data types, reserved words, variables and scope. | $70 \%$ of students who complete this course will correctly identify objects, data types, reserved words, variables and scope. | $80 \%$ of students that completed this course met this goal. | Improve quality of instruction and materials / equipment provided for student use. |
| 2 | The student will demonstrate the ability to implement control structures, operators, expressions, and statements. | $70 \%$ of students who complete this course will correctly implement control structures, operators, expressions, and statements. | $80 \%$ of students that completed this course met this goal. | Improve quality of instruction and materials / equipment provided for student use. |
| 3 | The student will demonstrate the ability to use functions, methods, procedures, subroutines, and modules. | $70 \%$ of students who complete this course will correctly use functions, methods, procedures, subroutines, and modules. | $80 \%$ of students that completed this course met this goal. | Improve quality of instruction and materiais / equipment provided for student use. |

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2010-2011

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| INSTRUCTIONAL AREA: Entrepreneurship (MMT 2513) |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
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| 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. <br> 2. To provide quality student services. <br> 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 developme |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performa College services available via the Internet. |  |  |  |  |
| To improve communication among campus personnel and community members regarding the College goals, objectives, and actTo recruit and retain students from a diverse population. |  |  |  |  |
|  |  |  |  |  |
| provide workforce training programs that meet requir |  |  |  |  |
| PURPOSE OF UNIT: TO offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Business and Commerce Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, k , or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) How will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will demonstrate the ability to develop and write a comprehensive business plan. This is to include an executive summary, promotional plans, location analysis, financing options, and ownership structure. | $80 \%$ of students who complete this course will properly develop and write a comprehensive business plan during the second 8 weeks of the course. | $89 \%$ of the students successfully developed and wrote a comprehensive business plan. | No improvement needed |
| 2 | The student will demonstrate knowledge of the major forms of business ownership. | $70 \%$ of students who complete this course will correctly determine and explain the major forms of business ownership when questioned on the final exam. | $84 \%$ of the students were able to correctly determine and explain the major forms of business ownership. | No improvement needed |
| 3 | The student will demonstrate the ability to create and calculate projected financial statements. | $70 \%$ of students who complete this course will correctly create and calculate projected financial statements when tested during the semester | $63 \%$ of the students successfully created and calculated projected financial statements | Introduce financial statements early in the semester and assign more homework assignments dedicated to this lesson. |
| 4 | The student will identify the major advantages and disadvantages of a career in the entrepreneurial field and the characteristics of successful entrepreneurs. | $80 \%$ of students who complete this course will accurately respond to discussions and questions regarding the advantages and disadvantages of a career in the entrepreneurial field when questioned on hour test I. | $85 \%$ of the students accurately responded to questions regarding the advantages and disadvantages of a career in the entrepreneurial field and could successfully identify characteristics of successful entrepreneurs. | No improvement needed |

## PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

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 lnternet.
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.
PURPOSE OF UNIT: 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.

| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| :---: | :---: | :---: | :---: | :---: |
| 1 | The student will prepare and execute an effective sales presentation. | $80 \%$ of the students who complete this course will properly prepare and implement an effective sales presentation during the second 8 weeks of this course. | $90 \%$ of the students in the course properly prepared and executed an affective sales presentation. | No improvement needed |
| 2 | The student will demonstrate knowledge of identifying personality traits and qualifications needed by successful salespeople. | $70 \%$ of students who complete this course will accurately determine the personality traits and qualifications needed by successful salespeople when questioned on the final exam. | $63 \%$ of the students who completed this course accurately determined the personality traits and qualifications needed by successful salespeople | Design class activities and assignments for students to analyze characteristics and traits of successful salespeople. |
| 3 | The student will demonstrate knowledge of business ethics and its impact on personal selling. | $70 \%$ of students who complete this course will correctly respond to questions regarding business ethics and its impact on personal selling when questioned on hour test I. | $72 \%$ of students who complete the course correctly responded to questions regarding business ethics and its impact on personal selling | No improvement needed |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
$\left.\begin{array}{|l|l|l|}\hline 4 & \begin{array}{l}\text { The student will demonstrate the ability } \\ \text { to respond to buyer objections and } \\ \text { knowledge of buyer behavior. }\end{array} & \begin{array}{l}70 \% \text { of students who complete this course } \\ \text { will correctly respond to questions and } \\ \text { express the ability to handle buyer } \\ \text { objections and buyer behavior when } \\ \text { presenting sales presentations in class. }\end{array}\end{array}\right]$
PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Business Marketing/Management Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3,7 |
| :---: | :---: | :---: | :---: | :---: |
| COURSE LEVEL: Principles of Management (MMT 2213) |  |  |  |  |
| 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 b To provide quality student services. | uccessful in their studies at baccalaureate institutio | and/or to be successful in careers for which th | have been prepared. |
| 3. To provide access to college courses |  | nd programs using various instructional methods, in | luding distance education. |  |
| 4. To employ qualified facuity and staff, |  | mpensate them well, and provide opportunities for | heir professional development. |  |
| 5. To provide facilities, technology, and sume |  | pport staff in order to improve student learning, enh net. | ance faculty and staff performance, augment com | munity services, and make |
| 6. To improve communication among came |  | pus personnel and community members regarding | he College goals, objectives, and activities. |  |
| 7. To recruit and retain s |  | erse population. |  |  |
| 8. | technical skills training. |  | ional, and public service agencies for basic skills, | pecific job skills, and |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Business Marketing/Management Technology to students within the PRCC district. |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The students will identify the functions of management: planning, organizing, leading, controling | $85 \%$ of students who complete this course will correctly be able to identify the four functions of management on the final exam | $79 \%$ of students correctly who completed this course identified the four functions of management on the final exam. | A hands-on activity will be created to reinforce the lecture of the four functions of management |
| 2 | The student will Identify the different types of planning | $70 \%$ of students who complete this course will correctly be able to identify the different types of planning on the final exam | $59 \%$ of the students who completed this course correctly identified the different types of planning on the final exam. | A project dealing with the different types of planning will be created and included in the course requirements. |
| 3 | The student will conduct a SWOT analysis on a company and on themselves | $75 \%$ of students who complete this course will correctly be able to conduct a SWOT analysis on themselves and a company by completing assigned projects | $80 \%$ of the students who completed this course correctly performed a SWOT analysis on themselves and a company. | No improvement needed. |
| 4 | The student will examine the different uses of an organization within a company | $70 \%$ of students who complete this course will be able to correctly examine the different uses of an organization with a company on the final exam | 94\% of the students who completed this course were able to correctly examine the different uses of an organization with a company on the final exam. | No improvement needed. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

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| 5 | The student will Identify and explain <br> the BCG matrix and it's components | $75 \%$ of students who complete this course <br> will be able to identify and explain the BCG <br> matrix and it's components through class <br> projects and on the final exam | $75 \%$ of the students explained the BCG <br> matrix correctly in a class project AND <br> $91 \%$ correctly answered questions about <br> the BCG matrix on the final exam | No improvement needed |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

## 2010-2011


PEARL RIVER COMMUNıı Y COLLEGE ASSESSMENT

| PROGRAM: Health Care Data Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Medical Insurance Billing (BOT 2673) |  |  |  |  |
| 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.To provide quality student services. |  |  |  |
|  | 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. |  |  |  |
|  | 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 personne! and community members regarding the Coilege goals, objectives, and activities. |  |  |  |
| 7. | To recruit and retain students from a diverse populatio |  |  |  |
|  | 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. |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Business and Commerce Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will research and apply information from appropriate current reference guides involving federal, commercial, and government/state programs. | $90 \%$ of the students who complete this course will be able to access and interpret online manuals and complete claim forms for third-party payers. | $100 \%$ of the students who completed this course were able to access and interpret online manuals and completed claim forms for third-party payers. | No improvement needed |
| 2 | Demonstrate appropriate customer service techniques using effective oral and written communication and conflict resolution. | $100 \%$ of the students who complete this course will be able to explain patient statement/billing procedures to patients/family members and communicate with third-party payers regarding claims and bills. | $84 \%$ of the students who completed this course were able to explain patient statement/billing procedures to patients/family members and communicate with third-party payers regarding claims and bills. | Using a telephone, students will practice conflict resolution techniques using effective oral communications skills. Students will practice writing effective collection letters demonstrating their professionalism and ability to collect payment. |

PEARL RIVER COMMUNIIY COLLEGE ASSESSMENT
2010-2011

| 3 | Outline the steps of the billing process. | $95 \%$ of the students who complete this course will be able to identify the origin of itemized charges. | $79 \%$ of the students who completed this course were able to identify the origin of itemized charges | Students will make note cards explaining each step of the billing process and work through the billing process tutorial software to re-emphasize their understanding of the billing process. |
| :---: | :---: | :---: | :---: | :---: |
| 4 | Investigate health plan payment denials. | $90 \%$ of the students who complete this course will be able to determine claim denials and perform procedures for resubmission of claims for payment. | $84 \%$ of the students who completed this course were able to determine claim denials and perform procedures for resubmission of claims for payment, | Students will be given additional RA/EOB problems to work to enhance understanding of claim payments and claim denials. |
| 5 | Examine reimbursement classifications systems. | $90 \%$ of the students who complete this course will be able to identify prospective payments systems such as DRGs, APGs, RBRVS, RUGs, and APCs through evaluation of medical reports and be able to calculate payments based on case-mix and payments rates, using the payment formula. | $84 \%$ of the students who complete this course will be able to identify prospective payments systems such as DRGs, APGs, RBRVS, RUGs, and APCs through evaluation of medical reports and be able to calculate payments based on case-mix and payments rates, using the payment formula. | Students will calculate payments by using the grouper option in 3M Coding and Reimbursement software by inserting correct ICD-9-CM diagnosis(es) and procedures codes. |

2010-2011

PEARL RIVER COMMUNIIY COLLEGE ASSESSMENT
To provide quality student services.
To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.
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. PURPOSE OF UNIT: TO off educational opportunities.
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Office Systems Technology to students within the PRCC district.

|  | ROGRAM OUTCOMES - Measurable dicators (More specific description of impact student) WHAT should a student know, ink, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| :---: | :---: | :---: | :---: | :---: |
| 1 | Upon completion of this program, students will be able to create business correspondence including letters, memo, and e-mails. | $85 \%$ of students will be able to key business correspondence with $90 \%$ accuracy using an instructor created check list. | $90 \%$ of students completed key business correspondence with $90 \%$ accuracy using an instructor created check list. | No improvement needed. |
| 2 | Upon completion of this program, students will demonstrate knowledge and skills in word processing software. | $85 \%$ of students will demonstrate word processing software skills with $90 \%$ accuracy using an instructor created rubric. | $95 \%$ of students demonstrated word processing soffware skills with $90 \%$ accuracy using an instructor created rubric. | No improvement needed. |
| 3 | Upon completion of the course, students will prepare for employment by constructing a resume | $85 \%$ of students will construct a resume with $90 \%$ accuracy using an instructor created rubric. | $90 \%$ of students constructed a resume with $90 \%$ accuracy using an instructor created rubric | No improvement needed. |
| 4 | Upon completion of the course, students will prepare for employment by demonstrating correct interviewing techniques in a mock interview. | All students will participate in a mock interview and $85 \%$ will achieve $90 \%$ accuracy during a mock interview using an instructor created check list. | Students participated in a mock interview and $93 \%$ will achieve $90 \%$ accuracy during a mock interview using an instructor created check list. | No improvement needed. |
| 5 | There will be $85 \%$ retention of the fulltime students in the one-year program. | $85 \%$ of full-time one-year students will complete the program. | $98 \%$ of full two-year students completed the program. | No improvement needed. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2010-2011

| 6 | $86 \%$ of full-time one-year retained <br> students will complete and pass all <br> levels of the program. | $86 \%$ of full-time one-year students will <br> complete the program and pass all levels of <br> instruction. | $98 \%$ of full two-year students completed <br> the program and passed all levels of <br> instruction. | No improvement needed. |
| :--- | :--- | :--- | :--- | :--- |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2010-2011

| PROGRAM: Business and Commerce Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Keyboard Skillbuilding (BOT 1123) |  |  |  |  |
| 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 att baccalaureate institutions and/or to be successful in careers for which they have been prepared. 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. |  |  |  |
|  | 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. <br> To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and |  |  |  |
|  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Business and Commerce Technology to students within the PRCC district. |  |  |  |  |
|  |  |  |  |  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA - Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will demonstrate the ability to key alphanumeric material emphasizing speed and accuracy by keying straight-copy material at a minimum of 50 GWAM on a 5 -minute timed writing with a maximum of one error per minute. | $70 \%$ of students completing this course will key alphanumeric material and demonstrate the ability to pass a 5 -minute timed writing with 50 GWAM and a maximum of one error per minute on the final exam. | $100 \%$ of students completed this course and keyed material and demonstrated the ability to pass a 5-minuted timed writing with 50 GWAM and a maximum of one error per minute. | No improvement needed. |
| 2 | The student will demonstrate the ability to proofread for accuracy. | $70 \%$ of students completing this course will correctly proofread a document recognizing proofreader marks on the final exam. | $96.4 \%$ of students completed this course correctly with $96.4 \%$ accuracy in proofreading a document and recognizing proofreader marks using an instructor rubric. | No improvement needed. |
| 3 | The student will demonstrate the ability to apply correct utilization of capitalization, punctuation, spacing, and numerical information rules in | $70 \%$ of students completing this course will correctly utilize capitalization, punctuation, spacing and numerical rules on the final exam. | $94.4 \%$ of students completed this course correctly utilizing capitalization, punctuation, spacing and numerical rules with $94.4 \%$ accuracy using an instructor | No improvement needed. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

PEARL RIVER COMMUNıIY COLLEGE ASSESSMENT

PEARL RIVER COMMUNıY COLLEGE ASSESSMENT

| PROGRAM: Utility Lineman Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Electric Power (ELT 1213) |  |  |  |  |
| 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: |  |  |  |  |
| 123345 | 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 prepare To provide quality student services. <br> 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. |  |  |  |
| 6. |  |  |  |  |
| 7. | 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 service agencies for basic skiils, specific job skills, and technical skills training. |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Business and Commerce Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurabie icators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The students will identify all generation power plants. | $70 \%$ of the students will successfully identify all generation power plants through testing. | $100 \%$ of the students successfully completed. | No Improvement needed at this time |
| 2 | The students will identify all transmission structures. | $70 \%$ of the students will identify all transmission structures through testing. | $100 \%$ of the students successfully completed. | No improvement needed at this time |
| 3 | The students will identify all distribution parts. | $70 \%$ of the students will identify all distribution parts. | $100 \%$ of the students successfully completed. | No improvement needed at this time |
| 4 | The student will demonstrate how to bank transformers. | $70 \%$ of the students will demonstrate successfully how to bank transformers through testing. | $100 \%$ of the students successfully completed. | No Improvement needed at this time |

PEARL RIVER COMMUNiIY COLLEGE ASSESSMENT 2010-2011

PEARL RIVER COMMUNIIY COLLEGE ASSESSMENT 2010-2011

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| gram: Dental Hygiene 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. |  |  |  |  |
| STRATEGIC GOALS: |  |  |  |  |
| 1. To prepare students to ransfer and be successful in their studies at baccalaureate institutions and/or to be successful in careers for which they have been prepared.2. |  |  |  |  |
| 3. To provide access to college courses and programs using various instructional methods, including distance education. |  |  |  |  |
|  |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performa 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. |  |  |  |  |
| PURPOSE OF UNIT: 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 UNIT TO PRCC MISSION: To provide a technical program of study in dental hygiene to Pearl River Community College students. |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  |  |  |  |
|  |  | ASSESSMENT CRITERIA -Criterion for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will gain employment in the Dental Hygiene profession. | $85 \%$ of graduates will be employed in the Dental Hygiene profession after graduation. | $87 \%$ of graduates are employed the Dental Hygiene profession as of $9 / 1 / 11$. | Outcomes are adequate, but recent improvements include quarterly meetings of local dental hygienists held at PRCC and program director giving quarterly updates to local dental society. |
| 2 | The student will pass the written National Board for Dental Hygiene. | $85 \%$ of graduates will successfully pass the National Board for Dental Hygiene. | $100 \%$ of graduates have successfully passed the National Board for Dental Hygiene. | National Board results have been and continue to be reviewed annually by subject area with syllabi being adjusted accordingly. |
| 3 | The student will pass the clinical exam of the Counsel of Interstate Testing Agencies. | $85 \%$ of graduates will successfully pass the clinical exam of CITA. | $100 \%$ of graduates have successfully passed the clinical licensure exam CITA. | Recent clinical improvements to build skills beyond past training methods include: (a)installation of complete digital intra and extra-oral radiographic systems (b) installation of practice management and clinical software and 16 computers to allow students to gain more current clinical experiences. |
| 4 | The student will be prepared to be successful for a career as a dental | A minimum of $80 \%$ of students enroiled in dental hygiene program will successfully | A sampling of student learning outcomes in dental hygiene technology follow: |  |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2010-2011

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Dental Hygiene |  |  |  | Supports PRCC Strategic Goal(s): 1, 8 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Periodontics (DHT 1513) |  |  |  |  |
| 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 |  |  |  |  |
|  | College services available via the Internet. |  |  |  |
| 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. |  |  |  |  |
|  |  |  |  |  |
| technical skills training. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or indus educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Dental Hygiene to students within the PRCC district. |  |  |  |  |
|  | RNING OUTCOMES - Measurable cators (More specific description of impact student) WHAT should a student know, $k$, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Be able to explain the function of the four (4) tissues of the periodontium. | $80 \%$ will be able to correctly explain the function of the four (4) tissues of the periodontium on a written exam | $100 \%$ of students correctly explained the function of the 4 tissues of the periodontium on written exam. | Current method of instruction is adequate to reach assessment criteria. No action needed. |
| 2 | Identify the tissues of the periodontium on an unlabeled drawing. | $80 \%$ will identify on a written exam the tissues of the periodontium. | $100 \%$ of students correctly identified on written exam the tissues of the periodontium. | Current method of instruction is adequate to reach assessment criteria. No action needed. |
| 3 | Describe the nerve and blood supply to the periodontium. | $80 \%$ will describe on a written exam the nerve and blood supply to the periodontium. | $100 \%$ of students correctly described on written exam the nerve and blood supply to the periodontium. | Current method of instruction is adequate to reach assessment criteria. No action needed. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 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. |  |  |  |
| 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 developm |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance 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. |  |  |  |
| 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. |  |  |  |
| PURPOSE OF UNIT: 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 UNIT TO PRCC MISSION: To provide a technical program of study in dental hygiene to Pearl River Community College students. |  |  |  |
| PROGRAM OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 The student will gain employment in the Dental profession as a dental assistant. | $75 \%$ of graduates will be employed in the Dental profession after graduation as a dental assistant. |  |  |
| 2 The student will sit for and pass the Infection Control Examination of the DANB. | $75 \%$ of students will successfully pass the Infection Control Examination of the DANB. | 93\% passed the Infection Control Examination of the DANB | Current instructional methods are adequate to achieve assessment criteria; so no improvement is needed |
| 3 The student will sit for and pass the Radiation Health and Safety Examination of the DANB. | $75 \%$ of students will successfully pass the Radiation Health and Safety Examination of the DANB. | 91\% passed the Radiation Health and Safety Examination of the DANB | Current instructional methods are adequate to achieve assessment criteria; so no improvement is needed |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| INSTRUCTIONAL AREA: Chairside Assisting II (DAT 1423) |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
| 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: |  |  |  |  |
| 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 educatio |  |  |  |  |
| To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. |  |  |  |  |
| College services available via the Internet.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. |  |  |  |
|  | technical skills training. |  | tional, and public service agencies for basic sk | specific job skills, and |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
|  |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Dental Assisting to students within the PRCC district. |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for | ASSESSMENT RESULTS - Outcomes | USE OF RESULTS - Actionable Knowled |
|  |  | Evaluation (Variables related to success of | Assessment (States how well intended | (How knowledge gained will be used to im |
|  |  | intended outcome) How will attainment of | ults were achieved) WHAT was level of | program performance). Make a |
|  |  | ther |  | Im |
|  |  |  |  | needed. |
| 1 | Demonstrate the base line settings for inhalation anesthesia for oral surgery procedures | $100 \%$ will demonstrate proficiency by correctly completing the steps for assisting with nitrous oxide and oxygen in a preclinical setting | $100 \%$ correctly completed the steps for assisting with nitrous oxide and oxygen in a preclinical setting | Current method of instruction is adequate to achieve assessment criteria; so no improvement is needed |
| 2 | Manipulate and place a periodontal dressing as a post-surgical procedure | $100 \%$ will demonstrate proficiency by correctly performing the steps for mixing and placing a periodontal dressing in a preclinical setting. | $100 \%$ correctly performed the steps for mixing and placing a periodontal dressing in a preclinical setting | Current method of instruction is adequate to achieve assessment criteria; so no improvement is needed |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM OF STUDY: Fine Arts and Communication Supports PRCC Strategic Goal(s): 1, 2, 3, 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. |  |  |  |  |
| 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.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 div | rse population. |  |  |
| 8. | To provide workforce training programs technical skills training. | To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and |  | pecific job skills, and |
| PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets tran those students who plan to complete a degree at a senior college or university. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College. |  |  |  |  |
|  | OBJECTIVES - Broad description of goals | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved). | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). |
| 1 | Begin implementation of assessment of student learning outcomes in courses. | Two courses will evaluate student learning outcomes. | Two courses successfully assessed student learning outcomes and included all sections. Implementation of SLO assessment has been completed in only one of the core curriculum courses. $78 \%$ of students successfully completed all SLO's for this course. | It was agreed that SLO assessment in additional FA\&C core courses will be implemented which will provide more detailed data about student learning. |
| 2 | To provide quality instruction in courses which will satisfy the fine arts and /or oral communication requirement of the core curriculum for both academic and technical programs of study. (Goals: $1,3,4,5,7)$ | A minimum of $60 \%$ of all students enrolled in Fine Arts and Communications core curriculum classes will successfully complete the Student Learning Outcomes. | General Education Competency: To be able to understand the communication process through the components of reading, writing, speaking, and listening. <br> Oral Communications <br> SLO\#1-70\% of students will effectively deliver the Commemorative Speech. $88 \%$ successfully completed SLO. | It was decided that SLO assessment in additional FA\&C core courses will be implemented which will provide more detailed data about student learning. Data will be analyzed and discussed by faculty and any necessary adjustments in the curriculum will be made. Also, the department decided that a more organized method of data collection for SPT 1113 SLOs is needed due to the large number of sections, instructors and formats. Input has been solicited from instructors to address this issue. <br> SLO\#1- Instructors decided to place additional emphasis on effective extemporaneous delivery. |

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|  |  |  | SLO\#2-70\% of students will accurately develop and deliver one of the four types of Informative Speeches. 72\% successfully completed. <br> SLO\#3-70\% of students will accurately develop and deliver one of the three types of Persuasive Speeches. $75 \%$ successfully completed SLO. | SLO\#2- The department determined that a greater emphasis needs to be made upon the research, organization and development of classroom appropriate topics along with emphasis on delivery. <br> SLO\#3- Instructors decided to emphasize research, organization and development of classroom appropriate topics aiong with emphasis on delivery. Instructors determined that assessment must be more stringent as students progress. <br> The department decided to implement new classroom technology in all core curriculum Fine Arts and Communications courses which will provide instructors and students with additional tools for teaching and learning. |
| :---: | :---: | :---: | :---: | :---: |
| 3 | To provide quality instruction in courses which parallel the first two years of a Bachelors degree for majors in Fine Arts. (1,3,4,5,7) | A minimum of $60 \%$ of all students enrolled in Fine Arts and Communications classes for majors will successfully complete the Student Learning Outcomes for the course. | Implementation of SLO assessment has been completed in only one of the courses for fine arts and communication majors. $100 \%$ or students successfully completed the SLO's for this course. <br> General Education Competency: Students will develop critical listening skills which emphasizes critical thinking skills. <br> Fine Arts <br> SLO\#1: Students will correctly analyze and notate musical examples containing enharmonically reinterpreted chords on an examination with $70 \%$ or greater accuracy. $75 \%$ of students achieved this SLO. <br> SLO\#2: Students will list and describe the six modulatory techniques and correctly identify each technique in a musical example with $70 \%$ or greater accuracy. | Instructors have decided to implement SLO assessment in additional FA\&C courses which will provide more detailed data about student learning. Data will be analyzed and discussed by faculty and any necessary adjustments in the curriculum will be made. <br> It has been decided that the assessment of SLOs 1,2 and 3 will be done soon after each concept has been presented and not only on the mid-term and/or final examination. This will enable the |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

|  |  |  | $100 \%$ of students achieved SLO. <br> SLO\#3: Students will correctly notate and analyze each of the following chromatically altered chords: Neapolitan $6^{\text {th }}$, Augmented $6^{\text {th }}$, mode mixture, secondary functions, and altered dominant chords on an examination with $70 \%$ or greater accuracy. $75 \%$ of students achieved SLO. <br> SLO\#4: Students will analyze/identify extended chords, modal scales, synthetic scales, serialism, and non-tertian harmonic structure in musical examples with $70 \%$ or greater accuracy. $100 \%$ of students achieved SLO. | instructor to review the material if necessary. <br> SLO\#4 has been revised to include fewer examples of $20^{\text {th }}$ century harmonic practices. <br> Since all transferring music majors must take a music theory placement exam at the university level, instructors decided to closely monitor our students' success on these exams to ensure that our courses have adequately prepared them. |
| :---: | :---: | :---: | :---: | :---: |
| 4 | To provide a variety of cultural activities in the arts for PRCC students and the community through performances by student ensembles, guest recitals/concerts, student art exhibits, and drama productions (Goals 1,2,3,4,5,7) | Attendance figures for all Fine Arts activities and events will be evaluated annually. Audience responses will be taken into account when scheduling future activities. Critiques of performances by students, faculty and community will be reviewed to gauge audience perception. | Attendance at all Fine Arts and Communications activities and events was consistent or greater than last year's events. Student critiques and public response to programming was very positive. However, attendance for the spring theater production fell short of expectations. The performance quality was deemed outstanding for all events. | It was decided to seek additional publicity both on and off campus for events. A musical theater production in the spring should bring in a larger audience. Continued emphasis on quality of performance by students and student ensembles is expected. |
| 5 | To serve as ambassadors/recruiters for the college through performances by students and faculty in local, regional, state and national events. (Goals $2,3,4,5,7$ ) | Continuing invitations for performances by PRCC students and faculty in local, regional and national events. Monitor enrollment and interest in student performing groups. Adjudication of performances in competitions. | Invitations to perform at Walt Disney World, regional conventions, and national events were received by our student performing ensembles. Dance team won at state and national level competitions. Enrollment and interest in student performing groups is at an all-time high. | A decision was made to submit applications for performances at national conventions/ conferences for 2011-2012. |

PEARL RIVER COMMUNIIY COLLEGE ASSESSMENT

| DEPARTMENT: Fine Arts and Communication |  |  | Supports PRCC Strategic Goal(s): 1, 2, 3, 5 |  |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL. AREA: Music |  |  |  |  |
| COURSE LEVEL: Music Theory IV (MUS 2223) |  |  |  |  |
| 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.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. |  |  |  |
|  | 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. |  |  |  |
| 7. | To recruit and retain students from a di | rse population. |  |  |
| 8. technical skills training. |  |  |  |  |
| PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets tran those students who plan to complete a degree at a senior college or university. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College. |  |  |  |  |
|  | LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Analyze and realize harmonic progressions containing enharmonically reinterpreted chords. | Students will correctly analyze and write musical examples containing enharmonically reinterpreted chords on an examination with $70 \%$ or greater accuracy. | Students correctly analyzed the examples at a success rate of $75 \%$. However, the fully diminished seventh chord reinterpretation proved the most challenging with only a $50 \%$ success rate. | More emphasis on the analysis of the enharmonically reinterpreted fully diminished seventh chord will be implemented in future sections. |
| 2 | Analyze and identify modulation techniques. | Students will list and describe the six modulatory techniques and correctly identify each technique in a musical example with $70 \%$ or greater accuracy. | $100 \%$ of students successfully listed and described the six mod. Techniques. $50 \%$ of students successfully identified the modulation techniques in the musical examples. | An increase in the amount of class time devoted to analyzation of musical examples containing the modulatory techniques will be implemented in future sections. |
| 3 | Analyze and realize harmonic progressions containing a variety of chromatically altered chords expressed by Roman numerals, figured basses, and lead-sheet symbols. | Students will correctly notate and analyze each of the following chromatically altered chords: Neapolitan $6^{\text {th }}$, Augmented $6^{\text {th }}$, mode mixture, secondary functions, and altered dominant chords on an examination with $70 \%$ or greater | $75 \%$ of students achieved a success rate above 70\% on this task. | No changes necessary. |

PEARL RIVER COMMUNIIY COLLEGE ASSESSMENT

|  |  | accuracy. |  |
| :--- | :--- | :--- | :--- |
| 4 | Identify some of the commonly used <br> harmonic materials and techniques of <br> the late $19^{\text {th }}$ and early $20^{\text {th }}$ century. | Students will analyze/identify extended <br> chords, modal scales, synthetic scales, <br> serialism, and non-tertian harmonic <br> structure in musical examples with $70 \%$ or <br> greater accuracy. | $100 \%$ of students achieved a success rate <br> of $70 \%$ or greater on the items tested. <br> Modal scales were not covered |

PEARL RIVER COMMUNıY COLLEGE ASSESSMENT 2010-2011

PEARL RIVER COMMUNı Y COLLEGE ASSESSMENT

| 3 | Students will write coherent <br> Persuasive speech outlines that <br> demonstrate their ability to use <br> organizational formats with a clear <br> specific purpose and central idea. | $70 \%$ of students will accurately develop <br> and deliver one of the three types of <br> Persuasive Speeches. | $75 \%$ successfully completed this <br> assignment, 13\% were not successful, <br> and $12 \%$ did not submit. | Stress the importance of class <br> participation and scheduled in-ciass <br> workdays. Create a balance between <br> student retention and classroom <br> performance. |
| :--- | :--- | :--- | :--- | :--- |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2010-2011

| DEPARTMENTS: 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. |  |  |  |  |
| 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. <br> 2. To provide quality student services. |  |  |  |  |
| 3. To provide access to college courses and programs using various instructional methods, including distance education. |  |  |  |  |
|  | To employ qualified faculty and staff, compe | te them well, and provide opportunities for th | professional development. |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performan |  |  |  |  |
| 6. To improve communication among campus personnel and community members regarding the College g |  |  |  |  |
|  | . To recruit and retain students from a diverse population. |  |  |  |
|  | technical skills training. |  |  |  |
| PURPOSE OF UNIT: To assure that graduates of Pearl River Community College possess the knowledge and skills generally expected of an educated person. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide general education which is essential to a quality academic program. |  |  |  |  |
| DEPARTMENTAL OUTCOMES- Measurable indicators (More specific description of impact on student, faculty, staff, and community members) |  | ASSESSMENT CRITERIA -Criteria for <br> Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Oral Communication Graduates will demonstrate the ability to communicate verbally with strong organizational skills and appropriate delivery. | At least $60 \%$ of the students who take the final examination in this course will demonstrate proficiency in each of four (4) stated student learning outcomes as stated in the Assessment Chart for SPT 1113. | Implementation of SLO assessment has been completed in only one of the course for fine arts and communication majors. 100\% or students successfully completed the SLO's for this course. | SLO assessment in additional FA\&C courses for majors will be implemented which will provide more detailed data about student learning. Data will be analyzed and discussed by faculty and any necessary adjustments in the curriculum will be made. |
| 2 | Computer Literacy Graduates will demonstrate proficiency in basic computer operations such as file saving, printing, and loading programs. | At least $70 \%$ of students who complete CSC 1113 and BAD 2533 will demonstrate mastery of five (5) student learning outcomes identified in the Assessment Charts for these courses. | CSC 1113/BAD 2533: 45\% passed slo 1 (Identify basic terminology associated with computers including hardware, software, communications, and computer security.); $80 \%$ passed slo 2 (Give examples of issued involved with the purchase of computer system.) | Questions with less than $50 \%$ success rate will be reviewed and adjusted for improvement if appropriate. The textbook, software, and lab operating system will be changed beginning Fall 2011 which will necessitate review and possible update/change of some questions. |
| 3 | Humanities <br> Graduates will demonstrate basic knowledge in at least one area of the humanities. | Student Learning Outcomes will be assessed in ENG 2423 and HIS 1163. | World Civilization I: $60.36 \%$ of students passed learning outcome \#1; $72.07 \%$ of students passed learning outcome \#2; $79.27 \%$ of students passed learning outcome \#3; 79.27\% of students passed | For \#1, encourage the collection of data earlier in the year; for \#2, encourage further improvement; for \#3, encourage further improvement |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2010-2011

|  |  |  | learning outcome \#3; <br> World Literature I: $98 \%$ of students passed learning outcome \#1; 98\% passed learning outcome \#2; $96 \%$ passed learning outcome \#3 |  |
| :---: | :---: | :---: | :---: | :---: |
| 4 | Mathematics Graduates will perform basic algebraic operations and solve problems. | At least 70\% of students who complete MAT 1313 will demonstrate mastery of six (6) student learning outcomes. | MAT 1313: 627 of 763 passed student learning outcome(slo) 1 (The student will solve linear equations and inequalities.) representing $82.18 \%$; 587 of 763 passed slo 2 (The student will demonstrate knowledge of functions and their behavior .) representing $78.24 \%$; 587 of 763 passed slo 3 (The student will graph polynomial functions.) representing $76.93 \%$; 483 of 763 passed slo 4 (The student will derive mathematical solutions for real-worid situations.) representing $60.55 \%^{\prime} 462$ of 763 passed slo 5(The student will solve logarithmic equations.) representing 60.55 \%. | In the Fall 2011, for slos 4 and 5, instructors will create a new (additional) homework assignment blending section 4.2 and 4.5 application problems. The instructors will also cover the logarithmic material earlier in the semester and place the concepts within a smaller module to improve concentration on information. |
| 5 | Natural Sciences <br> Graduates will demonstrate scientific attitude and approach and demonstrate knowledge of simple taxonomy of at least one natural science. | Student Learning Outcomes will be assessed in BIO 1133/1131, BIO 2923/2921, CHE 2433/2432, PHY 2253/2251, and PHY 2525. | BIO 2923 and BIO 2921: 80 of 119 passed slo 1 (Demonstrate knowledge of the structural and functional similarities and differences between prokaryotic and eukaryotic cells.) representing a 67\% success rate; 48 of 119 passed slo 2 (Demonstrate knowledge of microbial growth and metabolism along with the common methods to control such growth.) representing a $40 \%$ success rate; 98 of 119 passed slo 3 (Demonstrate knowledge of innate acquired immunity.) representing a $82 \%$ success rate; 96 of 119 passed slo 4 (Demonsrate knowledge of common interactions between microbes and humans, both beneficial and those leading to disease.) representing an $81 \%$ success rate; 236 of 262 students passed slo 5 (Successfully prepare and visualize microbes and various microbial structures under the microscope.) representing a $90 \%$ success rate; Problems arose with the assessment of slo6 (Demonstrate knowledge of a microbe's metabolic requirements using various selective and | While slo was relatively low, the target rate was achieved. Continued testing may indicate a need for change in the future. Increased emphasis on the particular aspect of control in slo2 may be needed course wide, in particular aligning with the text. Further discussion and assessment indicated. For slo 6, develop a common set of assessment questions that allow direct comparison will be accomplished. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2010-2011

|  |  |  | differential media.) due to variation within sections and instructors. The results generated were not directly comparable and therefore a valid interpretation was not possible. |  |
| :---: | :---: | :---: | :---: | :---: |
| 6 | Social Sciences Graduates will demonstrate knowledge of basic principles of at least one area of the social sciences. | Student Learning Outcomes will be assessed in PSY 1513. | General Psychology: 77\% of students passed learning outcome \#1; 72\% of students passed learning outcome \#2; 84\% of students passed outcome \#3; and $83 \%$ of students passed outcome \#4 | No improvements needed |
| 7 | Written Communication Graduates will demonstrate ability in formal written expression. | Student Learning Outcomes will be assessed in ENG 1113. | English 1113: 198 of 214 passed learning outcome \#1, for a score of 85\%; 72 of 214 students passed learning outcome \#2, for a score of $37 \%$; 133 of 214 students passed learning outcome \#3, for a score of $62 \%$; 89 of 214 students passed learning outcome \#4, for a score of 42\%; 187 of 214 students passed learning outcome \#5, for a score of 90\% | Beginning Fall of 2011, for learning outcomes 2, 3, and 4, all ENG 1113 instructors will assign grammar activities, monitor performance, and stress importance of the grammar postiest. For learning outcomes \#1 and \#2, the SLO was met and no change is needed. |
| 8 | Wellness <br> 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. | At least $70 \%$ of students who complete HPR 1213 and 2213 will demonstrate mastery of each of four (4) Student Learning Outcomes. | This information is not provided on the Health, Physical Education, and Recreation assessment chart. | Outcomes and assessment criteria will be edited for the 2011-2012 assessment charts. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| Supports PRCC Strategic Goal(s): 1, 2, 3, 4, 5, 6, 7 |  |  |  |  |
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| 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: |  |  |  |  |
|  | 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 sevvices. |  |  |  |
|  |  |  |  |  |
| 3. | To provide access to college courses and programs using various instructional methods, including distance education. |  |  |  |
|  |  |  |  |  |
|  | 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 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. |  |  |  |
| PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets tran those students who plan to complete a degree at a senior college or university. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College. |  |  |  |  |
|  |  |  |  | OBJECTIVES - Broad description of goals | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved). | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). |
| 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. | At least $85 \%$ of students will indicate on the HPR Survey that classes offered meet their needs for graduation and transfer. | $82 \%$ of students that completed this survey indicated that classes offered meet their needs for graduation and transfer. | We came close to our goal but did not exceed it. <br> We did not get enough students to complete this survey to give us a clear picture of this goal being met or not. <br> We have requested to have this added to the campus climate survey for next year. This will help us to determine if we are meeting the needs of our students. |
| 2 | To provide students, faculty, staff, and community members with exceptional and challenging programs, information, equipment, and activities to promote well-being and enhance quality of life. | At least $85 \%$ of members will indicate an above average score on the quality of programs, information, equipment, and activities on the facility survey. | $100 \%$ of students, faculty, staff, and community members who completed this survey indicated that programs, information, equipment, and activities are exceptional, challenging, promote wellbeing and enhance quality of life. | We exceeded our goal in this area but will continue to offer new activities and updated equipment. In order to have more students respond, this question has been approved for inclusion in the Campus Climate Survey. |
| 3 | To provide up-to-date technology in the classrooms and lab to keep students engaged in the learning process. | At least $85 \%$ of students will indicate an above average score on up-to-date technology of classrooms and lab on the facility survey. | $82 \%$ of students indicated that the Wellness Center provides up-to-date technology in the lab to keep students engaged in the learning process. $18 \%$ of students indicated that they were neutral. | We did not meet our goal. Our equipment in the Weliness Center is out of date; however we have submitted a request for additional funding from Blue Cross Blue Shield of Mississippi Foundation to update our equipment for our students, faculty, staff, and the |

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|  |  |  |  | community. <br> We did not address technology in the classrooms because they were recently updated, but we will include this on the next survey. <br> We have requested to have this question added to the campus climate survey for next year. This will help us to determine if we are meeting the needs of our students. |
| :---: | :---: | :---: | :---: | :---: |
| 4 | To provide a safe and healthy environment suitable for exercise. | At least $85 \%$ of members will indicate an above average score on a safe and healthy environment of our wellness center on the facility survey. | $97 \%$ of students, faculty, staff, and community members that completed this survey indicated that the Wellness Center provides a safe and healthy environment suitable for exercise. | We exceeded our goal in this area, but we know that new safe up-to-date equipment and new flooring are needed in our Wellness Center. It was decided to seek funds to update our Wellness Center. <br> We have requested to have this question added to the campus climate survey for next year. This will help us to determine if we are meeting the needs of our students. |
| 5 | To phase in assessment of student learning outcomes for all courses taught in Health, Physical Education, and Recreation will begin. | Two of 11 courses in Health, Physical Education, and Recreation will evaluate Student Learning outcomes. | Student learning outcomes were successfully assessed in two courses. <br> General Education Competency: To teach the student, through the components of wellness, about specific health behaviors. To help the student understand personal health behaviors by aiding the student in acquiring sound health-related attitudes and behaviors, developing a sense of personal self-control and educating the student toward health-related life time goals to achieve the student's full potential. <br> Personal and Community Health: <br> SLO\#1: 70\% of students who complete this program will identify the six dimensions of health and the latest health issues/trends affecting the U.S. population. Testing will be done on the final exam. $40 \%$ of students passed this SLO. | It was decided to assess SLO's in two more courses beginning the 2011-2012 school year. <br> We did not meet our goal for SLO1. Many students were able to identify four or five dimensions but not all six and most students were able to identify the latest health issues/trends affecting the U.S. population. Since all six dimensions were included in one question, if one part was answered incorrectly, the answer was |

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We met our goal for SLO2. Since we future classes.
Although we met our goal, we will spend
more time covering this topic in future
classes.
We did not meet our goal. The students had to get all six essential nutrients and Many students were able to identify some but not all. We will spend more time
 be revised.
әtelduoo oum sfuepnis fo \%0L :t\#OTs this program will be able to identify all six
Testing will be done on the final exam. $25 \%$ of students achieved SLO.

## First Aid and CPR:

 they learned the skills
 $70 \%$ of students achieved SLO.
SLO\#3: 70\% of students who complete this program will identify methods of self protection on the final exam. $90 \%$ of students achieved proficiency.
SLO\#2: 70\% of students who complete $73 \%$ of students achieved SLO. SLO\#3: 70\% of students who complete pollutant and will identify an action that can be taken to protect the environ. $73 \%$ of students achieved SLO.
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| 6 |  | To ensure that the Health, Physical <br> Education, and Recreation curriculum <br> meets transfer requirements according <br> to the approved articulation agreement. | At least 85\% of students will indicate that <br> Health, Physical Education, and <br> Recreation courses meet their needs for <br> graduation and transfer. | We complete <br> this program will explain how and when to <br> use lifesaving and life sustaining skills on <br> the final exam. $87 \%$ of students achieved <br> SLO. |
| :--- | :--- | :--- | :--- | :--- |
| $82 \%$ of students that completed this survey <br> indicated that classes offered meet their <br> needs for graduation and transfer. <br> on training in lifesaving skills. | We came close to our goal but did not <br> exceed it. <br> We have requested to have this added to <br> the campus climate survey for next year. <br> This will help us to determine if we are <br> meeting the needs of our students. |  |  |  |

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| ARTMENT: Heath, Physical Education, and Recreation |  |  |  | Supports PRCC Strategic Goal(s): 1, 2, 3 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: First Aid and CPR (HPR 2213) |  |  |  |  |
| 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: <br> 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. <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and mak College services available via the internet. <br> 6. To improve communication among campus personnel and community members regarding the Coilege goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 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. |  |  |  |  |
| PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets tr those students who plan to complete a degree at a senior college or university. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College. |  |  |  |  |
|  | LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Demonstrate the knowledge and skills necessary to act in an emergency situation. | $70 \%$ of students who complete this course will explain how and when to act in an emergency situation on the final exam. | 68\% of students demonstrated that they learned the skills necessary to act in an emergency situation on the final exam. | We did not meet our goal for SLO1. <br> We will spend more time covering this topic. <br> We are planning to give our students a pre-test to see what they know before the class and will test SLO on the mid-term and final exam. Results will be pulled from the final exam. <br> The First Aid and CPR guidelines have changed and we use the new book next semester. |
| 2 | Demonstrate how and when to activate the emergency medical system (EMS). | $70 \%$ of students who complete this course will explain how and when to activate the EMS on the final exam. | $70 \%$ of students demonstrated they knew how to activate the emergency medical system (EMS) on the final exam. | We just met our goal for SLO2 <br> We will spend more time covering this topic because we would like to have a higher percentage in future classes. |

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2010-2011

|  |  |  |  | We are planning to give our students a pre-test to see what they know before the class and will test SLO on the mid-term and final exam. Results will be pulled from the final exam. |
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| 3 | Demonstrate methods of self protection. | $70 \%$ of students who complete this course will identify methods of self protection on the final exam. | $90 \%$ of students demonstrated they knew how to protect themselves when giving care on the final exam. | We exceeded our goal for SLO3 <br> We will continue to cover this topic in the same manner. <br> We are planning to give our students a pre-test to see what they know before the class and will test SLO on the mid-term and final exam. Results will be pulled from the final exam. |
| 4 | Demonstrate lifesaving and life sustaining skilis. | $70 \%$ of students who complete this course will explain how and when to use lifesaving and life sustaining skills on the final exam. | $87 \%$ of students demonstrated they knew how and when to use lifesaving and sustaining skills on the final exam. | We exceeded our goal for SLO4 <br> We will continue to cover this topic in the same manner. <br> We are planning to give our students a pre-test to see what they know before the class and will test SLO on the mid-term and final exam. Results will be pulled from the final exam. |

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|  |  |  |  | outcomes. |
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| 2 | Identify the factors associated with the prevention of both major infectious and non-infectious diseases. | $70 \%$ of students who complete this course will identify a lifestyle factor related to the prevention of diseases. Testing will be done on the final exam. | $73 \%$ of students were able to identify lifestyle-related risk factors associated with the prevention of disease. | We met our goal for SLO2. <br> Since we only just met our goal for SLO2 we will spent more time covering this topics in future classes. <br> We are planning to give our students a pre-test to see what they know before the class and will test SLO on the mid-term and final exam. Results will be pulled from the final exam. <br> We are adopting a new book next semester. We will revise our questions based on the new book and based on our outcomes. |
| 3 | Identify major indoor/outdoor, common pollutants and list actions that can be taken to protect the environment. | $70 \%$ of students who complete this course will identify a major common pollutant and will identify an action that can be taken to protect the environment. Testing will be done on the final exam. | $73 \%$ of students were able to identify major common pollutants and actions that can be taken to protect the environment. | We met our goal for SLO3. <br> Since we only just met our goal for SLO3 we will spent more time covering this topic in future classes. <br> We are planning to give our students a pre-test to see what they know before the class and will test SLO on the mid-term and final exam. Results will be pulled from the final exam. <br> We are adopting a new book next semester. We will revise our questions based on the new book and based on our outcomes. |
| 4 | Identify all six essential nutrients, sources and functions. | $70 \%$ of students who complete this course will be able to identify all six essential nutrients, sources and functions. Testing will be done on the final exam. | $25 \%$ of students were able to identify all six essential nutrients; and a source and a function for each. | We did not meet our goal for SLO4. <br> The student had to get all six essential nutrients and six sources and there functions correct. Many students were able to identify some but not all. We will spend more time covering this topic. |

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PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM OF STUDY: Humanities and Social Sciences |  |
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| 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. <br> 7. <br> 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. |  |


|  | OBJECTIVES - Broad description of goals | ASSESSMENT CRITERIA -Criteria for <br> Evaluation (Variables related to success of <br> itended outcome) | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results <br> were achieved). | USE OF RESULTS - Actionable Knowledge <br> (How knowledge gained will be used to <br> inprove program performance). |
| :--- | :--- | :--- | :--- | :--- |
| 1 | Assessment of student learning <br> outcomes for courses taught in <br> Humanities and Social Sciences will <br> begin. | In Humanities and Social Sciences <br> Department, eight courses will <br> evaluate student learning outcomes in <br> Spring 2011. | Four courses successfully assessed <br> student learning outcomes. | It was decided to continue with <br> student learning assessment in the <br> four courses assessed this year and <br> to include additional courses to <br> assess student learning outcomes for <br> 2011-2012. |
| 2 | To prepare students to transfer and <br> be successful in their studies and <br> careers | $70 \%$ of outcomes on individual <br> assessment charts within the <br> department will be achieved. <br> Monitor changes in upper level <br> requirements to be sure we are <br> offering appropriate courses to fit <br> upper level requirements for degrees <br> and careers. | General Education Competency: To <br> improve critical and analytical reading <br> and writing skills | $82 \%$ passed learning outcome \#1 <br> (Under proctored testing conditions <br> and given a specific prompt based on <br> the World of ldeas textbook, the <br> student will brainstorm, organize, draft, |
| edit, and publish a 500 multi-paragraph <br> essay.) | For learning outcomes \#1, the SLO <br> was met. Students will continue to be <br> encouraged to critically read and <br> analyze information in order to <br> evaluate readings in other General <br> Education classes. |  |  |  |

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| OBJECTIVES - Broad description of goals | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved). | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). |
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|  |  | $36 \%$ of students passed learning outcome \#2 (Students will be given a grammar pretest at the beginning of the course and will be assigned remedial activities. At the end of the course, students will complete a post test on the same material to show mastery of the concepts.). <br> 62\% of students passed learning outcome \#3 (After being shown marked errors in composition, the student will self-correct, then proofread for specific error types.). <br> $42 \%$ of students passed learning outcome \#4 (After reviewing current Standard English practices, the student will apply those rules during the proofreading process.). <br> $87 \%$ of students passed learning outcome \#5 (After learning college library resources and the MLA citation process, students will gather materials and produce a bibliography.) <br> 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. | Students did not master English Outcomes 2, 3, or 4 at a $70 \%$ level. After reviewing the outcomes and the methods of measurement, the department determined that beginning Fall of 2011, for learning outcomes 2, 3, and 4, all ENG 1113 instructors will assign grammar activities, monitor performance, and stress importance of the grammar posttest. In order to measure the outcomes, random, unnamed writing samples will be collected from ENG 1113 classes. These samples will be evaluated by a group of instructors through the use of a rubric. <br> Although students have met this SLO, instructors realized the necessity of this skill in relation to other General Education classes as well as to classes students will encounter in transfer situations. The department decided to continue to work toward every student achieving this outcome by continued emphasis on MLA citation process. |

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|  | OBJECTIVES - Broad description of goals | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved). | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | able to answer correctly $60 \%$ of questions on major tests and comprehensive final exam.); <br> 98\% passed learning outcome \#2 ( $60 \%$ of students will be able to write essay answers to test questions requiring them to analyze prominent themes in a literary work.); <br> 96\% passed learning outcome \#3 (60\% of students read a piece of literary criticism and then analyze the author's argument and discuss/critique said argument in the form of a class presentation.) | outcomes 1,2 , and 3 with outstanding results. Instructors decided that the success measures will be raised from $60 \%$ to $70 \%$. Also, additional SLOs will be written to facilitate the measurement of the literature classes. |
| 3 | To maintain technology and supplies as needed by the instructors | $100 \%$ of needed supplies and technology will be provided for the department. | All requests for supplies and technology through the department were fulfilled. | Equipment needs for the coming year have been submitted to the director of IT, including carts for computers and other technology needs. |
| 4 | To provide quality students services | $100 \%$ of the faculty will be involved in providing accurate, up-to-date academic advising to our students. | All faculty in the department of humanities and social sciences are required to advise students. | Faculty have been encouraged to be prepared to advise. Updated advisement materials have been provided. |

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|  |  | rules during the proofreading process. | assessment, for score of $42 \%$ | monitor performance, and stress <br> importance of the grammar post-test. |
| :--- | :--- | :--- | :--- | :--- |
| 5 | To compile a bibliography identifying <br> sources for literary research, according <br> to MLA format. | After learning college library resources <br> and the MLA citation process, students <br> will gather materials and produce a <br> bibliography. | 187 of 214 students passed this <br> assessment, for a score of $90 \%$ | We have met this SLO. No change <br> needed. |

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| DEPARTMENT: Humanities and Social Sciences |  |  |  | Supports PRCC Strategic Goal(s): 1, 3 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: History, Political Science, Psychology, Sociology |  |  |  |  |
| COURSE LEVEL: General Psychology (PSY 1513) |  |  |  |  |
| 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. Te provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, andtechnical skining. |  |  |  |  |
| PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets tran those students who plan to complete a degree at a senior college or university. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College. |  |  |  |  |
|  | LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Students will distinguish the common features of three major psychological theories. | $70 \%$ of students who complete this course will be able to distinguish the common features of the three major psychological theories through instructor-generated exams. | $77 \%$ of the students completing the course correctly distinguished the common features of three major psychological theories. | No Improvement Needed |
| 2 | Students will distinguish the common features of three abnormal behaviors. | $70 \%$ of students who complete this course will correctly identify the common features of three major psychological disorders through instructor-generated exams. | $72 \%$ of students completing the course correctly identified the common features of three major psychological disorders. | No Improvement Needed |
| 3 | Students will be able to explain four basic research methods used by | $70 \%$ of students who complete this course will correctly distinguish four common | $84 \%$ of students completing the course correctly distinguished four common | No Improvement Needed |

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|  | psychologists. | research methods through instructor- <br> generated exams. | research methods. |
| :--- | :--- | :--- | :--- |
| 4 | Students will correctly identify the role <br> that the two main branches of human <br> nervous system play in human <br> behavior. | $70 \%$ of students who complete this course <br> will correctly distinguish components of <br> the two main branches of the human <br> nervous system through instructor- <br> generated exams. | $83 \%$ of students completing the course <br> correctly distinguished components of the <br> two main branches of the human nervous <br> system. |

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| DEPARTMENT: Humanities and Social Sciences |  |  |  | Supports PRCC Strategic Goal(s): 1, 3 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: History, Political Science, Psychology, Sociology |  |  |  |  |
| COURSE: World Civilization 1 (HIS 1163) |  |  |  |  |
| 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 instructionai methods, including distance education. |  |  |  |  |
| 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional developme |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performan 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 populita |  |  |  |  |
|  | technical skills training. |  |  |  |
| PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets trand those students who plan to complete a degree at a senior college or university. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College. |  |  |  |  |
|  | LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? | ASSESSMENT CRITERIA -Criteria for <br> Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Define and identify three major characteristics contributing to the development of civilizations. | 60\% of students will correctly define and identify the major characteristics contributing to the development of civilizations. Evaluation will be based on an instructor generated assessment tool. | $60.36 \%$ of students evaluated achieved the outcome. | Students are typically introduced to the major characteristics contributing to the development of civilizations in the first weeks of the course. The formal assessment occurred at the end of the semester. We will therefore encourage the collection of data earlier in the year for this outcome. |
| 2 | Differentiate between three significant interpretive periods of human history from ancient times to the 1500 s. | 60\% of students will differentiate between three significant interpretive periods of human history from ancient times to the 1500s. Evaluation will be based on an instructor generated assessment tool. | $72.07 \%$ of students evaluated achieved the outcome | Students are currently meeting performance expectations. We will continue to work toward further improvements by clearly identifying expectations and encouraging students to seek out individual guidance and instruction during instructors' office hours. |

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| 3 | Identify three religious and <br> philosophical beliefs originating in early <br> world cultures. | $60 \%$ of students will identify three <br> religious and philosophical beliefs <br> originating in early world cultures. <br> Evaluation will be based on an instructor <br> generated assessment tool. | $79.27 \%$ of students evaluated achieved the <br> outcome | Students are currently meeting <br> performance expectations. We will <br> continue to work toward further <br> improvements by clearly identifying <br> expectations, and encouraging students to <br> seek out individual guidance and <br> instruction during instructors' office hours. |
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|  |  |  | $87 \%$ of the students applied proper set up and operating techniques on various test equipment in the instructor's presence. <br> 86.95\% of students completing this course were able to successfully demonstrate the use of a calculator including the use of SI symbols and prefixes, to manipulate numbers in operations utilizing scientific notation, engineering notation and $E$ notation. <br> Electronics Technology: <br> $85 \%$ of the students were able to pass the written and practical exercise for measuring V. I, and ohms with a DMM <br> $81 \%$ of the students demonstrated the ability to report measured data with the proper number of significant digits. <br> 100\% demonstrated the ability to perform mathematical operations using scientific and engineering notation. | A lab check off requirement was implemented each day the class meets in order to have more hands on experience. <br> Daily hands on exercises conducted in an attempt to raise capabilities. <br> More lab exercise added to the curriculum and more equipment for the lab. <br> More examples developed showing how to round to 2 places past a decimal. <br> More exercises and examples of notation provided. More time spent on the calculator showing proper ways to equate the correct answer. |
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| 2 | Place students in jobs related to their training. | Job placement for the Industrial Technology Department is measured by follow up. Follow up records are kept in the counselor's office | Follow up records show that job placement in Technology programs are as follows: <br> Drafting - 91\% <br> Electronics -94\% <br> Instrumentation-96\% | The instructors decided to make new contact with companies and better our relationship with companies that have employed our students in the past. |
| 3 | Students will prove their knowledge of applicable skills learned throughout the two year program in either Drafting, Instrumentation, and Electronics. | $62 \%$ of the students will be required to successfully pass the MS-CPAS test at the completion of their required technical classes | MS CPAS Pass Rate: <br> Drafting and Design Technology: 82\% Instrumentation Technology: 85\% <br> Electronics Technology: 50\% | In order to improve this area, instructors decided to spend more time on review instruments with students provided by the MSU Research and Curriculum Unit during the 2011-2012 school year. |

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| PROGRAM: Instrumentation Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
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| 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: |  |  |  |  |
| 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and mak College services available via the Internet. <br> 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training. |  |  |  |  |
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| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or a opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Automation and Controls Technology to students within the PRCC district. |  |  |  |  |
| PROGRAM OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
|  | Students will demonstrate both practical and written knowledge as outlined in the framework curriculum such as comprehension of basic laws governing control devices, and fluids, necessary for employment in their field. | $100 \%$ of students will be required to physically demonstrate safety procedures. <br> $70 \%$ of students will be required to take written tests demonstrating comprehension of fundamental skills necessary for gainful employment in their fields. <br> $70 \%$ of students will be required to demonstrate the ability to utilize testing equipment as mandated by individual class requirements. | $100 \%$ of students demonstrated proper safety procedures. <br> $84.26 \%$ of students were able to demonstrate fundamental skills required to gain employment in the field. <br> $89.87 \%$ of students were able to utilize test equipment after completing this course. | All students must be capable of $100 \%$ proper safety before proceeding in any course. Great stress must be continued to be placed in this area. <br> Change of assessment criteria may be in order in these areas, possibly increasing criteria to $80 \%$. |
| 2 | Students will demonstrate the applicable skills learned throughout the semester. <br> Students will be required to describe and discuss various systems and their | $62 \%$ of students will be required to successfully pass the MS-CPAS test at completion of their required technical classes. <br> $70 \%$ of students will be required to complete lab reports and field study | $84.6 \%$ of students passed the MS-CPAS exam. <br> $79.175 \%$ of students were able to | Assessment criteria is set by state but more stress on MS-CPAS testing readiness may be valuable. <br> Due to percentage being less than $10 \%$ |

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$\left.\begin{array}{|l|l|l|l|}\hline \text { components } & \begin{array}{l}\text { reports demonstrating comprehension of } \\ \text { nomenclature, system procedures, and } \\ \text { appropriate applications. }\end{array} & \begin{array}{l}\text { demonstrate comprehension of } \\ \text { nomenclature, system procedures, and } \\ \text { appropriate applications. } \\ \text { further, the students will be tested on } \\ \text { operations and characteristics. Testing } \\ \text { will include written and practical } \\ \text { application of procedures described and } \\ \text { demonstrated to them. }\end{array} & \end{array} \begin{array}{l}\text { above passing, greater stress can be } \\ \text { placed in this area to improve performance. }\end{array}\right\}$
PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Instrumentation Technology |
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| COURSE LEVEL: Controls Systems (INT 2114) |

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| PROGRAM: Instrumentation Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 5 |
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| INSTRUCTIONAL AREA: Introduction to Automation and Controls (MFT 1113) |  |  |  |  |
| 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.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. |  |  |  |
|  | To provide facilities, technology, and support staff in order to improve student leaming, 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. <br> 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. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or indu educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Electronics Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, $k$, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Student will demonstrate, and practice general safety procedures in the shop, lab, and industrial environments. | $70 \%$ of students that complete Introduction to Automation and Controls will apply proper safety techniques for various types of circuits and components in the instructor's presence. | $100 \%$ of the student body demonstrated general safety procedures in the laboratory section of class. | No improvement needed, though vigilance is. Safety has been \& will remain of the utmost importance. Policy will be adhered to at all times. |
| 2 | Student will demonstrate proper use and operation of test equipment including volt, current, and ohm meters. | $70 \%$ of students that complete Introduction to Automation and Controls will apply proper set up and operating techniques for various types of test equipment in the instructor's presence for a recorded grade. | $86.95 \%$ of the students that completed Introduction to Automation and Controls applied proper set up and operating techniques on various test equipment in the instructor's presence. | Test equipment will be a lab check off requirement each day the class meets in an attempt to have even more hands on experience in an attempt to raise capabilities. |
| 3 | Student will demonstrate proficiency in the use of a calculator including the use of SI symbols and prefixes to describe electrical values, manipulate numbers in mathematical operations using scientific notation, engineering notation, and E notation. | $70 \%$ of students that complete introduction to Automation and Controls will demonstrate calculator proficiency as measured by a written examination. | $86.95 \%$ of students completing this course were able to successfully demonstrate the use of a caiculator including the use of SI symbols and prefixes, to manipulate numbers in operations utilizing scientific notation, engineering notation and E notation. | Daily hands on exercises will be conducted in an attempt to raise capabilities. |
| 4 | Student will explain manufacturing | 70\% of students that complete introduction | 95.67\% of students were able to explain | A minimum of two assignments will be |

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| dynamics including identifying <br> employer goals, employee <br> responsibilities and benefits. | to Automation and Controls will explain <br> manufacturing dynamics as measured by a <br> written examination. | manufacturing dynamics including <br> identifying employer goals, employee <br> responsibilities and benefits. | handed out covering manufacturing <br> dynamics vs the single assignment usually <br> given to cover this competency. |
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| 2 | Students will demonstrate and master <br> the technical skill necessary for <br> employment in entry level positions as <br> CAD Technician. These technical skills <br> and required competencies are outlined <br> in the State Department of Education <br> Curriculum Framework. | The Drafting and Design Technology <br> program will be evaluated based on job <br> performance, the MS-CPAS test scores <br> (70\% passing), student evaluation of <br> instructors and director and chair <br> evaluations of instructors. | $82 \%$ of the Drafting and Design students <br> passed the MA-CPAS. Evaluations of <br> instructors by students, directors and chair <br> were all above average. | No improvement needed. |
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PEARL RIVER COMMUNı Y COLLEGE ASSESSMENT

| PROGRAM: Drafting and Design Technology |  |  |  | Supports PRCC Strategic Goal(s): 1,3 |
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| INSTRUCTIONAL AREA: Elementary Surveying (DDT 1413) |  |  |  |  |
| MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunitles for all who seek them. |  |  |  |  |
| STRATEGIC GOALS: |  |  |  |  |
| 2. To provide quality student services. |  |  | ns and/or to be successful in careers for which th | y have been prepared. |
| 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. |  |  |  |  |
|  | College services available via the Internet. |  |  |  |
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| 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activer |  |  |  |  |
| 8. | technical skills training. |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Drafting and Design Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how weil intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will demonstrate the ability to correct distance measurements for various field conditions. | $75 \%$ of the students who complete this course will be able to correct distance measurements for various field conditions on an examination. | $80 \%$ of the students were able to correct Distance measurements for various field Conditions on an examination. | No improvement needed. |
| 2 | The student will calculate the differents in elevation between various points. | $100 \%$ of the students who complete this course will correctly calculate the difference in elevation between various points by using instruments. | $100 \%$ of the students correctly calculated the difference in elevation between various points using instruments. | No improvement needed |
| 3 | The student will demonstrate the ability to set up notes for differential leveling. | $95 \%$ of the students who complete this course demonstrate the ability to set up notes for differential leveling field project. | $90 \%$ of the students demonstrated the ability to set up notes for differential leveling on a field project. | Change the amount of time spent on Differential note set up. |
| 4 | The student will demonstrate the knowledge needed to explain how to describe the direction of a line between two points. | $90 \%$ of the students who complete this course will correctly explain how to describe the direction of a line between two points on a classroom assignment. | $82 \%$ of the students correctly explained how to describe the direction of a line between two points on a classroom assignment. | Improve students math skills. |

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| ROGRAM: Electronics Technology - Poplarville |  |  |  | Supports PRCC Strategic Goal(s): 1,3,7 |
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| 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: <br> 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. <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 5. To provide facilities, technology, and support staff in order to improve student learning, enhance facuity and staff performance, augment community services, and mak College services available via the Internet. <br> 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training. |  |  |  |  |
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| PURPOSE OF UNIT: To offer a technical program which, upon successful completion will qualify students for entry-level employment in business or industry and/or opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Electronics Technology to students within the PRCC district. |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
|  | 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 per state Electronics Technology Curriculum. | Measures and Standards Program Review Instrument <br> $90 \%$ retention in students taking the electronics technology program. <br> $90 \%$ of graduates will be employed in the industrial industry after completing the electronics technology program. | $100 \%$ retention in students taking the electronics technology program. <br> $95 \%$ of 21 students that graduated are employed in the industrial industry after completing the electronics technology program. | With $100 \%$ retention of students no improvement is needed. <br> With $5 \%$ not employed, determine what industry the student is wanting to enter and try to find that type of industry for the student too apply. |
| 2 | Students will demonstrate the technical knowledge to relate practical skills, including safety of test equipment. Students must master the required competencies which are written, and practical applications for each of the electronics courses included in the Electronics Technology Curriculum. | MS-CPAS <br> Administration. Evaluation of Instructors. Student Evaluation of instructors. <br> $70 \%$ of students will successfully pass the MS CPAS test. | $56 \%$ of 18 students passed the MS CPAS test. | Analyze all non passing scores to determine cause. <br> Know the students who will be completing electronics technology at the beginning of the term they will be testing. <br> Check student's grades in previous classes to determine their skill level. |

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| PROGRAM: Electronics Technology |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |  |
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| INSTRUCTIONAL AREA: DC Circuits (EET 1113) |  |  |  |  |
| MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them. |  |  |  |  |
| TRATEGIC GOALS: |  |  |  |  |
| 2. | 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. |  |  |  |
| 3. | To provide access to college courses and programs using various instructional methods, including distance education. <br> 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. |  |  |  |
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|  | 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. |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Electronics Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, nk, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Demonstrate and practice general safety procedures in lab environments | Students who pass a written safety quiz will be able to correctly respond to any type of fire or accident. Instructor must observe safety measures applied to $100 \%$ of assignments. | Student outcome was successful with $100 \%$ of students passed the safety test. | No improvement needed. |
| 2 | Demonstrate the ability to determine resistor types, value, tolerance,\& power rating. | Students who complete this course will be able to state $85 \%$ of values of resistor color code by observing the color codes. | Student outcome was $95 \%$ successful, with students ability to state color codes for resistors in both class and lab. | Would like to see this number at $100 \%, 95 \%$ is extremely good. |
| 3 | Demonstrate ability to measure voltage, resistance, \& current. | Students completing this course will be able to use the digital multi-meter to correctly measure $80 \%$ of the variables voltage, current, \& resistance. | $85 \%$ of Students were able to pass the written and practical correct measuring V.I, \& ohms with a DMM. | Would like to see this number at $95 \%$, but $85 \%$ is not a bad number. Will add more labs to curriculum to step up this number. |
| 4 | Interpret a schematic in relationship to a live circuit. | Student passing this course will be able to correctly interpret $75 \%$ of the symbols of a schematic diagram and troubleshoot and test a live circuit. | $85 \%$ of students were able to interpret the symbols used in the schematics for DC circuits. | $85 \%$ was greater than expected but would like to see this improve. Will add more practice to the assignments to pull this number up. |

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PEARL RIVER COMMUNI, Y COLLEGE ASSESSMENT

## 2010-2011

| PROGRAM: Medical Laboratory Technology |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7, 8 |  |
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| 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. <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified facuity and staff, compensate them well, and provide opportunities for their professional development. <br> 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. <br> 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 8. To provide workforce training |  |  |  |  |
| PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of foundation for further study. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Medical Laboratory Technology in order to fulfill the mission statement at Pearl River Community College. |  |  |  |  |
|  | ROGRAM OUTCOMES - Measurable dicators (More specific description of impact student) WHAT should a student know, ink, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will be employed in a Laboratory profession after completing their Clinical Education. | $85 \%$ of the graduates will be employed in a laboratory profession after completing their clinical education. | $100 \%$ of the graduates obtained employment in medical facility. | Current method of instruction on campus and during clinical phase is adequate to reach assessment criteria. No action needed. |
| 2 | The student will be able to sit for the MLT Board of Registry Exam and receive a passing score. | Upon graduation from the Medical Laboratory Technology Program, 75\% of the graduating class will be successful in the passage of the MLT Board of Registry Exam. | $100 \%$ of graduates successfully passed the American Society of Clinical Pathologist (ASCP) MLT Board of Registry Exam | Current method of instruction on campus and during clinical phase is adequate to reach assessment criteria. No action needed. |
| 3 | The student will successfully complete education in Hematology, Bloodbank, Chemistry, and Microbiology. | $85 \%$ of the students graduating from the MLT program will achieve a satisfactory evaluation on their Professional Evaluations in Hematology, Bloodbank, Chemistry, and Microbiology. | $100 \%$ of the graduates received a satisfactory evaluation on their Professional Evaluations during the clinical rotations in Hematology, Bloodbank, Chemistry, and Microbiology. | Current method of instruction on campus and during clinical phase is adequate to reach assessment criteria. No action needed. |

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| PROGRAM: Medical Laboratory Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7, 8 |
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| COURSE LEVEL: Hematology 1 (MLT 1314) |  |  |  |  |
| MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them. |  |  |  |  |
| 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. <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified facuity and staff, compensate them well, and provide opportunities for their professional development. <br> 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. <br> 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 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. |  |  |  |  |
| PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of foundation for further study. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Medical Laboratory Technology in order to fulfill the mission statement at Pearl River Community College. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable litators (More specific description of impact student) WHAT should a student know, ink, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will be able to correctly make slides for the CBC differential. | $85 \%$ of the students will be able to make acceptable peripheral blood smears for the CBC differential analysis. | $100 \%$ of the students correctly prepared acceptable peripheral blood smears which compared to preset standards provided by the instructor. | Current method of instruction on campus and during clinical phase is adequate to reach assessment criteria. No action needed. |
| 2 | The student will be able to locate and correctly identify normal celis found in peripheral blood. | $85 \%$ of the students will correctly perform differentials which correlate with preset criteria. | $85 \%$ of the students correctly performed acceptable differentials which correlated with the instructor's preset criteria. | Current method of instruction on campus and during clinical phase is adequate to reach assessment criteria. No action needed. |
| 3 | The student will be able to correctly estimate a white blood cell count. | $85 \%$ of the student's manual white blood cell estimate will correlate with the preset criteria | $85 \%$ of the students correctly performed acceptable manual white blood cell estimates which correlated with the | Current method of instruction on campus and during clinical phase is adequate to reach assessment criteria. No action needed. |

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| PROGRAM: Medical Laboratory Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7, 8 |
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| COURSE LEVEL: Immunology (MLT 1413) |  |  |  |  |
| MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them. |  |  |  |  |
| 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. <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And mak College services available via the Internet. <br> 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 8. To provide workforce training |  |  |  |  |
| PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of foundation for further study. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Medical Laboratory Technology in order to fulfill the mission statement at Pearl River Community College. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will be able to pipet correctly. | $85 \%$ of the students will pipet correct amount when compared to standards provided by the instructor. | $100 \%$ of the students correctly pipetted when compared to standards provided by the instructor. | Current method of instruction on campus and during clinical phase is adequate to reach assessment criteria. No action needed. |
| 2 | The student will be able to perform an RPR test. | $85 \%$ of the students will obtain correct results on the serology assay for syphilis according to preset criteria. | $100 \%$ of the students correctly performed and identified a serology assay for syphilis in lab and on written exams. | Current method of instruction on campus and during clinical phase is adequate to reach assessment criteria. No action needed. |
| 3 | The student will be able to perform the serology assay to detect infectious mononucleosis. | $100 \%$ of the students will obtain correct results on the serology assay for infectious mononucleosis according to preset criteria. | $100 \%$ of the students correctly performed and identified a serology assay for infectious mononucleosis in lab and on written exams. | Current method of instruction on campus and during clinical phase is adequate to reach assessment criteria. No action needed. |

PEARL RIVER COMIMUNITY COLLEGE ASSESSMENT


PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2010-2011

PEARL RIVER COMMUNirY COLLEGE ASSESSMENT
2010-2011

| PROGRAM: Medical Radiologic Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7, 8 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Imaging Principles (RGT 1413) |  |  |  |  |
| MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them. |  |  |  |  |
| TRATEGIC 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. <br> To provide quality student services. <br> To provide access to college courses and programs using various instructional methods, including distance education. <br> To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and ma College services available via the Internet. <br> To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. <br> To recruit and retain students from a diverse population. <br> To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and <br> technical skills training. |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities? |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Medial Radiologic Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, nk , or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how weill intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Differentiate between size and shape distortion. | The student will describe the difference between size and shape distortion through academic testing. Chapter 31 | $88 \%$ of students demonstrated knowledge of cervical spine anatomy, physiology, and procedures with greater than $75 \%$ accuracy. | No change needed. |
| 2 | Describe 4 different types of beam limiting devices. | The student will list and describe beam restrictors and their purpose. Academic testing Chapter15 | $94 \%$ of students demonstrated knowledge of cervical spine anatomy, physiology, and procedures with greater than $75 \%$ accuracy. | No change needed. |
| 3 | Explain the relationship between kVp and scatter and secondary radiation. | The student will determine the effect kVp will have on secondary and scatter $x$-ray production. Academic testing. Chapter 12 | $100 \%$ of students demonstrated knowledge of cervical spine anatomy, physiology, and procedures with greater than 75\% accuracy. | No change needed. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Associate Degree Nursing - Program Objectives |  |  | Supports PRCC Strategic Goal(s): 1, 3, 5 |  |
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| MI5SION 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. <br> 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 developmenter |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment com 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 divers |  |  |  |  |
|  | To provide workforce training programs that Technical skills training. | et requirements of business, industry, educati | and public service agencies for basic skills, spe | job skills, and |
| PURPOSE OF UNIT: To prepare individuals to practice as registered nurses in various health care settings. The program provides a foundation for furth contributes to the health care and well-being of our diverse community. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a focused curricula for an Associate Degree Nursing program with related support of academic Pearl River Community College students, to satisfy state mandates in preparing students for a registered nursing licensure and to provide students with growth in nursing. |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criterion for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). |
| 1 | Upon completion of the required nursing courses, the PRCC-ADN student will be successfully prepared in the field of nursing. | $90 \%$ of the students of the nursing program will successfully complete the desired student learning outcomes. | a. $77 \%$ of the students were able to perform satisfactorily in the required theory component of the nursing courses. | a. Students were mandated to remediate following identification of weak areas; remediation included activities to improve study habits, improve test taking skills, and ATI practice tests. |
|  |  |  | b. $90 \%$ of the students satisfactorily completed the required clinical component of the nursing courses which included the ability to complete a physical assessment on a hospitalized patient. | 1b. Skill assessment tools were improved upon to identify students' areas of weakness in completing clinical course objectives. <br> 2b. A decision was made to incorporate ATI Skill modules into clinical course work. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

|  |  |  | c. $82 \%$ of the students appropriately shaded medication syringes with the correct amounts on the Dosage \& Solutions (NUR 1101) final exam. <br> d. $90 \%$ of the students satisfactorily demonstrated sensitivity toward individual and cultural differences in the required cultural diversity component of the Fundamental's (NUR 1110) project. | 1c. Additional practice handouts on shading syringes have been included into course work. <br> 2c. A decision was made to incorporate ATI Dosage \& Solution modules into required course work. <br> d. A decision was made to incorporate ATI skills modules into required course work that focused on cultural diversity. |
| :---: | :---: | :---: | :---: | :---: |
| 2 | Upon completion of the program, the PRCC-ADN graduate will be able to provide care to patients in a variety of health care settings. | Employers will report through community of interest meetings and employment surveys a $90 \%$ satisfaction with the graduates' performance in providing care to patients in a variety of health care settings. | $100 \%$ of employers attending the community of interest meetings reflect a satisfaction with the graduate in the hospital setting. <br> Employment survey responses were minimal. | A decision was made to rework the employment survey to encourage feedback on student's ability to provide are in a variety of health care settings. <br> Additional community of interest meetings have been held to address the needs of the health care settings that PRCC-ADN graduates can satisfy. <br> Clinical objectives were shared with all clinical facilities prior to student experiences. <br> A simulation mannequin was purchased. <br> Additional clinical sites were added to include a greater variety of health care settings. |
| 3 | Upon completion of the program, the PRCC-ADN graduate will be able to manage care of patients in a variety of health care settings. | Employers will report during community of interest meetings and employment surveys a $90 \%$ satisfaction with the graduates' performance in managing care for patients in a variety of health care settings. <br> ATI comprehensive testing results will be at or above the national mean for | $100 \%$ of employers reported during community of interest meetings and employment surveys satisfaction with the graduates' performance in managing care for patients in a variety of health care settings. <br> ATI results were $1.3 \%$ above national average in the area of management. | A decision was made to rework the employment survey to promote response regarding the management of care provided by the PRCC-ADN graduate. <br> Additional community of interest meetings have been held to address such topics. <br> Topics on management were planned for future forum classes. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

|  |  | managing care. |  |  |
| :--- | :--- | :--- | :--- | :--- |
| 4 | Upon completion of the program, the <br> PRCC-ADN graduate will become <br> licensed as a registered nurse. | $80 \%$ of graduates will successfully <br> complete the National Council Licensure <br> Examination for Registered Nurses <br> (NCLEX-RN). | $98 \%$ of the students successfully <br> completed the NCLEX-RN in 2010. | A live review provided by Assessment <br> Technologies Institute (ATI) was <br> implemented to assist students in their <br> success on the NCLEX-RN. |
| 5 | Upon completion of the required nursing <br> courses, the PRCC-ADN graduate will <br> be gainfully employed in various health <br> care settings. | $90 \%$ of the graduates will be gainfully <br> employed in various health care setings. | 100\% of graduates reported employment in <br> various health care settings via graduate <br> survey. | A decision was made to change the <br> access mode of graduate survey to online. |
| Additional members have been added to <br> the community of interest meetings to <br> facilitate potential employers. |  |  |  |  |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

## 2010-2011

| DEPARTMENT: Nursing Education $\quad$ Supports PRCC Strategic Goal(s): $1,6,8$ |  |  |  |  |
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|  |  |  |  |  |
| COURSE LEVEL: Fundamentals (NUR 1110) |  |  |  |  |
| 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: <br> 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. <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 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. <br> 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training. |  |  |  |  |
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| PURPOSE OF UNIT: To prepare individuals to practice as registered nurses in various health care settings. The program provides a foundation for further contributes to the health care and well-being of our diverse and emerging community. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a curricula for an Associate Degree Nursing program with related support academic courses River Community College students, to satisfy State mandates for preparing students for registered nursing licensure and to provide a foundation for future |  |  |  |  |
|  | LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) How will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will be able to identify therapeutic and non-therapeutic communication skills. | $90 \%$ of all NUR 1110 students will correctly identify and analyze therapeutic and non-therapeutic communication skills on the nurse-patient interaction (process recording) assignment in clinical communication. | $100 \%$ of the students correctly indentified and analyzed the therapeutic and non-therapeutic communication skills on the nurse-patient interaction assignment | No improvement needed. |
| 2 | The student will be able to demonstrate competency in wound care assessment. | $90 \%$ of all NUR 1110 students will correctly assess a wound bed (within 3 attempts) in the campus lab using the critical behaviors check-off sheet. | $100 \%$ of the students correctly assessed a wound bed in the campus lab. | No improvement needed. |
| 3 | The student will be able to demonstrate competency in a skill using sterile technique. | $90 \%$ of all NUR 1110 students will satisfactorily demonstrate the insertion of a urinary catheter using the principles of sterile technique (within 3 attempts) in the campus lab using the critical behaviors check-off sheet. | $100 \%$ of the students demonstrated the insertion of a urinary catheter using sterile technique. | No improvement needed. |
|  | The student will be able to identify | 80\% of all NUR 1110 students will |  |  |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2010-2011

| expected and unexpected assessment <br> findings on an adult patient. | correctly identify expected and <br> unexpected assessment findings on 3 out <br> of 4 questions on the final exam |  |
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PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| DEPARTMENT: Nursing Education |
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| INSTRUCTIONAL AREA: Associate Degree Nursing - Level I |
| COURSE LEVEL: Medical/Surgical (NUR 1210) |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| DEPARTMENT: Nursing Education |  |  | Supports PRCC Strategic Goal(s): 1, 8 |
| :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Associate Degree Nursing - Level I |  |  |  |
| COURSE LEVEL: Nursing Dosages and Solutions (NUR 1101) |  |  |  |
| 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 developme |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performa 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. |  |  |  |
|  |  |  |  |
| 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. |  |  |  |
| PURPOSE OF UNIT: To prepare individuals to practice as registered nurses in various health care settings. The program provides a foundation for furth contributes to the health care and well-being of our diverse and emerging community. |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a curricula for an Associate Degree Nursing program with related support academic courses River Community College students, to satisfy State mandates for preparing students for registered nursing licensure and to provide a foundation for future |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? | ASSESSMENT CRITERIA -Criteria for <br> Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 The student will be able to demonstrate competency in shading syringes of appropriate dosage amounts. | 90\% of the students will appropriately shade syringes with correct medication amounts on the NUR 1101 final exam. | 82\% of the students appropriately shaded syringes with correct medication amounts on the Nur 1101 final exam | Additional handouts and assignments on syringe shading will be implemented Dosage and solutions ATI assignments will be made |
| 2 The student will be able to demonstrate competency in the utilization of appropriate rounding rules for calculating medication amounts. | $90 \%$ of the students will round correctly to the tenth and hundredth decimal place on the NUR 1101 final exam. | $82 \%$ of the students rounded correctly on the NUR 1101 exam | Additional handouts and assignments on syringes and shading will be implemented Dosage and solutions ATI assignments will be made |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| Program: Practical Nursing |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7, 8 |  |
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| 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: <br> 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. <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 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. <br> 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 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. |  |  |  |  |
| PURPOSE OF UNIT: To provide educational opportunities in a one-year vocational program for qualified students to enable them to enter gainful emp the healthcare needs of the community and to provide a foundation for additional educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide learning opportunities whereby students are guided into skills for work and into patterns of accep and pattern of lifelong learning. |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criterion for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). |
| 1 | The student will be able to describe the basic organization and physiology of the body from the cellular level to the systemic level and be able to explain the function of each body system as well as the relationship that exists between them. | $80 \%$ of all students who complete the practical nursing program will correctly identify the body systems and their functions by correctly answering 8 of 10 related questions on the comprehensive final exam. | $83.7 \%$ of students who completed the program met the objective. | Assessment Technologies Institute (ATI) computerized testing for student remediation. Students required to purchase each semester for help in areas of difficulty as directed by instructor assignment. <br> All students who test below $80 \%$ on unit test have remediation testing per instructor. Opportunity was presented for 1 on 1 enrichment with students who consistently perform below $80 \%$ on unit test |
| 2 | The student will be able to demonstrate knowledge in relation to administering medications and dosage calculations for all routes of medication including intravenous. | $80 \%$ of all students who complete the practical nursing program will correctly answer 8 of 10 questions related to medication administration and dosage calculation on the comprehensive final exam. | $93.0 \%$ of students who completed the program met the objective | ATI available for student referral as needed if performing below expected outcome of $80 \%$ <br> Enrichment offered after class with instructors or math lab for students who need improvement with math skills and dosage calculations. |
| 3 | The student will demonstrate/ apply knowledge of scientific principles | 80\% of students who complete the | 83.7\% of students who completed | Vital Simulations added to lab for students who are having difficulty and who need extra practice |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

|  | and technical skills necessary to <br> perform nursing procedures in the <br> lab or healthcare setting. | practical nursing program will correctly <br> identify knowledge of appropriate, <br> effective and safe action and interaction <br> with clients and other members of the <br> healthcare team in clinical and lab <br> situations by correctly identifying proper <br> preparation, sequence, and follow-up in <br> 8 out of 10 scenario questions on the <br> comprehensive final exam. | the program met the objective |  |
| :--- | :--- | :--- | :--- | :--- |
| 4 | The student will identify stages of <br> development across the lifespan <br> including normal and alternate <br> routes of nutrition | $80 \%$ of all students who complete the <br> practical nursing program will correctly <br> identify 8 of 10 related questions on the <br> comprehensive final exam. | Skill DVD available in lab/ classroom and with <br> textbook for student to view for extra help |  |
| 5 | The student will identify ways to <br> promote and support the emotional, <br> mental, and social well-being of <br> individual and groups of clients. | $80 \%$ of all students who complete the the objective <br> practical nursing program will correctly <br> identify 8 of 10 related questions on the <br> comprehensive final exam. | $83 \%$ of students who completed the <br> program met the objective | Proctored ATI Mental Health Assessment test. <br> Enrichment assignments offered to help |
| students improve scores. |  |  |  |  |
| Enrichment assignments offered to help (ATI). |  |  |  |  |
| students improve scores. |  |  |  |  |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

|  |  |  | completion of program. <br> Students who consistently fall below 80\% in <br> theory or lab/clinical skills are referred to adult <br> services and student supportservices if student <br> is eligible. All Students are informed of these <br> services and a tour offered. |
| :--- | :--- | :--- | :--- | :--- |
| Orientation/information session for all students <br> to educate about program expectations and <br> cost. <br> Admission criteria updated for 2011-2012 class. |  |  |  |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Practical Nursing |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7, 8 |
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| COURSE LEVEL: Body Structure and Function (PNV 1213) |  |  |  |  |
| 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. <br> 2. To provide quality student services. <br> 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 developm |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performa 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. |  |  |  |  |
|  |  |  |  |  |
|  | technical skills training. |  |  |  |
| PURPOSE OF UNIT: To provide educational opportunities in a one-year vocational program for qualified students to enable them to enter gainful employ the healthcare needs of the community and to provide a foundation for additional educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide learning opportunities whereby students are guided into skills for work and into patterns of acc and pattern of lifelong learning. |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will describe the basic organization and physiology of the body from the cellular level to the systemic level. | $80 \%$ of students who complete the course will correctly identify 8 out of 10 related questions on the final exam. | Fall 201045 of $5188.24 \%$ | No change at this time. Gather more data. |
| 2 | The student will describe the function of each body system and the relationship that exists between the body systems. | $80 \%$ of students who complete the course will correctly identify 8 out of 10 related questions on the final exam. | Fall 201045 of $5188.24 \%$ | No change at this time. Gather more data. |
| 3 | The student will apply knowledge of body structure and function to provide safe and effective care. | $80 \%$ of students who complete the course will correctly identify 8 out of 10 related questions (including scenario's and diagrams) on the final exam. | Fall 201046 of 51 90.19\% | No change at this time. Gather more data. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| $\begin{array}{ll}\text { PROGRAM: Practical Nursing } \\ \text { COURSE: Fundamentals of Nursing Theory (PNV 1426) } & \text { Supports PRCC Strategic Goal(s): } 1,3,7,8\end{array}$ |  |  |  |  |
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| 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 prepare <br> 2. To provide quality student services. |  |  |  |  |
| To provide access to college courses and programs using various instructional methods, including distance educ |  |  |  |  |
| 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. |  |  |  |  |
|  |  |  |  |  |
| 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activitis7. To recruit and retain students from a diverse population. |  |  |  |  |
|  |  |  |  |  |
|  | To provide workforce training programs that technical skills training. | eet requirements of business, industry, educatio | , and public service agencies for basic skills, spe | ic job skills, and |
| PURPOSE OF UNIT: To provide educational opportunities in a one-year vocational program for qualified students to enable them to enter gainful employr the healthcare needs of the community and to provide a foundation for additional educational opportunities. |  |  |  |  |
|  |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide learning opportunities whereby students are guided into skills for work and into patterns of acce and pattern of lifelong learning. |  |  |  |  |
|  |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA - Criteria for | ASSESSMENT RESULTS - Outcomes | USE OF RESULTS - Actionable Knowledge |
|  |  | Evaluation (Variable | Assessment (States how well intended results | (How knowledge gained will be used to |
|  |  | intended outcome) How will attainment of | were achieved) WHAT was level of | improve program performance). Make a |
|  |  |  |  | improvement is needed. |
|  |  |  | Fall 201040 of $4490.90 \%$ | No change at this time. |
|  | practical nurse and other members of the healthcare team including the LPN scope of practice, legal parameters, and ethical consideration. | Fundamentals of Nursing Theory course will correctly identify 4 out of 6 questions on the final exam. |  | Gather more data. |
| 2 | The student will demonstrate appropriate use of the nursing process, the importance of individualized care, and proper communication techniques. | $80 \%$ of all students who complete the Fundamentals of Nursing Theory course will correctly identify 4 out of 6 questions on the final exam. | Fall 201041 of 44 93.18\% Spring 20117 of $887.5 \%$ | No change at this time. Gather more data. |
| 3 | The student will identify and demonstrate appropriate principles of pharmacology including basic drug knowledge and basic medication calculation and administration. | $80 \%$ of all students who complete the Fundamentals of Nursing Theory course will correctly identify 4 out of 6 questions on the final exam. | Fall 201040 of 44 90.90\% Spring 20117 of 8 87.5\% | No change at this time. Gather more data |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 4 | The student will identify stages of development across the lifespan including care specific to geriatric clients. | $80 \%$ of all students who complete the Fundamentals of Nursing Theory course will correctly identify 4 out of 6 questions on the final exam. | Fall 201040 of $4490.90 \%$ <br> Spring 20117 of $887.5 \%$ | No change at this time. Gather more data. |
| :---: | :---: | :---: | :---: | :---: |
| 5 | The student will demonstrate understanding of basic nursing concepts including nutrition, elimination, mobility, oxygenation, and surgical care. | $80 \%$ of all students who complete the Fundamentals of Nursing Theory course will correctly identify 4 out of 6 questions on the final exam. | Fall 201041 of 44 93.18\% Spring2011 7 of $8 \quad 87.5 \%$ | No change at this time. Gather more data. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

|  | OGRAM: Practical Nursing |  |  | Supports PRCC Strategic Goal(s): $1,3,7,8$ |
| :---: | :---: | :---: | :---: | :---: |
| COURSE LEVEL: Fundamentals of Nursing Lab/Clinical (PNV 1436) |  |  |  |  |
| 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: |  |  |  |  |
|  | To provide quality student services. <br> dies at baccalaureate institutions and/or to be successful in careers for which they have been prepared. <br> To provide access to college courses and programs using various instructional methods, including distance education. |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | 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 mak College services available via the Intemet. <br> 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, technical skills training. |  |  |  |
| PURPOSE OF UNIT: To provide educational opportunities in a one-year vocational program for qualified students to enable them to enter gain to help meet the healthcare needs of the community and to provide a foundation for additional educational opportunities. |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide learning opportunities whereby students are guided into skills for work and into patter nursing behaviors and pattern of lifelong learning. |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  |  |  |  |
|  |  | Evaluation (Variables related to success of | Assessment (States how well intended results | (How knowledge gained will be used to |
|  |  | ded outcome) HOW will attainment of | ieved) WHAT was level of | rove program performance). Make a |
|  |  | the outcome be measured? | inment of outcome? | CHANGE or IMPROVE or state that no improvement is needed. |
|  |  |  | Fall 201042 of $4495.45 \%$ |  |
|  | The student will identify and demonstrate clinical and lab safety including standard precautions and infection control. | $80 \%$ of all students who complete the Fundamentals of Nursing Lab/ Clinical course will correctly identify 4 out of 6 questions on the final exam. | Spring2011 7 of $887.5 \%$ | Continue to gather data. |
| 2 | The student will demonstrate proper basic data collection and collection of vital signs including appropriate followup for abnormal findings. | $80 \%$ of all students who complete the Fundamentals of Nursing Lab/ Clinical course will correctly identify 4 out of 6 questions on the final exam. | Fall 201036 of $4481.81 \%$ Spring2011 7 of $887.5 \%$ | No change at this time. Continue to gather data |
| 3 | The student will identify and demonstrate proper care of clients related to nutrition and elimination including tube feedings and ostomies. | $80 \%$ of all students who complete the Fundamentals of Nursing Lab/ Clinical course will correctly identify 4 out of 6 questions on the final exam. | Fall 201041 of 44 93.18\% Spring2011 7 of $887.5 \%$ | No change at this time. Continue to gather data |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 4 | The student will demonstrate knowledge and use of proper body mechanics. | $80 \%$ of all students who complete the Fundamentals of Nursing Lab/ Clinical course will correctly identify 4 out of 6 questions on the final exam. | Fall 201041 of 44 93.18\% Spring2011 7 of 8 87.5\% | No change at this time. Continue to gather data |
| :---: | :---: | :---: | :---: | :---: |
| 5 | The student will demonstrate basic math/ conversions and simple dosage calculations as they apply to medication administration and nursing. | $80 \%$ of all students who complete the Fundamentals of Nursing Lab/ Clinical course will correctly identify 4 out of 6 questions on the final exam. | Fall 201041 of 44 93.18\% Spring2011 6 of $875 \%$ | ATI Computer Review and Testing Package added. Continue to gather data |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Nursing Assistant - FCC |  |  |  | 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. |  |  |  |  |
| 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 |  |  |  |  |
| 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional developm |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performa 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. |  |  |  |  |
|  | 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. |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for an entry-level position in the nursing assista requisite to nursing. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: The nursing assistant program provides constituents with occupational and technical training for entrance pre-requisite to nursing or other medical related occupations. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, nk, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce as evidenced by <br> * return demonstration of all 23 state required skills <br> * receiving a pass on written and skills evaluation <br> * applying skills and practical knowledge in a clinical setting | $75 \%$ of all students who attempt the program will complete. | $98 \%$ of students who entered the program from June 2010-June 2011 completed the program <br> ( 145 students entered, 141 students completed) | No improvement is needed. |
| 2 | Students will demonstrate practical knowledge and skills necessary for completion of program as pre-requisites | $75 \%$ of those who complete the program and attempt certification will pass the state nursing assistant exam | $90 \%$ of students who took the state certification test through the NACES plus foundation became certified. | Pass rate is the same as last year's findings. No Changes |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

## 2010-2011

| to a nursing program as evidenced by: <br> * return demonstration of all 23 state <br> required skills <br> * receiving a pass on written and skills <br> evaluations <br> * applying skills and practical <br> knowledge in a clinical setting | given by Pearson Vue/NACES <br> nursing assistant program who desire <br> employment will become employed in <br> the nursing assistant field. <br> $75 \%$ of all students completing the <br> nursing assistant program as a pre- <br> requisite to a nursing program will <br> continue their education in the nursing <br> field. | $100 \%$ of all students who desire <br> employment and have passed the state <br> exam are employed. <br> course as a pre-requisite to a nursing <br> program complete their education in the <br> nursing field. | Findings are unchanged from previous years. <br> No changes unchanged from previous years. <br> No changes |  |
| :--- | :--- | :--- | :--- | :--- |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Occupational Therapy 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. |  |  |  |
| 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 mak 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. |  |  |  |
| 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. |  |  |  |
| PURPOSE OF UNIT: To graduate a competent entry level Occupational Therapy Assistants. |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Occupational Therapy Assistant in order to fulfill the mission statement at Pearl River Community College. |  |  |  |
| PROGRAM OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - <br> Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| Students will demonstrate practical knowledge and skills which are necessary for employment in entry-level positions in the workforce according to the Framework Curriculum. | - $85 \%$ of students will be retained from their freshmen to sophomore years of training. <br> - $85 \%$ of students will complete the program and graduate with their OTA degree. | $21 / 23-91 \%$ retained $24 / 28-86 \%$ | No action taken. |
|  | - $75 \%$ of graduates will find placement within the OT profession within 2 months of graduation. | 100\% |  |
|  | - $85 \%$ of OTA graduates will maintain their placement in field of Occupational Therapy after 6 months following graduation. | 21/22-95\% |  |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2010-2011

| Students will report overall satisfaction <br> with program as per Student Assessment <br> Tool. | Faculty will receive $\geq$ "3" out of possible "5" <br> in all areas of student evaluation of <br> Instructors | Diane Stringer reviewed last year - <br> did receive $\geq$ " 3 " out of possible "5" <br> in all areas of student evaluation | No action taken | OTA graduates will pass the national <br> NBCOT exam. |
| :--- | :--- | :--- | :--- | :--- |
| Employers will report overall satisfaction <br> with preparation of entry-level <br> practitioners per Employer Satisfaction <br> Survey. | Employers will rate graduate performance <br> no a level $\geq$ " 3 " out of possible "5" in all <br> selected performance areas. | No employers rated graduate <br> performance at to a level $\geq$ "3" out <br> of possible "5" in all selected <br> performance areas. | No action taken. |  |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.

1. $\quad$ 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.
4.
To provide access to college courses and programs using various instructional methods, including distance education.
5. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. $\quad$ To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and mak
PURPOSE OF UNIT: 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 UNIT TO PRCC MISSION: To provide industry based training in Occupational Therapy Assistant Technology to students within the PRCC district.
 (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. models. Assessment (States how well intended
results were achieved) WHAT was level of attainment of outcome?
Students will be required to work in study groups for two total hours on skeleton models.
No improvement needed.
 will be increased
PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| onal Training 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. |  |  |  |  |
| 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. 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. |  |  |  |
|  | 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 | iverse 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 |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which, upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Occupational Training to students within the PRCC district. |  |  |  |  |
| OJECTIVES - Broad description of goals |  | ASSESSMENT CRITERIA-Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved). | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). |
| 1 | To provide a curriculum with quality instruction in courses which will satisfy the needs of industry and meet statewide standards. | A minimum of $70 \%$ of all students enrolled in the Occupational Training core curriculum classes will successfully complete the student learning outcomes for the selected courses. | Implementation of student learning outcomes assessment has been completed. A sampling of Occupational Training student learning outcomes follows: | The following uses of results have been discussed and approved: Data was analyzed and discussed by faculty and any necessary adjustments in the curriculum were made. |
|  |  |  | Construction Management Technology: <br> $50 \%$ of students correctly identified the uses of steel as a building component. | More time was spent in the classroom and the lab on steel as a building material. Need testing equipment for steel. Have none at the moment. |
|  |  |  | $50 \%$ of students completed and received an OSHA 10 hour Card. | Made receiving 10 and 30 hour cards mandatory for a passing grade in Construction Safety Standards. |
|  |  |  | $60 \%$ of students created and made use of Job Site Analysis (JSA) and Task Site Analysis (TSA). | Obtained actual samples of JSAs and TSAs from construction companies so students would have more to work with. |
|  |  |  | $60 \%$ of students worked together as a team to build and complete a construction | Smaller teams were used so everyone would have input on the project. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2010-2011

| project. |  |
| :---: | :---: |
| Electrical Technology: |  |
| $76 \%$ identified common motors by their external appearance. | It was determined that the percent of students that can identify common motors by their external appearance will be increased by the use of more hands on examples of these different motors in the lab, and more effective demonstrations in the lecture. |
| $86 \%$ or more identified internal parts of a motor. | After results, it was decided that more students should be able to identify the internal motor parts. This will be implemented through the use of better visual aids and more time in the lab examining disassembled motors. |
| $82 \%$ or more properly wired HID and fluorescent ballasts. | Instructors decided that a higher number of students should be able to properly wire high intensity discharge and fluorescent ballasts; this will be done by requiring more hands on practice of the required procedures in the lab. |
| Heating, Air Conditioning and Refrigeration Technology: |  |
| $72 \%$ of students correctly identified and demonstrated the ability to troubleshoot relays, contactors, and loads on heating and cooling systems. | Instructors have decided to implement better lab exercises and more student centered instructional methods for troubleshooting relays, contactors, and loads on heating and cooling systems. |
| $78 \%$ of students correctly described and identified an air-conditioning metering device, evaporator, condenser, and compressor. | It was decided to spend more time in lecture and target weak areas of student lab exercises on air conditioning metering device, evaporator, condenser, and compressor. |
| $75 \%$ of students correctly demonstrated ability to troubleshoot basic electrical | After review of the results, instructors determined to implement a Fundamentals |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

|  |  |  | problems in an air-conditioning system through practical lab examinations. <br> Welding and Cutting Technology: <br> $78 \%$ of student correctly performed welds using spray transfer. <br> $85 \%$ of student correctly performed welds on stainless steel. <br> $85 \%$ of student correctly performed fillet welds. | of Electrical class for program emphasizes on basic electrical. <br> It was determined to add more training time on spray transfer welding since more companies in our district are using. <br> Instructors decided to contact local companies for stainless steel donations so we can practice more. <br> After reviewing results, the decision was made to continue stressing importance of fillet welds and their uses in industry today. |
| :---: | :---: | :---: | :---: | :---: |
| 2 | To place students who successfully complete Occupational Training programs. | Job placement for Occupational Training is measured by follow up. Follow up records are kept in the counselor's office | Follow up records show that Occupational Training program student placement as follows: <br> - Electrical - $100 \%$ <br> - Heating, Air Conditioning, and Refrigeration-100\% <br> - Welding - $83 \%$ | The instructors have decided to make new contact with companies and improve our relationship with companies that have employed our students in the past. |
| 3 | To instruct students through curricula which have been created by the combined efforts of the Mississippi State University Research and Curriculum Unit an instructors from all programs in the state. | 60\% of the students will demonstrate practical knowledge and skills that are necessary for employment in entry level positions in the workforce as determined by C-PAS exam. | CPAS PASS RATE <br> - Electrical - $65 \%$ <br> - Heating, Air Conditioning, and Refrigeration-100\% <br> - Welding - $76.5 \%$ | C-PAS test revision was implemented to more accurately evaluate student performance in wiring fundamentals, and more emphasis will be placed on critical areas in lab and in class. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 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. |  |  |  |  |
| 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. |  |  |  |
| 3. |  |  |  |  |
| 4. | 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. |  |  |  |
| 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. |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Electronic Technology to students within the PRCC district. |  |  |  |  |
|  | gram OUTCOMES - Measurable indicators re specific description of impact on student) AT should a student know, think, or be able to upon completion of program/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable <br> Knowledge <br> (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Upon completion of the program 70\% of students will have a MS-CPAS2 Level 2 proficiency of DC electronics circuits | $70 \%$ of students will have a MS-CPAS2 Level 2 proficiency of DC electronics circuits | $86 \%$ of students completing the program were able to achieve level 2 proficiency of DC electronics circuits on the MSCPAS2 exam | No improvement needed |
| 2 | Upon completion of the program 70\% of students will have a MS-CPAS2 Level 2 proficiency of $A C$ electronics circuits | $70 \%$ of students will have a MS-CPAS2 Level 2 proficiency of $A C$ electronics circuits | $93 \%$ of students completing the program were able to achieve level 2 proficiency of $A C$ electronic circuits on the MSCPAS2 exam | No improvement needed |
| 3 | Upon completion of the program $80 \%$ of students will have successfully been educated in the four core electronic courses; DC circuits, AC circuits, Digital circuits, and Solid State circuits by receiving a final grade of $C$ or better. | $80 \%$ of students will have successfully been educated in the four core electronic courses; DC circuits, AC circuits, Digital circuits, and Solid State circuits by receiving a final grade of $C$ or better. | $100 \%$ of students completing the program received a final grade of C or better in: DC circuits, AC circuits, Digital circuits, and Solid State circuits | No improvement needed |
| 4 | Upon completion of the program $80 \%$ of students will receive an A.A.S. degree | $80 \%$ of students completing the program will receive an A.A.S. degree. | $93 \%$ of students completing the electronics program will receive an A.A.S degree | No need for improvement |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2010-2011

| PROGRAM: Electronic Technology - Forrest County Center |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |  |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: AC circuits (EET 1123) |  |  |  |  |
| 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 suc To provide quality student services. | To provide quality student services. |  | been prepared. |
| 3. | To provide access to college courses and programs using various instructional methods, including distance education. |  |  |  |
| 4. | To employ qualified facuity 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 Coilege goals, objectives, and activities. |  |  |  |
| 7. | To recruit and retain students from a diverse population. <br> To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and |  |  |  |
| 8. | To provide workforce training programs that technical skills training. | meet requirements of business, industry, educational, | nd public service agencies for basic skills, spe | fic job skills, and |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Electronic Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable cators (More specific description of impact on dent) WHAT should a student know, think, or ble to do upon completion of program/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable <br> Knowledge <br> (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | $70 \%$ of student will be able to convert AC voltage values from RMS to Peak and Peak-Peak using the appropriate formulas | $70 \%$ of student will be able to convert AC voltage values from RMS to Peak and PeakPeak using the appropriate formulas. Students will demonstrate this ability by correctly answering 4 out of 5 test questions in the presence of the instructor. | $89 \%$ of students were able to convert $A C$ voltage values from RMS to Peak and Peak-Peak using the appropriate formulas. | No improvement needed. |
| 2 | $70 \%$ of students will be able to calculate capacitive reactance using the appropriate formula. | $70 \%$ of students will be able to calculate capacitive reactance using the appropriate formula. Students will demonstrate this ability by correctly answering 4 out of 5 test questions in the presence of the instructor. | $89 \%$ of students were able to calculate capacitive reactance using the appropriate formula. | No improvement needed. |
| 3 | $70 \%$ of students will be able to calculate inductive reactance using the appropriate formula. | $70 \%$ of students will be able to calculate inductive reactance using the appropriate formula. Students will demonstrate this ability by correctly answering 4 out of 5 test | $89 \%$ of students will be able to calculate inductive reactance using the appropriate formula. | No improvement needed. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

|  | questions in the presence of the instructor. <br> $70 \%$ <br> the resonance of a RCL circuit using the <br> appropriate formula.$70 \%$ of students will be able to calculate the <br> resonance of a RCL circuit using the <br> appropriate formula. Students will demonstrate <br> this ability by correctly answering 4 out of 5 <br> test questions in the presence of the <br> instructor. | $83 \%$ of students will be able to <br> calculate the resonance of a RCL <br> circuit using the appropriate formula. | No improvement needed. |
| :--- | :--- | :--- | :--- |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
PROGRAM: Electronics Technology - Forrest County Center
INSTRUCTIONAL AREA: Drafting for Electronic Technology (EET 1713)
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.
or
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 service agencies for basic skills, specific job skills, and
technical skills training. educational opportunities.
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Electronics Technology to students within the PRCC district.
LEARNING OUTCOMES - Measurable $\quad$ ASSESSMENT CRITERIA -Criteria for $\quad$ ASSESSMENT RESULTS - Outcomes $\quad$ USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. results were achieved) WHAT was level of
attainment of outcome?
94\% of student correctly identified six schematic drawing, measured by a test. Criterion was met.
intended outcome) HOW will attainment of
the outcome be measured?
$80 \%$ of students will correctly identify six major electronics symbols on a schematic drawing as measured by a test.
$94 \%$ of student correctly drew a
practical exercise. Criterion was met.
practical exercise.
解
on student) WHAT should a studention of
think, or be able to do upon completion
program/course?
The student will identify six major
electronics symbols on schematic
drawing. program.
drawing.
The student will draw a logic diagram
using three of the five logic circuit symbols with CAD program.
2010-2011

| PROGRAM: Heating, Air Conditioning, and Refrigeration Technology - 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. |  |  |  |  |
| 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 developme |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance 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 |  |  |  |  |
|  |  |  |  |  |
| PURPOSE OF UNIT: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in busing additional educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Weiding to students within the PRCC district |  |  |  |  |
|  | OGRAM OUTCOMES easurable indicators (More specific scription of impact on student) WHAT ould a student know, think, or be able do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | $80 \%$ of the completers (leavers) of this program will be employed in their field or continuing their education. | $80 \%$ of completers will be employed or continuing their educations. Measured by the number of completers (leavers) employed in their field or continuing their education/the number of completers (leavers) who graduate. | $71 \%$ of completers were employed in the field in which they were trained. $80 \%$ goal was not met. | Look for internships for students. Encourage student to improve employability skills. |
| 2 | $85 \%$ of students who complete $50 \%$ of the course work (concentrators) in this program will receive a Certificate of Proficiency or an Associate Degree in Applied Science. | $85 \%$ of concentrators who started the program will graduate with a Certificate of Proficiency or an Associate of Science Degree. Measured by the number of concentrators who started the program/by the number of concentrators that complete the program. | $100 \%$ of students who started the program graduated with a Certificate of Proficiency or an Associate of Applied Science degree. | No improvement needed. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 3 | The Heating, Air Condition, and <br> Refrigeration program will exceed <br> the Mississippi Dept. of Education <br> minimum requirement of 15 <br> students per instructor. | Average enrollment will be 15 or more <br> students. Determined by the number of <br> students enrolied/the number of <br> instructors. | The enrollment exceeded the Mississippi <br> Department of Education requirement of 15 <br> students. Total number of students enrolled <br> was 32. (L.1 $=23, L 2=9)$ | No improvement needed. |
| :--- | :--- | :--- | :--- | :--- |
| 4 | Upon completion of this program, <br> $80 \%$ of students will demonstrate <br> an academic gain. | Academic gain will be measured by <br> students scoring higher on the TABE <br> after completing this program than they <br> scored on the TABE at enrollment. | $66 \%$ of students demonstrated academic <br> gain. Criterion was not met. | Students will be assigned to the Learning Lab <br> for remedial work in Math and Reading. |

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PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Heating and Air Conditioning Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| COURSE LEVEL: Refrigeration Systems Components (ACT 1313) |  |  |  |  |
| 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. |  |  |  |  |
|  | 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 intemet. |  |  |  |
| 6. 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 technical skills training. | meet requirements of business, industry, educationa | and public service agencies for basic skills, spe | ic job skills, and |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Electronic Technology to students within the PRCC district. |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will correctly identify the four types of condenser coils. | $90 \%$ of students will correctly identify the four types of condense coils when shown pictures of each. | 93\% of students correctly identified the four types of condenser coils. Criterion met. | No improvement needed. |
| 2 | The student will correctly identify types of compressors. | $80 \%$ of students will correctly identify each type of compressor when shown pictures of compressors. | $86 \%$ of students correctly identified each of the sic compressors. Criterion was met. | No improvement needed. |
| 3 | The student will correctly identify the three types of evaporator coils. | $90 \%$ of students will correctly identify the three types of evaporator coils when shown pictures of evaporators. | 93\% of students correctly identified the three types of evaporators. Criterion was met. | No improvement needed. |
| 4 | The student will correctly identify the four types of metering devices. | $80 \%$ of students will correctly identify each metering device when shown actual metering devices. | $80 \%$ of students correctly identified the four types of metering devices. Criterion was met. | No improvement needed. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

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| 4 | Upon completion of the course, <br> students will prepare for <br> employment by demonstrating <br> correct interviewing techniques in a <br> mock interview. | All students will participate in a mock <br> interview and $85 \%$ will achieve $90 \%$ <br> accuracy during a mock interview using an <br> instructor created check list. | $42 \%$ of students who participated in a <br> mock employment interview achieved <br> $90 \%$ accuracy on an instructor created <br> check list. Criterion not met. | This method of evaluation should be changed. <br> Outside instructors were used to evaluate <br> students in their mock interview. Future <br> interviews should be done with the BOT <br> department by three or fewer instructors for <br> consistency in evaluation. |
| :--- | :--- | :--- | :--- | :--- |
| 5 | There will be 85\% retention of the <br> full-time students in the one-year <br> program. | $85 \%$ of full-time one-year students will <br> complete the program <br> Total completed/total enrolled | $96 \%$ of full-time one year students were <br> retained. (22 retained out of 23). <br> Criterion was met. | No improvement needed. |
| 6 | $86 \%$ of full-time one-year retained <br> students will complete and pass all <br> levels of the program. | $86 \%$ of full-time one-year students will <br> complete the program and pass all levels of <br> instruction. <br> Total passed/total completed | $100 \%$ of full-time one-year students <br> completed the program. One student <br> $(5 \%)$ passed but did not attain a 2.0 <br> GPA, so did not graduate. | No improvement needed. |

## PEARL RIVER COMMUNITY COLLEGE ASSESSMENT


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| 3 | Students will prepare for employment by: <br> Constructing a resume <br> Writing a persuasive cover letter to accompany their resume <br> Writing a follow-up letter <br> Applying appropriate techniques for employment interview by participating in a mock interview | Instructor created project to include: <br> $80 \%$ of students will construct a resume with $85 \%$ accuracy on an instructor created rubric. <br> > 80\% of students will write a persuasive cover letter to accompany their resume with $85 \%$ accuracy on an instructor created rubric. <br> > $80 \%$ of students will write a followup letter with $85 \%$ accuracy on an instructor created rubric. <br> $>80 \%$ of students will participate in an employment mock interview and achieve $85 \%$ accuracy on an instructor created rubric. | $88 \%$ of students constructed a resume with $85 \%$ accuracy on an instructor created rubric. <br> $80 \%$ of students wrote a persuasive cover letter to accompany their resume with $85 \%$ accuracy on an instructor created rubric. <br> $75 \%$ of students wrote a follow-up letter with $85 \%$ accuracy on an instructor created rubric. <br> $58 \%$ of students who participated in an employment mock interview achieved $85 \%$ accuracy on an instructor created rubric. | Attainment of the learning outcome was achieved. <br> Attainment of the learning outcome was achieved. <br> Same method of improvement as listed in learning outcome \#2. <br> The method of evaluation should be CHANGED. Outside instructors were used to evaluate students in their mock interview. Future interviews should be done within the BOT department by 3 or fewer instructors for consistency in evaluation. |
| :---: | :---: | :---: | :---: | :---: |
| 4 | Students will demonstrate sensitivity in communicating with a diverse workforce and international audiences. | $80 \%$ of students will conduct research and orally present their findings about the customs of the people with whom they are communicating; students will achieve $85 \%$ accuracy on an instructor created rubric. | Students conducted research and orally presented their findings about the customs of the people with whom they are communicating; $90 \%$ of students achieved 85\% accuracy on an instructor created rubric. | Attainment of the learning outcome was achieved. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

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PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| To provide a curriculum with quality instruction in courses which will satisfy the needs of industry in Welding and Cutting and will also meet statewide standards. | A minimum of $70 \%$ of all students enrolled in Welding and Cutting will successfully complete the student learning outcomes for the selected courses. | Implementation of student learning outcomes assessment has been completed. A sampling of student learning outcomes follows: <br> $80 \%$ of students will correctly perform welds using spray transfer methods. 78\% of student correctly performed welds using spray transfer. <br> $100 \%$ of students will adhere to safety rules relating to GTAW equipment. 100\% of students adhered to safety rules. Criterion met. <br> $70 \%$ of students will correctly perform 3G \& 4G welds with the short circuit transfer. Instructor will observe with check sheet. $71 \%$ of students correctly performed 3G and 4G welds with short circuit transfer. | Instructor has decided there is a need to concentrate more on the short circuit method. <br> Although students achieved student learning outcome, the instructor will continue to demonstrate proper safety procedures and stress importance of safely operating equipment. <br> This outcome was just above outcome desired and instructor has decided to emphasize more hands-on demonstration. |
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PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
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PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Automotive Mechanics Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3,7 |
| :---: | :---: | :---: | :---: | :---: |
| COURSE LEVEL: Brakes (ATT 1213) |  |  |  |  |
| 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. <br> 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 developme |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance 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. |  |  |  |  |
|  |  |  |  |  |
|  | technical skills training. |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which, upon successful completion, will qualify students for entry-level employment in business or indur educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Automotive Mechanics Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Student will show proficiency in diagnosis of automotive brake systems. | Testing-80\% of students will pass MSCPAS with score of $70 \%$. <br> Observation of student in shop setting. | $65 \%$ of students passed the MSCPAS Test. | Place more emphasis on taking a written test. |
| 2 | Student will demonstrate ability to diagnosis and repair disc brakes. | $90 \%$ of all students will accurately diagnose and repair disc brakes. Grading will be done by observing students working in a shop situation. | $95 \%$ of students passed the hands on test for diagnosis and repair of disc brakes. | No changes are necessary. |
| 3 | Student will demonstrate ability to diagnosis and repair drum brakes. | $80 \%$ of students will pass a final test on the brake system with a score of $70 \%$ or better. Testing will be ASE style questions. | $100 \%$ of students passed the final exam on the drum brake section. | No changes are necessary. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Automotive Mechanics Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| COURSE LEVEL: Introduction Safety and Employability Skills (ATT 1811) |  |  |  |  |
| 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. <br> 2. To provide quality student services. |  |  |  |  |
| 3. To provide access to college courses and programs using various instructional methods, including distance educatio |  |  |  |  |
| 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 facuity and staff performan College services available via the internet. |  |  |  |  |
| 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. |  |  |  |  |
|  |  |  |  |  |
| 8. To provide workforce training programs that meet requir technical skills training. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which, upon successful completion, will qualify students for entry-level employment in business or indu educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Automotive Mechanics Technology to students within the PRCC district. |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for | ASSESSMENT RESULTS - Outcomes | USE OF RESULTS - Actionable Knowledge |
|  |  | Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Identify and apply safety in the auto shop. <br> Describe how to avoid workplace accidents. | $100 \%$ of all students will display a working knowledge of shop safety on a standard safety test and by observation in a shop setting. | 100\% of students passed the safety test. | No changes necessary. |
| 2 | Explore employment opportunities and responsibilities. | $100 \%$ of all students will contact three places of business and write a report about the opportunities and requirements necessary to work in an automotive shop. Each report will count as $30 \%$ of assignment grade. | 100\% of tasks completed. | No change necessary. |
| 3 | Design a resume and complete a job application. | $100 \%$ of students must demonstrate the ability of writing a resume with emphasis on accuracy of information to be determined by evaluation of resume. | 100\% of tasks completed. | No change necessary |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2010-2011

| PROGRAM: Automotive Mechanics Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3,7 |
| :---: | :---: | :---: | :---: | :---: |
| COURSE LEVEL: Steering and Suspension (ATT 2335) |  |  |  |  |
| 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. <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and mak College services available via the Internet. |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | To improve communication among campus To recruit and retain students from a divers | personnel and community members regarding the C | ollege goals, objectives, and activities. |  |
|  | To provide workforce training programs that technical skills training. | meet requirements of business, industry, educatio | and public service agencies for basic skills, sper | ic job skills, and |
| PURPOSE OF UNIT: To offer a technical program which, upon successful completion, will qualify students for entry-level employment in business or in educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Automotive Mechanics Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for <br> Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Explore general suspension and steering diagnosis. | $80 \%$ of students must display the ability to diagnose and repair suspension and steering concerns in lab. <br> To be determined by observation of student in shop setting. | $85 \%$ of students achieved all criteria for steering and suspension diagnosis and repair. | No changes needed. |
| 2 | Perform standard alignment diagnosis and properly align an automobile. | $75 \%$ of students must be able to perform a four wheel alignment. Grade will be determined by observation. | $90 \%$ of students successfully completed a four wheel alignment. | No changes necessary. |
| 3 | Explore wheel and tire diagnosis and repair. | $85 \%$ of all students must define the alignment angles and their effect of steering stability. To be determined by testing using ASE style questions. | $95 \%$ of all students achieved the level necessary to reach these goals. | No changes necessary. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2010-2011

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Barbering |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| COURSE LEVEL: Basic Practices In Barbering (BAV 1118 P01) |  |  |  |  |
| 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. <br> 2. To provide quality student services. |  |  |  |  |
| 3. To provide access to college courses and programs using various instructional methods, including distance educa |  |  |  |  |
| 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional developm |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performa |  |  |  |  |
| 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 populatio |  |  |  |  |
|  | 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. |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or indus educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Barbering to students within the PRCC district. |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for | ASSESSMENT RESULTS - Outcomes | USE OF RESULTS - Actionable Knowled |
|  |  | Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will demonstrate the ability to discuss sanitation procedures as required by state board. | $70 \%$ of students who complete this class will perform sanitation procedures as required by state board on practical tests. | Fifteen of fifteen completed the program And were eligible to graduate with a 2.0 GPA or higher, and were placed in a job related to training. | Instructor will continue to provide adequate Instructions, pretest students to keep a higher passing rate at state board for future Students. |
| 2 | The student will demonstrate the ability to demonstrate the safe use of equipment and various accessories. | $70 \%$ of students who complete this class will demonstrate the safe use of equipment and various accessories according to state board, in Instructor evaluations, hands on, Lab setting. | Fifteen passed completing profile in cutting and styling. | Instructor will continue to prepare students in lecture and instructions. |
| 3 | The student will demonstrate the technique of using scissor, razor and electric clippers. | $70 \%$ of students who complete this class will use scissors, razors and electric clippers according to state board regulations, in Lab setting, Instructor supervision, and Practical Exams. | All fifteen students completed and passed the state board exam in barbering. | Instructor will continue to prepare students for passing the state board exam, and for placement in related field. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Barbering |  |
| :--- | :--- | :--- | :--- |
| COURSE LEVEL: Fundamental Practices In Barbering (BAV 1218 PO1) |  |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2010-2011

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Brick, Block and Stonemasonry |  |  |  | Supports PRCC Strategic 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. |  |  |  |  |
| 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. <br> 2. To provide quality student services. |  |  |  |  |
| 3. To provide access to college courses and programs using various instructional methods, including distance |  |  |  |  |
| 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional develop |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performa 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 require technical skills training. |  |  |  |  |
| PURPOSE OF UNIT: To offer a career program, which upon successful completion will qualify students for entry-level employment in business or industry educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Brick, Block and Stonemasonry to students within the district. |  |  |  |  |
| PROGRAM OUTCOMES- Broad description of intended impact on students (program goals) |  | ASSESSMENT CRITERIA- Criteria for Evaluation( Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS- Outcomes assessment (states how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable knowledge (How knowledge gained will be used to Improve program performance). |
| 1 | Students will demonstrate the practical knowledge and skills, which are necessary for employment in the brick, block and stonemasonry profession. | $70 \%$ of the graduating students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions which will be assessed by means of final exams and instructor observation. | $100 \%$ of students demonstrated competency level for entry level positions. | Instructor decided to use different strategies based upon students' learning styles or capabilities -more lecture, demonstrations, and videos will be incorporated. |
| 2 | To provide training as recommended by Advisory/Craft Committee and related industry in the area. | $70 \%$ of students will acquire fundamental skills associated with brick, block, and stone masonry as determined by final exams in the pertinent areas. | $65 \%$ of students demonstrated fundamental skills. | Incorporated more ABC video series of basics of brick, block and stonemasonry for visual/audio learners. |
| 3 | To provide an individual the ability to find employment in a related work area. | 60\% of completers will find employment in related workforce as determined by job placement follow-up. | 68\% found employment in related area. | The instructor decided there is a need to continue to broaden network of industry and business contacts for future references for students. |
| 4 | Student will be successful in the Brick, Block and Stone Masonry program. | A minimum of $70 \%$ of all students enrolled in the Brick, Block and Stone Masonry program will successfully complete the student learning outcomes for the selected | $65 \%$ of students correctly estimated blocks, bricks, mortar and sand for a specific project. | More lecture and ABC video series were incorporated. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| courses. | $100 \%$ of students demonstrated <br> competency level for entry level positions. | Different strategies were used based upon <br> students' learning styles or capabilities - <br> incorporated more lecture, demonstrations, <br> and videos. |
| :--- | :--- | :--- |
| and of students demonstrated |  |  |
| fundamental skills. |  |  |$\quad$| Incorporated more ABC video series of |
| :--- |
| basics of brick, block and stonemasonry for |
| visuallaudio learners. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

## STRATEGIC GOALS:

To provide access to college courses and programs using various instructional methods, including distance education
To employ qualified faculty and staff, compensate them weil, and provide opportunities for their professional development. To lege 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. technical skills training.
PURPOSE OF UNIT: 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 UNIT TO PRCC MISSION: To provide industry based training in Brick, Block, and Stonemasonry to students within the PRCC district. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, ink, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will demonstrate the ability to read a carpenter's rule to $1 / 16^{\text {th }}$ accuracy. | $70 \%$ of students who successfully complete this course will read a carpenters rule to $1 / 16^{\text {th }}$ accuracy according to instructor's specifications. | $100 \%$ of students who completed the course demonstrated the ability to read carpenters rule to $1 / 16^{\text {th }}$ accuracy. | Continue demonstration and lecture. |
| 2 | The student will demonstrate the ability to read a foundation plan. | $70 \%$ of students who successfully complete this course will read a foundation plan according to instructor's specifications. | $80 \%$ of students correctly read a foundation plan. | Continue same strategies. |
| 3 | The student will demonstrate the ability to estimate biocks, bricks, mortar and sand for a specific job. | $70 \%$ of students who successfully complete this course will estimate blocks, bricks, mortar and sand for a specific project according to instructor's specifications. | $65 \%$ of students could correctly estimate blocks, bricks, mortar and sand for a specific project. | Incorporate more lecture and $A B C$ video series. |
| 4 | The student will demonstrate the ability to estimate miscellaneous materials for a masonry construction project. | $70 \%$ of students who successfully complete this course will estimate miscellaneous materials for a masonry construction project according to instructor's specifications. | $100 \%$ of students successfully estimated miscellaneous materials for a masonry construction project (concrete tables, benches, etc.) | Continue same strategies. |

## PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

MISSION 5TATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.

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. $\quad$ To provide quality student services.
3. To provide access to college courses and programs using various instructional methods, including distance education.
4. 
5. 

To employ qualified faculty and staff, compensate them weil, 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
6.
College services available via the Intemet.
7. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. technical skills training.
PURPOSE OF UNIT: 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 UNIT TO PRCC MISSION: To provide industry based training in Brick, Block, and Stonemasonry to students within the PRCC district.
LEARNING OUTCOMES - Measurabl ASSESSMENT CRITERIA - Criteria for $\quad$ ASSESSMENT RESULTS - Outcomes $\mid$ USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed.
This is an essential process so will continue with same strategies. Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome?
$70 \%$ of students who successfully complete $100 \%$ of students successfully built this course will establish, build and erect $\quad$ corner leads. Evaluation (Variables related to success of
intended outcome) HOW will attainment of the outcome be measured?

## COURSE LEVEL: Brick and Block Laying (BBV 1115)

## STRATEGIC GOALS:

$\omega \uparrow$
indicators (More specific description of impact
on student) WHAT should a student know,
think, or be able to do upon completion of
program/course?
The student will demonstrate the ability
to establish, build and erect corner
leads.
to lay brick/block to line.
this course will lay brick/block to line
$70 \%$ of students who successfully compl on a masonry course according to instructor's specifications.
PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Brick, Block, and Stonemasonry |  |  |  | Supports PRCC Strategic Goal(s):1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| COURSE LEVEL: Masonry Construction (BBV 1215) |  |  |  |  |
| 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: |  |  |  |  |
|  | To prepare students to transfer and be To provide quality student services. | uccessful in their studies at baccalaureate institutio | s and/or to be successful in careers for which | y have been prepared. |
| 3. To provide access to college courses and programs using various instructional methods, including distance educa |  |  |  |  |
| 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional developmentale |  |  |  |  |
|  | College services available via the Internet. |  |  |  |
|  |  |  |  |  |
| 7. | To recruit and retain students from a div | erse population. |  |  |
|  | To provide workforce training programs technical skills training. | that meet requirements of business, industry, educa | tional, and public service agencies for basic sk | specific job skills, and |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Brick, Block, and Stonemasonry to students within the PRCC district. |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will demonstrate the ability to mix mortar to specifications (hand \& machine) | $70 \%$ of student who complete this course will mix mortar by both hand \& machine mortar mixer according to instructor specifications. | $100 \%$ of students demonstrated mixing of mortar by both hand and machine mortar mixer. | No improvement needed. |
| 2 | The student will demonstrate the ability to install concrete reinforcement. | $70 \%$ of students who successfully complete this course will install concrete reinforcement to instructor's specifications. | $100 \%$ of students installed concrete reinforcement according to instructor specifications. | No improvement needed. |
| 3 | The student will demonstrate the ability to set up the safe \& efficient work area. | $70 \%$ of students who successfully complete this course will set up a safe \& efficient work area according to instructor specifications. | $100 \%$ of students demonstrated competency in setting up safe and efficient work areas. | No improvement needed. |
| 4 | The student will demonstrate the ability to prepare mortar for stone masonry | $70 \%$ of students who successfully complete this course will prepare mortar for stone masonry project according to instructor's specifications. | $75 \%$ of students prepared mortar for stonemasonry project according to instructor's specifications. | No improvement needed. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| AM: Construction Equipment Management |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 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: <br> 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. <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and mak College services available via the internet. <br> 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 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. |  |  |  |  |
|  |  |  |  |  |
| PURPOSE OF UNIT: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in busi additional educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Construction Equipment Management to students within the PRCC district. |  |  |  |  |
|  | OGRAM OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, nk, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| , | To instruct students according to framework curriculum. | Measures and Standards Program Review Instrument <br> $70 \%$ of students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workface as determined by the NCCER Certification Exam. | 13 of 14 ( $93 \%$ ) enrolled students completed and passed the NCCER certification exam. | No action required. |
| 2 | To provide training as recommended by Advisory/Craft Committee and related industry in the area. | $70 \%$ of students will acquire fundamental skills associated with construction equipment machinery as determined by final exams in the pertinent areas. | 13 of 14 (93\%) students acquired fundamental skills. | No action required. |
| 3 | To provide to an individual the ability find employment in a related workforce. | $50 \%$ of completers will find employment in related workforce as determined by job placement follow-up. | Data not yet available. | Not reportable until students have time to attain employment. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Construction Equipment Management |  |  |  | Supports PRCC Strategic Goal(s): 1, 3,7 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Equipment Operation (CEV 1416) |  |  |  |  |
| 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.To provide quality student services. |  |  |  |
|  | 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. |  |  |  |
|  | 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. |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Construction Equipment Management to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Identify employment opportunities. | $70 \%$ of students who complete this course will make $90 \%$ on test from National Center for Construction Education and Research | 12 of 13 (92\%) of students attempting NCCER achieved $90 \%$ or higher on test. | No action required. |
| 2 | Demonstrate the ability to safely operate the backhoe, dozer, front end loader and excavator. | $80 \%$ of the students who complete this course will achieve a satisfactory observation daily and given a final performance test by instructor. | 13 of 14 (93\%) achieved successful performance rating. | No action required |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Construction Equipment Management |  |  |  | Supports PRCC Strategic Goal(s): 1,3,7 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Safety I (CEV 1212) |  |  |  |  |
| MISSION STATEMENT: Pearl River Community Coliege 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 To provide quality student services. | successful in their studies at baccalaureate institutio | ss and/or to be successful in careers for which they | have been prepared. |
| 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 developme |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services,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. | technical skills training. |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Construction Equipment Management to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for <br> Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will demonstrate the ability to identify and discuss personal safety in the operation of heavy equipment. | $85 \%$ of students who complete this course will make $100 \%$ on the National Center for Construction Education Research module test and observed daily in the field by instructor on performance. | 13of 13 (100\%) Passed safety requirement. | No actions required. |
| 2 | The student will demonstrate the ability to Identify and apply safety rules to traffic patterns. | $85 \%$ of students who complete this course will make $100 \%$ on module tests in the National Center for Construction Education Research textbook. | 10 of 13 (77\%) Achieved 100\% on safety module. | Spend more time on safety instruction. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Construction Equipment Management |  |  |  | Supports PRCC Strategic Goal(s): 1, 3,7 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Service and Preventative Maintenance (CEV 1313) |  |  |  |  |
| 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. |  |  |  |  |
| 3. | To provide access to college courses and programs using various instructional methods, including distance education. |  |  |  |
| 4. |  |  |  |  |
|  | To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and 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 skilis, specific job skills, and technical skills training. |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Construction Equipment Management to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will demonstrate and apply principles of fueling equipment safely. | $90 \%$ of the students who complete will be graded daily on performance and will take a module test in National Center for Construction Education Research textbook. | 13 of 14 ( $93 \%$ ) Demonstrated safe fueling principles. | No action required |
| 2 | The student will demonstrate the ability to identify and perform services to the engine oil and grease systems. | $90 \%$ of the students who complete will be graded daily on performance and will take a module test in National Center for Construction Education Research textbook. | 13 of 14 (93\%) Performed the services. | No action required |
| 3 | The student will demonstrate and apply principles of identifying minor mechanical problems and repair as needed. | $90 \%$ of the students will be graded daily on performance and will take a module test in National Center for Construction Education Research textbook. | 13 of 14 (93\%) Were able to accomplish this goal. | No action required |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 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. |  |  |  |  |
| 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. <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. |  |  |  |  |
|  |  |  |  |  |
| 4. To employ qua |  |  |  |  |
| 5. To provide facilities, technology, and supp Coliege services available via the Intern |  |  |  |  |
| 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and act |  |  |  |  |
| 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. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or indus educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Business and Commerce Technology to students within the PRCC district. |  |  |  |  |
|  | DEPARTMENTAL OBJECTIVES- <br> Measurable indicators(More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in Construction Management. | $70 \%$ of all students will be able to demonstrate practical knowledge and skills of an entry level construction manager, which will be assessed by means of final exams and performance evaluations. | $70 \%$ of students demonstrated practical knowledge and skills of an entry level construction manager. | No change needed at this point. |
| 2 | Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in safety and related construction fields. | $70 \%$ of all students will be able to demonstrate practical knowledge and skills of an entry level Safety Technician or Construction professional, which will be assessed by means of final exams and performance evaluations. | $70 \%$ of all students demonstrated practical knowledge and skills of an entry level safety technician. | No change needed at this point. |

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PURPOSE OF UNIT: 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 UNIT TO PRCC MISSION: To provide industry based training in Construction Management to students within the PRCC district. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, ink, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for <br> Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Describe how soil relates to construction. Define Compaction and its applications. Visually classify soils. | $70 \%$ of students who complete this course will correctly be able to describe the different types of compaction for different classes of soils. Knowledge and skills will be assessed using field performance exams as well as written test. | $80 \%$ of students correctly identified and described the different types of compaction for different classes of soils, in the field and as well as on written exams. | No change needed at this point. |
| 2 | Explain the properties, placement, and tests for Portland cement concrete. | $70 \%$ of students who complete this course will correctly be able to identify, place and test Portland cement concrete. Knowledge and skills will be assessed using field and lab exams as well as written test. | $100 \%$ of students correctly identified, tested and placed Portland cement concrete. | No change needed at this point. |
| 3 | Describe the uses of steel as a building component. | $70 \%$ of students who complete this course will correctly be able to identify the uses of steel as a building component. Knowledge and skills will be assessed using lab exams weil as written test. | $50 \%$ of students correctly identified the uses of steel as a building component. | More time needs to be spent in the classroom and the lab on steel as a building material. Need testing equipment for steel. Have none at the moment. |
| 4 | Describe the uses of wood as a | 70\% of students who complete this course | 100\% of students correctly identified and | No change needed at this point. |

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| 3 | Plan and conduct a safety meeting. | $70 \%$ of students who complete this course <br> will plan and conduct a proper safety <br> meeting. Knowledge and skills will be <br> assessed by performance evaluation. | $100 \%$ of students planned and <br> conducted safety meetings. | No change necessary at this point. |
| :--- | :--- | :--- | :--- | :--- |
| 4 | Create and make use of JSA's and <br> TSA's on a construction job. | $70 \%$ of students who complete this course <br> will create and make use of JSA's and <br> TSA's on a construction job. Knowledge <br> and skills will be assessed by performance <br> evaluation. | $60 \%$ of students created and made use <br> of JSA's and TSA's. | Get samples of actual JSA's and TSA's from <br> construction companies. Give the student <br> more to work with. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Construction Management |  |  |  | Supports PRCC Strategic Goal(s): 1, 3 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Plans and Documents (CON 1222) |  |  |  |  |
| 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: |  |  |  |  |
|  | To prepare students to transfer and be To provide quality student services. | successful in their studies at baccalaureate institutio | s and/or to be successful in careers for which | y have been prepared. |
| 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 developme |  |  |  |  |
|  | 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. |  |  |  |  |
| technical skillis training. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or indus educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Construction Management to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, ink, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Interpret Construction Prints. | $70 \%$ of students who complete this course will correctly interpret a set of construction prints. Knowledge and skills will be assessed using performance exams, and written test. | $100 \%$ of students correctly interpreted a set of construction prints. | No change needed at this point. |
| 2 | Interpret Construction Specifications. | $70 \%$ of students who complete this course will correctly interpret a set of construction specifications. Knowledge and skills will be assessed using performance exams and written test. | $70 \%$ of students correctly interpreted a set of construction specifications. | No change needed at this point. |
| 3 | Describe Construction Contract Documents. | $70 \%$ of students who complete this course will correctly interpret and describe different contract documents. Knowledge and skills will be assessed using written test. | $70 \%$ of students correctly interpreted a set of construction specifications. | No change needed at this point. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Construction Management |  |  |  | Supports PRCC Strategic Goal(s): 1,3,7 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: CON 1113 Survey of Modern Construction |  |  |  |  |
| MISSION STATEMENT: Pearl River Community Coilege 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 st |  |  |  |  |
| 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 developmenter |  |  |  |  |
|  | 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. |  |  |  |  |
| technical skills training. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or indus educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Construction Management to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criterion for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Create and show a power point presentation of a major construction project that has taken place in the modern age. | $80 \%$ of students will correctly create and show their power point presentation before a class of their peers. Knowledge and skills will be assessed using a performance evaluation of their presentation. | $80 \%$ of student correctly created and presented a power point presentation to a class of their peers and received a passing grade. | No improvement needed at this time. |
| 2 | Illustrate the construction process from the idea to the closeout phase. | $70 \%$ of students will correctly illustrate the construction process from the idea to the closeout phase. Knowledge and skills will be assessed using written exams. | $70 \%$ of student s correctly illustrated the construction process from the idea to the closeout phase. | No improvement needed at this time. |
| 3 | Plan and build a project as a construction team. | $70 \%$ of students will correctly plan and build a project as a construction team. Knowledge and skills will be assessed using a performance evaluation of the team/teams. | $60 \%$ of student worked together as a team to build and complete a construction project. | Teams will be made smaller thus giving everyone a chance to input on the project. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2010-2011

PROGRAM OUTCOMES - Measurable $\quad$ ASSESSMENT CRITERIA -Criteria for $\quad$ ASSESSMENT RESULTS - Outcomes $\quad$ USE OF RESULTS - Actionable Knowledge Assessment (States how well intended results (How knowledge gained will be used to improve program performance).
 were achieved) WHAT was level of attainmen of outcome?

1) Met the minimum baseline competency in both the theory and practical segment of each course for advanced students. necessary to be competitive in the workforce. Provided supplemental training for advanced students.
PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Cosmetology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Cosmetology Orientation (COV 1122) |  |  |  |  |
| 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 developm |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performancer 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 require technical skills training. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or indu educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Cosmetology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable cators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for <br> Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESUITS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The students will demonstrate the ability to describe the origins of the cosmetology industry. | $70 \%$ of students who complete this program will describe the origins of the cosmetology industry on a written test. | $85 \%$ of students successfully described the origins of cosmetology on written tests. | Continue the study of the origins of cosmetology thru text books, open discussion and lectures. |
| 2 | The students will demonstrate the ability to list the career opportunities for cosmetologist. | $70 \%$ of students who complete this program will list the career opportunities for cosmetologists documented through field trips. | $85 \%$ of students did know the different career opportunities available to them thru outside resources and field trips. | Continue opportunities to research outside resources and planning field trips to educational events. |
| 3 | The students will demonstrate the ability to list the characteristics of a healthy, positive attitude. | $70 \%$ of students who complete this program will demonstrate the characteristics of a healthy, positive attitude, when working with the public by observation of the instructor. | $85 \%$ of students demonstrated a healthy positive attitude while performing on the clinic floor. | Continue teaching and practicing how to maintain and demonstrate a healthy positive and professional attitude while working with the general public on the clinic floor. |

## PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

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

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.
College services available via the Internet.
To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make
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. technical skills training.

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STRATEGIC GOALS:
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 educational opportunities.
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Cosmetology to students within the PRCC district.
LEARNING OUTCOMES - Measurable $\quad$ ASSESSMENT CRITERIA - Criteria for $\quad$ ASSESSMENT RESULTS - Outcomes $\quad$ USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed.
Continue to discuss the differences of
hepatitis and AIDS and how they are
transmitted thru open discussion and written tests.
Continue to describe the types and Continue to describe the types and
classifications of bacteria thru class lectures and textbooks.
and textbooks.
Continue to practice the sanitation and clinic floor and thru written tests.

## and

 of between hepatitis andthey are transmitted on a written test.
$85 \%$ of students assessed thru a written
test were able to define and describe the
types and classifications of the various
types of bacteria. safely sanitize and disinfect various  tests.
PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 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. |  |  |  |  |
| 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. <br> 2. To provide quality student services. | 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 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. |  |  |  |  |
|  | 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 provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and |  |  |  |
| 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. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or indust educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Early Childhood Education Technology to students within the PRCC district. |  |  |  |  |
| PROGRAM OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or MPROVE or state that no improvement is needed. |
| 1 | Upon completion of this program, students will be able to identify occupational opportunities in Early Childhood Education Technology. | $85 \%$ of students will be able to identify occupational changes in Early Childhood Technology based upon the MS-CPAS instrument. | Based upon MS-CPAS, 95\% of students were able to identify occupational opportunities in Early Childhood Education Technology. | No improvement needed at this time. |
| 2 | Upon completion of this program, students will be able to outline the standards and policy operations of the MDH for child care centers. | Upon completion of this program, $65 \%$ of students will satisfactorily outline the standards and policy operations of the Mississippi Department of Health for child care centers based upon the MS-CPAS instrument | Based upon MS-CPAS, $95 \%$ of students were able to outline the standards and policy operations of the MDH for child care centers. | No improvement needed at this time. |
| 3 | Upon completion of this program, students will be able to create and design a budget associated with the operation of a child care facility. | Upon completion of this program, $65 \%$ of students will submit an operating budget for child care facility | Based upon MS-CPAS, 100\% of students were able to create and design a budget associated with the operation of a child care facility. | No improvement needed at this time. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 4 | Upon completion of this program, <br> students will be able to explain the <br> different areas of development in <br> children. | Upon completion of this program, 80\% of <br> students will be able to explain different <br> areas of development of children <br> according to MS-CPAS assessments | Based upon MS-CPAS, 83\% of students <br> were able to explain the different areas of <br> development in children. |  |
| :--- | :--- | :--- | :--- | :--- |
| 5 | No improvement recommended at this <br> time. |  |  |  |
| Upon completion of this program, <br> students will be able to discuss factors <br> contributing to children's physical and <br> emotional health. | Upon completion of this course (or <br> program), 90\% of students will <br> demonstrate the ability to discuss factors <br> contributing to children's physical and <br> emotional health based upon MS-CPAS <br> assessment scores | Based upon MS-CPAS, 95\% of students <br> were able to discuss factors contributing <br> to children's physical and emotional <br> health. | No improvement is recommended at this <br> time. |  |
| Upon completion of this program <br> students will be able to plan and <br> implement child care curriculum | Upon completion of this program, $70 \%$ of <br> students will demonstrate ability to plan <br> and implement child care curnculum <br> based upon MS-CPAS assessment <br> scores. | Based upon MS-CPAS, | Will be able to plan and implement child <br> care curriculum | No improvement is recommended at this <br> time. |

PEARL RIVER COMMUNIIY COLLEGE ASSESSMENT

|  | GRAM: Early Childhood Education Tec | nology |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONALAREA: Child Development I (CDT 1214) |  |  |  |  |
| 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: |  |  |  |  |
|  |  |  |  |  |
|  | 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. |  |  |  |
| 3. | 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. |  |  |  |
|  |  |  |  |  |
| 5. | To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performan College services available via the Internet. |  |  |  |
| 6. | 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 service agencies for basic skills, specific job skills, and technical skills training |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Early Childhood Education Technology to students within the PRCC district. |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for | ASSESSMENT RESULTS - Outcomes | USE OF RESULTS - Actionable Knowled |
|  |  | Evaluation (Variables related to success of | Assessment (States h | (How knowledge gained will be used to improve |
|  |  | intended outcome) HOW will attainment of | results were achieved) WHAT was level of | program performancel Make |
|  |  | the outcom | attainment | IMPROVE or state that no improvement is |
|  |  |  |  |  |
| 1 | Identify and recognize the four major areas of development in preschool children. | $80 \%$ of students will correctly identify and correlate the major areas of development as evidenced by chapter testing and test results from the Final exam. | Based on Final exam, 83\% of students were able to explain the different areas of development in children. | No improvement needed at this time. |
| 2 | Demonstrate the responsibilities and role of the teacher. | $60 \%$ of students will accurately relay the responsibilities and role of the teacher as evidenced by chapter testing and test results from the Final exam. | Based upon Final exams, $95 \%$ of students were able to outline the standards and policy operations of the MDH for child care centers | No improvement needed at this time. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

|  | OGRAM: Early Childhood Education Tec |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Creative Arts for Young Children (CDT 1314) |  |  |  |  |
| MISSION STATEMENT: Peari River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them. |  |  |  |  |
| STRATEGIC GOALS: |  |  |  |  |
|  | To provide quality student services. |  |  |  |
|  | To provide access to college courses |  |  |  |
| 2 3 4 | To employ qualifed faculty and staff, compensate them well, and provide opportunities for their professional development. |  |  |  |
|  | College services available via the Internet. |  |  | munity services, and make |
|  | 6. To improve communication among campus personnel and community members regarding the Coilege goals, objectives, and activities. |  | he Coilege goals, objectives, and activities. |  |
|  | To recruit and retain students from a dis | erse population. |  |  |
|  | To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
|  |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Early Childhood Education Technology to students within the PRCC district. |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for | ASSESSMENT RESULTS - Outcomes | USE OF RESULTS - Actionable Knowledge |
|  |  | Evaluation (Variables related to success of | Assessment (S | (How knowledge gained will be used to improve |
|  |  | intended outcome) HOW will attainment of | ults were achieved) WHAT was level of | program performance). Make a CHANGE or |
|  |  |  |  | IMPROVE or state that no improvement is needed. |
| 1 | Identify developmentally appropriate are experiences for preschool children | $90 \%$ of students will successfully compile a working portfolio of developmentally appropriate art activities as evidenced in successful submittal of 50 examples of appropriate art activities as compiled and reflected in Portfolio format. | Based upon Portfolio submissions 95\% of students successfully compiled a working portfolio of developmentally appropriate art activities. | No improvement needed at this time |
| 2 | Categorize appropriate music and movement experiences for young children. | $90 \%$ of students will successfully compile a working portfolio of developmentally appropriate music activities as evidenced in successful submittal of 50 examples of song lyrics, illustrations and finger plays as compiled and reflected in Portfolio format. | Based upon Portfolio submissions, $80 \%$ of students successfully compiled a working portfolio of developmentally appropriate music activities. | No improvement needed at this time |

PEARL RIVER COMMUNI $\begin{aligned} \text { Y COLLEGE ASSESSMENT }\end{aligned}$

| PROGRAM: Early Childhood Education Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Student Teaching II (CDT 2925) |  |  |  |  |
| 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 |  |  |  |  |
| 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 performancer 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. |  |  |  |  |
| technical skills training. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Early Childhood Education Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Students will implement developmentally appropriate curriculum and instructional practices based on knowledge of child development, curriculum goals, and content through active learning centers. | $90 \%$ of students will successfully implement DAP's correctly as evidenced by CPAS scores. | Based upon Final exam scores, $90 \%$ of students were able to implement developmentally appropriate curricuium and instructional practices based on knowledge of child development, curriculum goals, and content through active learning centers. | No recommendations for change needed at this time. |
| 2 | Students will demonstrate competent management skills for early childhood education programs. | $75 \%$ of students will successfully demonstrate knowledge of skills necessary for management of early childhood education programs as evidenced through the discussion essay of the CPAS. | Based on Final exam scores, $85 \%$ of students were able to demonstrate competent management skills for early childhood education programs. | No recommendations for change needed at this time |

PEARL RIVER COMMUNIı Y COLLEGE ASSESSMENT
2010-2011

PEARL RIVER COMMUNI, Y COLLEGE ASSESSMENT 2010-2011

| PROGRAM: Electrical Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Motor Maintenance (ELT 1223) |  |  |  |  |
| 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. <br> 2. To provide quality student services. |  |  |  |  |
| 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 performa College services available via the Internet. |  |  |  |  |
| 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activites |  |  |  |  |
| 7. To recruit and retain students from a diverse poput |  |  |  |  |
|  | technical skills training. |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Electrical Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable | ASSESSMENT CRITERIA -Criteria for | ASSESSMENT RESULTS - Outcomes | USE OF RESULTS - Actionable Knowledge |
|  | cators (More specific description of impact student) WHAT should a student know, $k$, or be able to do upon completion of gram/course? | Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will identify diagrams of the 8 common motors. | $70 \%$ of students will correctly identify diagrams of motors as determined by test | $70 \%$ or more of students correctly identified diagrams of motors. | No improvement is needed. |
| 2 | The student will identify common motors by their external appearance. | $70 \%$ of students will correctly identify motors by their external appearance as determined by final exam. | $70 \%$ or more of students correctly identified motors by their external appearance. | No improvement is needed. |
| 3 | The student will list the characteristics of motors. | $70 \%$ of students will correctly list motor characteristics as determined by chapter test. | $70 \%$ or more of students correctly listed motor characteristics. | No improvement is needed. |
| 4 | The student will identify internal parts of a motor. | $70 \%$ of students will correctly identify internal parts of motors as determined by final exam. | $70 \%$ or more of students correctly identified internal parts of motors. | No improvement is needed. |

PEARL RIVER COMMUNıi Y COLLEGE ASSESSMENT 2010-2011

| PROGRAM: Electrical Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Programmable Logic Controllers (ELT 2613) |  |  |  |  |
| 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. |  |  |  |  |
| 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 developme |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make |  |  |  |  |
| 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. |  |  |  |  |
|  |  |  |  |  |
|  | To provide workforce training programs that technical skills training. | meet requirements of business, industry, educatio | and public service agencies for basic skills, | fic job skills, and |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Electrical Technology to students within the PRCC district. |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for <br> Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achleved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will draw examples of 2 and 3 wire ladder logic. | $70 \%$ of students will correctly draw 2 and 3 wire ladder logic as determined by test. | Less than 70\% correctly drew 2 and 3 wire circuits. | More time needs to be spent on this topic. |
| 2 | The student will define discrete and analog I.O.s. | $70 \%$ of students will correctly define discrete and analog I.O.s as determined by test. | $70 \%$ or more students correctly defined 1.0.s | No improvement needed. |
| 3 | The student will identify components of PLCs. | $70 \%$ of students will correctly identify components of PLCs as determined by test. | $70 \%$ or more correctly identified PLC components. | No improvement needed. |
| 4 | The student will program common internal and discrete instructions. | $70 \%$ of students will correctly program internal and discrete instructions as determined by required class projects. | $70 \%$ or more students correctly programmed projects. | No improvement needed. |

PEARL RIVER COMMUNI I Y COLLEGE ASSESSMENT
2010-2011
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:
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.
lopment.
To employ qualified facuity and staff, compensate them well, and provide opportunities for their professional development.
Coilege services available via the internet.
To improve communication among campus personnel and community members regarding the College goals, objectives, and activis.
To recruit and retain students from a diverse population. Tocnical skills training.
additional educational opportunities?

| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| :---: | :---: | :---: | :---: |
| Students will be able to demonstrate acquired knowledge above and beyond entry level in the Heating, Air Conditioning, and Refrigeration industry. | $80 \%$ of the graduating students will demonstrate acquired knowledge above and beyond entry level in the Heating, Air Conditioning, and Refrigeration industry. Students will demonstrate this through CPAS testing | $80 \%$ of the graduating students Demonstrated knowledge above and beyond entry level in the Heating, Air Conditioning, and Refrigeration industry, as per State Department of Education framework curriculum. Students demonstrated this through CPAS test. | No improvement needed. |
| The student will be employed in the HVAC profession after completing Heating, Air Conditioning, Refrigeration at PRCC | $80 \%$ of the students will be employed in the HVAC profession after completing Heating, Air Conditioning, and Refrigeration. | $80 \%$ of the students will be employed in the HVAC profession after completing Heating, Air Conditioning, and Refrigeration. | No improvement needed. |
| The student will be able to complete the EPA exam and receive a passing score. | Upon graduation from Heating, Air Conditioning, and Refrigeration, $75 \%$ of the graduating class will successfully obtain EPA certification. | $75 \%$ of the graduating class successfully obtained EPA certification. | No improvement needed. |


PEARL RIVER COMMUNIIY COLLEGE ASSESSMENT

|  |  | demonstrate this ability through testing in <br> presence of instructor. |  |  |
| :--- | :--- | :--- | :--- | :--- |
| 4 | Student will troubleshoot basic <br> electrical problems in an air- <br> conditioning system. | $70 \%$ of students will correctly troubleshoot <br> basic electrical problems in an air- <br> conditioning system. Students will <br> demonstrate this ability through practical <br> lab examinations in presence of instructor. | $70 \%$ of students correctly identified and <br> described the relationship between <br> pressure and temperature of a <br> refrigeration system. No improvement <br> needed. | No improvement needed. <br> 5 |
| Student will describe and demonstrate <br> working with proper personal <br> protective equipment. | $100 \%$ of students will correctly describe <br> and demonstrate working with proper <br> personal protective equipment. Students <br> will demonstrate this ability through <br> practical lab examinations in presence of <br> instructor. | No improvement needed. | No improvement needed. |  |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2010-2011
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.
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 access to college courses and programs using various instructional methods, including distance education. o employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.
o provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make
To improve communication among campus personnel and community members regarding the Coilege 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 service agencies for basic skills, specific job skills, and
technical skills training. additional educational opportunities.

|  | EARNING OUTCOMES - Measurable ndicators (More specific description of impact n student) WHAT should a student know, think, or be able to do upon completion of rogram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| :---: | :---: | :---: | :---: | :---: |
| 1 | Student will explain and present the transfer of heat by conduction, convection, and radiation. | $70 \%$ of students will correctly describe and demonstrate how heat is transferred by conduction, convection, and radiation. Students will demonstrate this ability through testing in presence of instructor. | $70 \%$ of students correctly described and demonstrated how heat is transferred by conduction, convection, and radiation. No improvement needed. | No improvement needed. |
| 2 | Students will work the correct formulas for converting. Horsepower to Watts and Watts to British thermal | $70 \%$ of students will correctly work the correct formulas for converting Horsepower to Watts and Watts to British thermal. Students will demonstrate this ability through testing in presence of instructor. | $70 \%$ of students correctly worked the correct formulas for converting Horsepower to Watts and Watts to British thermal unit. No improvement needed. | No improvement needed. |
| 3 | Students will explain how the refrigeration system operates and the major components of the system. | $70 \%$ of students will explain how the refrigeration system operates and the major components of the system. Students will demonstrate this ability through | $70 \%$ of students explained how the refrigeration system operates and the major components of the system. No improvement needed. | No improvement needed. |

PEARL RIVER COMMUNIIY COLLEGE ASSESSMENT

|  |  | practical lab examinations in presence of <br> instructor. |  |  |
| :--- | :--- | :--- | :--- | :--- |
| 4 | Student will identify and describe the <br> relationship between pressure and <br> temperature of a refrigeration system. | $70 \%$ of students will correctly identify and <br> describe the relationship between pressure <br> and temperature of a refrigeration system. <br> Students will demonstrate this ability <br> through practical lab examinations in <br> presence of instructor. | $70 \%$ of students correctly identified and <br> described the relationship between <br> pressure and temperature of a <br> refrigeration system. No improvement <br> needed. |  |
| 5 | Student will describe and demonstrate <br> working with proper personal <br> protective equipment. | 100\% of students will correctly describe <br> and demonstrate working with proper PPE. <br> Students will demonstrate this ability <br> through testing in presence of instructor. <br> Students will demonstrate this ability <br> through practical lab examinations in <br> presence of instructor. | 100\% of students correctly described and <br> demonstrated working with proper PPE. <br> No improvement needed. | No improvement needed. |


| Program: Heating, Air Conditioning, Refrigeration |  |  | Supports PRCC Strategic Goal(s): 1, 3,7 |  |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: ACT 1713 ELECTRICITY FOR HVACR |  |  |  |  |
| 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. <br> 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, compensa |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And mak 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 requir technical skills training. |  |  |  |  |
| PURPOSE OF UNIT: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in busine additional educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Heating, Air Conditioning, and Refrigeration Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criterion for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Students will explain the characteristics of a series and parallel circuit and how to calculate the current, resistance, and voltage | $70 \%$ of students will correctly explain the characteristics of a series and parallel circuit and how to calculate the current, resistance, and voltage. Students will demonstrate this ability through testing in presence of instructor. | $70 \%$ of students correctly explain the characteristics of a series and parallel circuit and how to calculate the current, resistance, and voltage. | No improvement needed. |
| 2 | Student will identify and troubleshoot relays, contactors, and loads on heating and cooling systems | $70 \%$ of students will correctly identify and troubleshoot relays, contactors, and loads on heating and cooling systems. Students will demonstrate this ability through practical lab examinations in presence of instructor. | $70 \%$ of students correctly identify and troubleshoot relays, contactors, and loads on heating and cooling systems | No improvement needed. |
| 3 | Student will describe and demonstrate respect and cautious around electrical circuits. | $100 \%$ of students will use proper respect and cautious around electrical circuits. Students will demonstrate this ability through practical lab examinations in presence of instructor. | $100 \%$ of students used proper respect and cautious around electrical circuits. | No improvement needed. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Heating, Air Conditioning and Refrigeration Technology Supports PRCC Strategic Goal(s): 1, 3, 7 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Tools and Piping (ACT 1133) |  |  |  |  |
| 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. <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and mak College services available via the Internet. <br> 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training. |  |  |  |  |
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| PURPOSE OF UNIT: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in busin additional educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Heating, Air Conditioning, and Refrigeration Technology to students within the PRCC district. |  |  |  |  |
| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Student will describe and demonstrate proper procedures for operating refrigeration systems and vessels. | $70 \%$ of students will correctly describe and demonstrate how to properly operate pressurized systems and vessels. Students will demonstrate this ability through practical lab examinations in presence of instructor. | $70 \%$ of students demonstrated how to property operate pressurized systems and vessels. No improvement needed. | No improvement needed. |
| 2 | Students will demonstrate the correct tools for installing and servicing airconditioning, heating, and refrigeration systems. | $70 \%$ of students will correctly demonstrate the correct tools for HVACR installation and service. Students will demonstrate this ability through practical lab examinations in presence of instructor. | $70 \%$ of students correctly demonstrated the correct tools for HVACR installation and service. No improvement needed. | No improvement needed. |
| 3 | Students will demonstrate safe soldering procedures while joining tubing and fittings using an | $70 \%$ of students will correctly use safe soldering procedures while joining tubing and fittings using an oxyacetylene torch. | $70 \%$ of students correctly used safe soldering procedures while joining tubing and fittings using a oxyacetylene torch. | No improvement needed. |

PEARL RIVER COMMUNII Y COLLEGE ASSESSMENT

|  | oxyacetylene torch. | Students will demonstrate this ability <br> through practical lab examinations in <br> presence of instructor. | No improvement needed. |  |
| :--- | :--- | :--- | :--- | :--- |
| 4 | Student will describe and demonstrate <br> proper procedures for making flared <br> joints and swaged joints. | $70 \%$ of students will correctly describe and <br> demonstrate proper procedures for making <br> flared joints and swaged joints. <br> Students will demonstrate this ability <br> through practical lab examinations in <br> presence of instructor. | $70 \%$ of students correctly described and <br> demonstrated proper procedures for <br> making flared joints and swaged joints. <br> No improvement needed. | No improvement needed. |
| 5 | Student will describe and demonstrate <br> working with proper personal <br> protective equipment. | $100 \%$ of students will correctly describe <br> and demonstrate working with proper <br> personal protective equipment. Students <br> will demonstrate this ability through <br> practical lab examinations in presence of <br> instructor. | $100 \%$ of students correctly described and <br> demonstrated working with proper <br> personal protective equipment. No <br> improvement needed. | No improvement needed. |

PEARL RIVER COMMUNII Y COLLEGE ASSESSMENT
2010-2011

| PROGRAM: Precision Manufacturing and Machining Technology |  |  |  | pports 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. |  |  |  |  |
| 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. <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and mak College services available via the Internet. <br> 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 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. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Precision Manufacturing and Machining Technology to students within the PRCC district. |  |  |  |  |
|  | Program Outcomes- Measurable indicators (More specific description of impact on student.) WHAT should a student know, think, or be able to do upon completion of program/course | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) How will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Student will demonstrate practical knowledge and skills such as grinding, cutting and various machining operations which are necessary for employment in entry level positions in the workforce according to State Department of Education framework curriculum. | $65 \%$ of students who complete this program will satisfactorily demonstrate practical knowledge necessary for entry level jobs by the C-PAS exam. | $100 \%$ of eligible students passed the CPAS Test. | No improvement needed |
| 2 | Students will demonstrate practical skill needed to master Machine Tool procedures by passing NIMS test modules. | $85 \%$ of students who successfully complete the program will pass all nine NIMS test modules. | $100 \%$ of eligible students passed NIMS exams | No improvement needed |
| 3 | Students that received a passing score on NIMS and C-PAS test will be employed in a Machinist position in the workforce. | $75 \%$ of student graduates will be employed in entry level Machinist positions. | $100 \%$ of eligible student are employed in the field of Machine Shop Technology | No Improvement needed |

PEARL RIVER COMMUNIIY COLLEGE ASSESSMENT
2010-2011

| PROGRAM: Precision Manufacturing and Machining Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| COURSE LEVEL: Blueprint Reading (MST 1413) |  |  |  |  |
| 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: |  |  |  |  |
| 123 | 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. |  |  |  |
| 4. | 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. |  |  |  |
| 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. |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or indu educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Precision Manufacturing and Machining Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The Student will Identify, describe, and apply industrial methods for showing dimensions and tolerances. | $70 \%$ of students who complete this course will apply industrial dimension and tolerance methods according to NIMS Blueprint \& Layout Exam. | $91 \%$ of students demonstrated the use of dimensions and tolerancing on NIMS Blueprint and Layout Exam | No Improvement Needed |
| 2 | The Student will Identify, describe and apply primary and secondary views on a drawing. | $70 \%$ of students who complete this course will identify and apply primary and secondary views according to NIMS Blueprint and layout exam. | 91\% of students applied primary and secondary views on NIMS Blueprint and Layout Exam | No Improvement Needed |
| 3 | The Student will Identify, describe and apply surface finishes on a blueprint. | $70 \%$ of students who complete this course will identify, describe and apply surface finishes according to NIMS Blueprint \& Layout Exam. | 91\% of students described surface finishes on NIMS Blueprint and Layout Exam | No Improvement Needed |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2010-2011

| PROGRAM: Precision Manufacturing and Machining Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| COURSE LEVEL: Machine Tool Mathematics (MST 1313) |  |  |  |  |
| MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them. |  |  |  |  |
| TRATEGIC GOALS: |  |  |  |  |
| 2. | 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 sevices. |  |  |  |
| 3. | 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. |  |  |  |  |
| 7. | 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. |  |  |  |
| 8. | To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, an technical skills training. |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Precision Manufacturing and Machining Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, nk , or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will know how to use trigonometric functions to solve for unknown sides and angles of a triangle. | $70 \%$ of students who complete this course will solve trigonometric functions according to NIMS Measurement Exam | $91 \%$ of students solved trigonometric functions on NIMS Measurement Exam | No improvement needed |
| 2 | The Student will identify the properties of a circle and solve problems relating to these properties. | $70 \%$ of students who complete this course will solve trigonometric functions according to NIMS Measurement Exam | $91 \%$ of students solved properties of a circle on NIMS Measurement Exam | No improvement needed |
| 3 | The Student will calculate area and volume for various geometrically shaped objects. | $70 \%$ of students who complete this course will solve trigonometric functions according to NIMS Measurement Exam | $91 \%$ of students calculated area and volume on NIMS measurement Exam | No improvement needed |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2010-2011

| PROGRAM: Precision Manufacturing and Machining Technology |
| :--- |
| COURSE LEVEL: Power Machinery I (MST 1115) |

PEARL RIVER COMMUNII Y COLLEGE ASSESSMENT

|  | GRAM: Related Studies |  |  | ports 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. |  |  |  |  |
| 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 weil, and provide opportunities for their professional developme |  |  |  |  |
| 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performan 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 |  |  |  |  |
| 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. |  |  |  |  |
| PURPOSE OF UNIT: To identify and provide remedial assistance to special populations students in the areas of Reading and Math. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To serve as a support component to students enrolled in the career and technical programs at PRCC. |  |  |  |  |
| PROGRAM OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for | ASSESSMENT RESULTS - Outcomes | USE OF RESULTS - Actionable Knowledge |
|  |  | Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | Assessment \{States how well intended results were achieved) WHAT was level of attainment of outcome? | (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 |  |  | $88 \%$ of reading students demonstrated at | No improvement is planned at this time. |
|  | Students will demonstrate accuracy in reading comprehension skills to include supporting details, main idea, drawing conclusions, fact and opinion, and author purpose and tone. | Students will answer with $70 \%$ accuracy reading comprehension questions to include supporting details, main idea, drawing conclusions, fact/opinion, and author purpose \& tone questions. The assessment will be administered through blackboard. | least 70\% accuracy in comprehension skills that included main idea, drawing conclusions, fact and opinion, and author purpose and tone on a computerized assessment. |  |
| 2 | Without the use of a calculator, students will demonstrate accuracy in basic math skills to include operations of whole numbers, decimals, fractions, and percents. | On a written/computerized assessment, students will correctly answer questions on operations of whole numbers, decimals, fractions, and percents without the use of a calculator with 70\% accuracy. | $81 \%$ of students demonstrated at least $70 \%$ accuracy in basic math computation skills that included operations of whole numbers, decimals, fractions, and percents on a computerized assessment. | No improvement is planned at this time. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
Program: Welding and Cutting
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:

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. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance
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 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 recruit and retain students from a diverse population.
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.
technical skills training. opportunities.

| LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criterion for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| :---: | :---: | :---: | :---: | :---: |
| 1 | Students will demonstrate practical skills needed to master SMAW weiding machines. | Students will be tested in lab with instructor supervision with $80 \%$ of students passing to AWS D1.1, ASME Section 9,or HuntingtonIngalls Shipbuilding Navy Codes and Specifications. | $85 \%$ of students passed welding tests in accordance with: <br> Structural - AWS D1.1/ASME Section 9 Pipe - API 1104 | Instructors decided to continue stressing lak practices to ensure ability to pass welding certification tests. |
| 2 | Students will demonstrate practical skills needed to master GMAW/FCAW welding machines. | Students will be tested in lab with instructor supervision to the AWS D1.1, ASME Section 9, or Huntington-Ingalls Shipbuilding Navy codes with $80 \%$ of students passing. | $75 \%$ of students passed welding tests in accordance with AWS D1.1 welding code. | Instructors decided to add lab time to give students more practice on welding tests. |
| 3 | Students will be successful in their studies and careers. | $70 \%$ of outcomes on individual assessment charts within the program. | GMAW (WLV 1124): <br> SLO\#1The student will demonstrate the ability to make fillet and groove welds on plain carbon steel. $100 \%$ of completing students demonstrated the ability to perform fillet and groove welds on steel plate <br> SLO \#2: The student will demonstrate the ability to perform 3G and 4G limited thickness qualification tests on steel plate. $75 \%$ of completing students passed 3 G and |  |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

|  |  |  | 4 G limited thickness qualification tests on <br> steel plate. <br> Gas Metal Arc Welding (WLV 1123) <br> SLO\#1 - The student will correctly perform <br> 1F \& 2F welds using spray transfer <br> methods. (78\% of student correctly <br> performed welds using spray transfer.) |  |
| :--- | :--- | :--- | :--- | :--- |
| 4 | Upon completion of this program, 73\% of <br> students will attain technical skills in <br> welding. | Upon completion of this program 73\% of <br> students will a ttain technical skills in <br> welding based upon the MS-CPAS <br> instrument. | $62 \%$ passed the MS-CPAS. Criterion not <br> met. | Stress the improvement of technical skills in <br> the program. |
| 5 | Upon completion of this program, $79 \%$ of <br> leavers will be employed in a related <br> industry. | 79\% of leavers will be employed in a related <br> industry. Measured by the number <br> working/number of leavers. | $57 \%$ of levers were employed in a related <br> industry position. | Concentrate on industry needs in area. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

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PEARL RIVER COMMUNi i COLLEGE ASSESSMENT

| PROGRAM: Welding and Cutting Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: SMAW (WLV 1116) |  |  |  |  |
| 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 |  |  |  |  |
| 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional developmenter |  |  |  |  |
| College services available via the Internet. <br> 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. |  |  |  |  |
| technical skills training. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Welding and Cutting to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will demonstrate the ability to identify, discuss, and test Safety procedures pertaining to SMAW. | $70 \%$ of students who complete this course will make $100 \%$ on SMAW Safety Exam. | $100 \%$ of completing students made $100 \%$ on SMAW safety exam. | Continue stressing importance of Safety. |
| 2 | The student will demonstrate the ability to make fillet and groove welds on plain carbon steel. | $70 \%$ of students who complete this course will be able to make fillet and groove welds on plain carbon steel on performance tests. | $85 \%$ of completing students were able to make fillet and groove welds on plain carbon steel. | Continue stressing and motivating students to strive for excellence, by adding lab assignments. |
| 3 | The student will be able to perform 3G and 4 G limited thickness qualification tests on steel plate. | $70 \%$ of students who complete this course will be able to perform 3G and 4G limited thickness qualification tests according to AWS D1.1 welding code. | $75 \%$ of completing students passed 3G and 4G limited thickness qualification tests. | Stress importance of all students being able to pass qualification tests. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT 2010-2011

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| Upon completion of the program <br> students will receive and AAS degree. | Graduation: <br> $75 \%$ of students will receive an AAS <br> degree <br> Number to receive degree/Number <br> receiving degree | Nineteen of 19 students completing and <br> graduating from the program received an <br> AAS degree. <br> Criteria met. | Monitor success of the mission of <br> program; provide district and state with <br> degreed PTAs for the workforce. |
| :--- | :--- | :--- | :--- |
| PTA program graduates will be placed <br> in jobs within six months of graduation. | Placement: <br> $65 \%$ of graduates will have job <br> placement | All 19 graduates have been placed in PTA <br> jobs. <br> Criteria met. | Continue to monitor and assess the <br> availability of PTA jobs for the number of <br> graduates. |
| PTA students will demonstrate <br> occupational skill proficiency by passing <br> the licensure exam. | Occupational Skills: <br> $85 \%$ of graduates will demonstrate <br> occupational skill gain via passage of the <br> licensure exam | Data for this will be reported for the year <br> 2010, as the graduates of 2011 have not <br> taken the licensure exam as of yet. <br> Of the 18 graduates of 2009 who took the <br> licensure exam 18 passed (100\%). <br> Criteria met | Continue to monitor instructional content <br> and proficiency of graduates to <br> adequately pass the licensure exam and <br> practice with an active license. |
| PTA student will demonstrate academic <br> gain. | Academic Gain: <br> $90 \%$ of student will <br> demonstrate academic gain via passage <br> of each academic course | All students in the PTA program successfully <br> completed all academic coursework and <br> were able to progress to the next level of the <br> curriculum (100\%) <br> Criteria met. | Continue to monitor knowledge requited <br> for obtaining an AAS degree |
| Students will demonstrate practical <br> knowledge and skills which are <br> necessary for employment in entry level <br> positions in the workforce according to <br> State Department of Education <br> framework curriculum. | $85 \%$ PTA students will demonstrate and <br> skills proficiency via $100 \%$ of all <br> proficiency check off criteria being <br> mastered. | Two of the 39 PTA students during this time <br> frame were not successful in demonstrating <br> $100 \%$ proficiency skills mastery (95\%) <br> Criteria met. | Continue to monitor the ability of students <br> to progress through the program by <br> displaying proficiency of skills required to <br> be an entry-level PTA. |

PEARL RIVER COMMUNIT Y COLLEGE ASSESSMENT

| PROGRAM: Physical Therapy Assistant Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7, 8 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Fundamental Skills (PTA 1213) |  |  |  |  |
| 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: |  |  |  |  |
|  | To prepare students to transfer and be To provide quality student services. | successful in their studies at baccalaureate institutio | and/or to be successful in careers for which they | y have been prepared. |
| 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 developmen |  |  |  |  |
|  | College services available via the internet. |  |  |  |
| 6 | To improve communication among cam | pus personnel and community members regarding | Ce College goals, objectives, and activities. |  |
|  | To recruit and retain students from a d | erse population. |  |  |
|  | To provide workforce training programs technical skills training. | that meet requirements of business, industry, edu | tional, and public service agencies for basic skil | specific job skills, and |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or ind us educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Physical Therapy Assistant Technoiogy to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student know, nk, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Students will be able to perform gait training and fitting of assistive device using standard procedure. | $80 \%$ of students will be able to perform 10 of 13 components of gait training and fitting of assistive device correctly. Teacher observation during lab practical examination. | $100 \%$ of students performed 10 of 13 components of gait training and fitting of assistive device correctly during teacher observation of lab practical examination. | Current method of instruction is adequate to reach assessment criteria. No action needed. |
| 2 | Students will demonstrate accurate assessment of blood pressure (BP). | $80 \%$ of students will be able to perform 5 of 6 components of BP assessment correctly. Teacher observation during lab practical examination. | $100 \%$ of students performed 5 of 6 components of BP assessment correctly during teacher observation of lab practical examination. | Current method of instruction is adequate to reach assessment criteria. No action needed. |
| 3 | Students will demonstrate sterile technique. | $80 \%$ of students will be able to perform 5 of 6 components of sterile glove donning. Teacher observation during lab practical examination. | $100 \%$ of students performed 5 of 6 components of sterile glove donning during teacher observation of lab practical examination. | Current method of instruction is adequate to reach assessment criteria. No action needed. |

PEARL RIVER COMMUNIIY COLLEGE ASSESSMENT

| PROGRAM: Physical Therapy Assistant Technology |  |  |  | Supports PRCC Strategic Goal(s): 1, 3, 7, 8 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Kinesiology (PTA 1315) |  |  |  |  |
| 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: |  |  |  |  |
|  | 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. |  |  |  |
| 3. 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. |  |  |  |  |
| College services available via the Internet. |  |  |  |  |
|  | To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. |  |  |  |
| 7. | To recruit and retain students from a dis | arse population. |  |  |
| 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skilts, specific job skills, andtechnical skills training. |  |  |  |  |
| PURPOSE OF UNIT: To offer a technical program which upon successful completion will qualify students for entry-level employment in business or indus educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Physical Therapy Assistant Technology to students within the PRCC district. |  |  |  |  |
|  | ARNING OUTCOMES - Measurable cators (More specific description of impact student) WHAT should a student know, k, or be able to do upon completion of gram/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Students will be able to determine accurate range of motion measurements using goniometry. | $80 \%$ of students will be able to perform 5 of 6 components of hip goniometry correctly based upon teacher observation during lab practical examination. | $100 \%$ of students performed 5 of 6 components of hip goniometry correctly based upon teacher observation during lab practical examination. | Current method of instruction is adequate to reach assessment criteria. No action needed. |
| 2 | Students will be able to identify dermatomes of the upper extremity (UE) by performing a dermatome sensory assessment of the UE. | $80 \%$ of students will be able to physically identify 6 of the 7 UE dermatomes correctly based upon teacher observation during lab practical examination. | $100 \%$ of students physically identified 6 of the 7 UE dermatomes correctly based upon teacher observation during lab practical examination. | Current method of instruction is adequate to reach assessment criteria. No action needed. |
| 3 | Students will be able to locate components of normal standing posture. | $80 \%$ of students will be able to locate 4 of 5 of the anatomical points of normal posture based upon teacher observation during lab practical examination. | $100 \%$ of students located 4 of 5 of the anatomical points of normal posture based upon teacher observation during lab practical examination. | Current method of instruction is adequate to reach assessment criteria. No action needed. |
| 4 | Students will be able to identify muscles according to their function at the hip. | $80 \%$ of students will be able to identify 4 of 5 selected muscles of the hip joint based upon teacher observation during lab practical examination. | $100 \%$ of students identified 4 of 5 selected muscles of the hip joint based upon teacher observation during lab practical examination. | Current method of instruction is adequate to reach assessment criteria. No action needed. |

PEARL RIVER COMMUNI Y COLLEGE ASSESSMENT
2010-2011

| POSITION: 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. |  |  |  |  |
| 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 mak 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 populatio |  |  |  |  |
| technical skills training. |  |  |  |  |
| PURPOSE OF UNIT: To provide leadership and to implement the Quality Enhancement Plan. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To fulfill the Mission of the College through the implementation of the Quality Enhancement Plan. |  |  |  |  |
|  | CTIVES - Broad description of intended ct on students (Program goals) | ASSESSMENT CRITERIA - <br> Criteria for Evaluation (Variables related to success of intended outcome) | ASSESSMENT RESULTS - <br> Outcomes Assessment <br> (States how well intended results were achieved) | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance) |
| 1 | To provide adequate technology to support the implementation of the Quality Enhancement Pian, budget support of the Quality Enhancement Plan will continue for the duration of the program. | At least $90 \%$ of the initial Quality Enhancement Plan funds will be budgeted for each fiscal year of the program. | $100 \%$ of the QEP budget has been provided for the 2010-2011 fiscal year. | 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, training will be offered to instructors currently involved in Quality Enhancement Plan courses and will be involved in the future. | The Quality Enhancement Plan will be expanded as instructors become trained and share best-practices with other colleagues. At least $80 \%$ of instructors will attend training. | $100 \%$ of instructors attended annual QEP meeting. Instructors completed Faculty Survey requesting specific training. | Future training will be crafted and scheduled according to the Faculty Survey. |
| 3 | To provide current technology for courses included in the Quality Enhancement Plan, adequate technology will be added throughout the College to support the Quality Enhancement Plan. | Assessment of resources will provide information of instructional technology needs. At least $80 \%$ of faculty surveyed will describe technology facilities as adequate. | $100 \%$ of faculty surveyed described technology facilities as adequate. | In preparation for course redesign at the Forrest County Center, a separate testing center is needed in the Mathematics Laboratory providing students with a more appropriate testing environment. Three sets of notebook computers are needed to support three classrooms. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

PURPOSE OF UNIT: To graduate a competent advanced-level respiratory care practitioner
RELATIONSHIP OF UNIT 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 OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? |  | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). |
| :---: | :---: | :---: | :---: | :---: |
| 1 | Graduates to perform effectively as a member of the health care team. | Each item/statement of the Employer Satisfaction Survey has $80 \%$ of the responses rated 3 or higher. | 100\% of the Employer Satisfaction Surveys returned had greater than 80\% responses rated 3 or higher. | Based on the outcomes, it was decided to send employer satisfaction surveys and modify as necessary. |
| 2 | Graduates will demonstrate ability to comprehend, apply and evaluate information that is relevant to their role as a Respiratory Care Practitioner | $80 \%$ of total number of graduates obtain the NBRC CRT Credential | $100 \%$ of graduates obtained the NBRC CRT credential | Since all of our graduates obtained their CRT credential, time spent on review was found to be beneficial and will be continued. |
| 3 | Provide quality instruction through various techniques, including use of technology. | Each item/statement of Student Evaluation of Instruction has $80 \%$ of the responses rated 3 or higher. | $100 \%$ of surveys completed had greater than $80 \%$ of the responses rated 3 or higher. | A decision was made to closely monitor the results and make appropriate changes as needed. |
| 4 | Provide skills necessary for job placement after graduation. | Program will have positive placement of $75 \%$ of all graduates according to CoARC guidelines. | 95\% of graduates are working in the field of respiratory care. | Based on the assessment results, we decided to continue to offer information sessions which provide potential students with a thorough understanding of what the career involves. |
| 5 | Students will demonstrate ability to perform, comprehend, apply, and evaluate relevant information for program success. | $70 \%$ of all students will graduate and do so on time. | $83 \%$ students accepted into program graduated on time. 2 of the 4 that did not, came back into next class. | Based on our retention, instructors decided to monitor our selection process, including the GPA of incoming students and to offer remediation to any student that falls below a 70 average. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| 6 | Student will be successful in the Respiratory Care Practitioner program. | A minimum of $70 \%$ of all students enrolled in the Respiratory Care Practitioner program will successfully complete the student learning outcomes for the selected courses. | SLO\#1: 85\% of all students will interpret 5 of 6 interpretation questions correct on the examination covering unit 2 of the course. $76.2 \%$ correctly answered 5 of 6 PFT interpretation questions on the unit two exam. <br> SLO\#2: $85 \%$ of all students will correctly interpret 4 of 5 interpretation questions on the hemodynamic monitoring exam. $90 \%$ correctly interpreted 4 of 5 questions on the Hemodynamic Monitoring Exam. <br> SLO\#3: $85 \%$ of all students will correctly identify 8 of 10 arrhythmias on the ECG chapter exam. $100 \%$ of students correctly identified 8 of 10 arrhythmias on the ECG chapter exam. <br> SLO\#4: $85 \%$ of all students will receive ACLS certification by demonstrating appropriate algorithms during a practical examination. <br> $95 \%$ received ACLS certification without remediation by demonstrating appropriate algorithms during the practical exam. 1 student required remediation but successfully completed on $2^{\text {nd }}$ attempt. | A quiz based on PFT interpretation was added prior to the unit two exam. Instructors decided that additional instruction and training exercises will be provided to those students scoring less than $85 \%$ on this quiz to improve understanding \& application prior to the unit two exam. <br> Based on the results on hemodynamic interpretations, we decided to put more emphasis on interpretations and offer more examples in class. <br> Based on the results of $100 \%$ meeting the required criteria, instructors decided to monitor and make changes as necessary. <br> Based on the results, we have decided to review our expectations with the students and add practice time. |
| :---: | :---: | :---: | :---: | :---: |


PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

## 2010-2011


PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

## STRATEGIC GOALS:

To prepare students to tent services.
To provide access to college courses and programs using various instructional methods, including distance education.
To provide facilities, technology, and
To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.
College services available via the Internet.
To recruit and retain students from a diverse population. those students who plan to complete a degree at a senior college or university.

## technical skills training <br> 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.


RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College.

|  | OJECTIVES - Broad description of goals | ASSESSMENT CRITERIA -Criteria for <br> Evaluation (Variables related to success of <br> intended outcome) | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results <br> were achieved). | USE OF RESULTS - Actionable Knowledge <br> (How knowledge gained will be used to <br> improve program performance). |
| :--- | :--- | :--- | :--- | :--- |
| 1 | Phase in the assessment of student <br> learning outcomes for courses taught in <br> the department. | In the Science, Mathematics, and <br> Business Department area, ten of the fifty- <br> three courses will evaluate student <br> learning outcomes in the Spring 2011. | Ten courses successfully assessed student <br> learning outcomes. This was done across <br> the board: fulltime and adjunct instructors, <br> online, night and dual enrollment classes. | It was decided to assess more classes in <br> each area for the next year. The timing <br> for reporting night class and dual <br> enrollment class results needs to be <br> addressed. |
| 2 | Insure the curriculum of the Science, <br> Mathematics, and Business courses <br> meet statewide standards in order to <br> fulfill the articulation agreement <br> between the Institutions of Higher <br> Learning and Community and Junior <br> Colleges. | Criteria in at least one out of three areas <br> of Science, Mathematics, and Business <br> will be evaluated each year. | The Science area sent representatives to <br> the statewide curriculum meeting. | Recommendations were made and are <br> being followed so that necessary changes <br> can be made in the courses. |
| 3 | Improve performance by providing <br> feedback to the chair and instructors. | Following the policy and procedures <br> manual schedule, the chair and instructors <br> will be evaluated by the appointed <br> person(s). | Six members in Science, Mathematics and <br> Business were evaluated by their students <br> and the chair. | According to the school policy that was <br> implemented, all members In Science, <br> Mathematics and Business will be <br> evaluated next year. |
| 4 | Prepare students to transfer and be <br> successful in their studies and careers. | 70\% of outcomes on individual <br> assessment charts within the program of <br> study will be achieved. <br> Monitor changes in curriculum | General Education Competency: <br> To demonstrate knowfedge of basic <br> principles of mathematics: |  |
| Mathematics: |  |  |  |  |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| significance of living organisms to their environment. |  |
| :---: | :---: |
| Science: |  |
| 67\% of students passed slo 1 Demonstrate knowledge of the structural and functional similarities and differences between prokaryotic and eukaryotic cells. | While slo 1 was near to achieving target rate, continued testing may indicate a need for change in the future. |
| $40 \%$ of students passed slo 2 Demonstrate knowledge of microbial growth and metabolism along with the common methods to control such growth. | Increased emphasis on the particular aspect of control in slo 2 may be needed course wide, in particular aligning with the text. |
| $82 \%$ of students passed slo 3 Demonstrate knowledge of innate acquired immunity. | Although slos 3, 4, and 5 were achieved, instructors decided that more data needs to be collected in order to determine future action. |
| $81 \%$ of students passed slo 4 Demonstrate knowledge of common interactions between microbes and humans, both beneficial and those leading to disease. |  |
| $90 \%$ of students passed slo 5 -Successfully prepare and visualize microbes and various microbial structures under the microscope. |  |
| Slo6 -Demonstrate knowledge of a microbe's metabolic requirements using various selective and differential media.) | Problems arose with the assessment of slo6 due to variation within sections and instructors. The results generated were not directly comparable and therefore a valid interpretation was not possible. |
|  | Further discussion and assessment indicated that for slo 6, a common set of assessment questions will be developed that allows direct comparison will be accomplished. |

PEARL RIVER COMMUNIIY COLLEGE ASSESSMENT 2010-2011

| DEPARTMENT: Science, Mathematics, and Business |  |  |  | Supports PRCC Strategic Goal(s): 1, 3 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Biology |  |  |  |  |
| COURSE LEVEL: General Biology I and Lab (BIO 1133 \& BIO 1131) |  |  |  |  |
| 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. <br> 2. To provide quality student services. <br> 3. To provide access to college courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and College services available via the Internet. <br> 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, a technical skills training. |  |  |  |  |
| PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets tran those students who plan to complete a degree at a senior college or university. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College. |  |  |  |  |
|  | LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended resuits were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Describe the fundamental principles of cell biology | At the end of the lecture course, $60 \%$ of the students will identify the importance of cell organeiles and their functions. This item will be assessed on a common instrument prior to final exams. | Correct- 28.4\% Incorrect-71.6\% | Faulty choices- needs clarification in question |
| 2 | Describe the fundamental principles of Mendelian genetics | At the end of the lecture course, $60 \%$ of the students will predict the genotypic and phenotypic outcomes in a simple inheritance monohybrid cross. This item will be assessed on a common instrument prior to final exams. | Correct-46.4\% Incorrect-53.6\% | Ensure covering material prior to assessment- some instructors had not covered this topic |

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| 3 | Describe the molecular basis for <br> heredity, DNA structure and replication, <br> and protein synthesis. | At the end of the lecture course, 60\% of <br> students will determine the role of DNA <br> and RNA in the production of proteins. <br> This item will be assessed on a common <br> instrument prior to final exams. | Correct- $68.3 \%$ <br> Incorrect- $31.7 \%$ |
| :--- | :--- | :--- | :--- | :--- |
| 4 | Describe the principles of adaptation <br> and evolution in biology | At the end of the lecture course, $60 \%$ of <br> students will demonstrate an <br> understanding of the role of adaptation as <br> a key characteristic of life. This item will <br> be assessed on a common instrument <br> prior to final exams. | Correct- $84.3 \%$ <br> Incorrect- $15.7 \%$ |

PEARL RIVER COMMUNı Y COLLEGE ASSESSMENT
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.

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



## STRATEGIC GOALS:

 those students who plan to complete a degree at a senior college or university.
RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College.

|  | LEARNING OUTCOMES - Measurable | ASSESSMENT CRITERIA -Criteria for | ASSESSMENT RESULTS - Outcomes |
| :--- | :--- | :--- | :--- | (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no

improvement is needed.
While relatively low the target rate was
achieved. No changes indicated. acontinued testing may indicate a need for change in the future. indicated.
No changes indicated.
PEARL RIVER COMMUNıiY COLLEGE ASSESSMENT 2010-2011

|  | innate and specific immunity. | acquired immunity. <br> This item will be assessed on a common instrument prior to final exams. |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 4 | - Demonstrate knowledge of common interactions between microbes and humans, both beneficial and those leading to disease. | $60 \%$ of students will identify the causative agent and mode of transmission for selected infectious diseases. <br> This item will be assessed on a common instrument prior to final exams. | 96 of 119 students or $81 \%$ were successful. | No changes indicated. |
| 5 | - Successfully prepare and visualize microbes and various microbial structures under the microscope. | 60\% of students will a) correctly perform an assigned staining procedure and b) correctly find and focus on bacteria under oil immersion. These will be assessed using an established rubric. <br> This will be assessed on Practical 1. | a) 126 of 131 students or $96 \%$ were successful. <br> b) 110 of 131 students or $84 \%$ were successful. | No changes indicated. |
| 6 | - Demonstrate knowledge of a microbe's metabolic requirements using various selective and differential media. | Students will correctly interpret the results of 4 out of 7 of the following differential/selective media; Mannitol Salt agar, Citrate agar, Eosin Methylene Blue agar, SIM medium, Methyl Red- VoguesProskauer, and Phenol Red Lactose in a practical situation. <br> This will be assessed on Practical 2. | Problems arose with the assessment of this SLO due to variation within sections and instructors. The results generated were not directly comparable and therefore a valid interpretation is not possible. | Develop a common set of assessment questions that allow direct comparison. |

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|  |  |  | geology in this course. Chemical <br> nomenclature can easily be emphasized <br> in the course as a whole. This should give <br> students a better understanding of the <br> chemicals of which the earth is made of. |
| :--- | :--- | :--- | :--- | :--- |
| 4 | The student will interpret the data from <br> groundwater analysis. | Of the students completing this course <br> $70 \%$ will correctly determine the type of <br> groundwater analyzed 2 of 3 times in a <br> laboratory setting. | This experiment was done the last week <br> of the semester. There were not enough <br> materials to run the number of test <br> necessary for better data. Working this in <br> to lessons earlier in the semester and <br> having more test reactants for each <br> student should improve the student's <br> understanding of water pollution and how <br> it is analyzed. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| DEPARTMENT: Science, Mathematics, and Business |  |  |  | Supports PRCC Strategic Goal(s): 1,3 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Business |  |  |  |  |
| COURSE LEVEL: Principles of Macroeconomics (ECO 2113) |  |  |  |  |
| 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. | To prepare students to transfer and be successful in their studies at baccalaureate institutions and/or to be successfui in careers for which they have been prepared.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 developmenter |  |  |  |  |
|  | College services available via the Internet. |  |  |  |
|  | 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. |  |  |  |
| 7. | 7. To recruit and retain students from a diverse population. |  |  |  |
| technical skills training. |  |  |  |  |
| PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets tran those students who plan to complete a degree at a senior college or university. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College. |  |  |  |  |
|  | LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Explain the definition of economics and how scarcity and wants affect choices by households, business firms and government units. | $70 \%$ of students will be able to correctly identify the definition of economics on the final exam. | 42 of 54 students or $77 \%$ were successful. | No current changes indicated in assessment question. Continued testing may indicate a need for change in the future. |
| 2 | Identify the various types of economic resources and the types of income associated with these resources. | $70 \%$ of students will be able to correctly associate the four economic resources with their income sources on the final exam. | 39 of 54 students or $72 \%$ were successful. | No current changes indicated in assessment question. Continued testing may indicate a need for change in the future. |
| 3 | Explain the concepts of supply and demand and their relationship in determining the equilibrium price in the marketplace. | $70 \%$ of students will be able to correctly identify the factors that determine the equilibrium price in the marketplace on the final exam. | 43 of 54 students or $79 \%$ were successful. | No current changes indicated in assessment question. Continued testing may indicate a need for change in the future. |
| 4 | Develop an understanding of fiscal and its various components with an emphasis on American concepts which | $70 \%$ of students will be able to correctly identify the appropriate fiscal policy for | 19 of 54 students or $35 \%$ were successful. Results indicated the need for a new assessment question. | Develop a new assessment question. |

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|  | influence economic stability and <br> economic growth. | recession and inflation on the final exam. |  |  |
| :--- | :--- | :--- | :--- | :--- |
| 5 | Develop an understanding of the global <br> economy and U.S. trade policy. | $70 \%$ of students will be able to correctly <br> identify United States trade patterns on <br> the final exam. | 50 of 54 students or $92 \%$ were successful. | No changes indicated. |
| 6 | Explain the functions of money, the <br> Federal Reserve's monetary policies <br> and their effect on the money supply to <br> influence the economy. | $70 \%$ of students will be able to correctly <br> identify the three functions of money on <br> the final exam. | 43 of 54 students or 79 were successful. | No current changes indicated in <br> assessment question. Continued testing <br> may indicate a need for change in the <br> future. |
| 7 | Identify the national accounts and <br> define national income, GDP, NDP, <br> personal income, and disposable <br> income. | $70 \%$ of students will be able to correctly <br> identify the definition of GDP on the final <br> exam. | 52 of 54 students or $96 \%$ were successful. | No changes indicated. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| DEPARTMENT: Science, Mathematics, and Business |  |  |  | Supports PRCC Strategic Goal(s): 1, 3 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Chemistry |  |  |  |  |
| COURSE LEVEL: Organic Chemistry I and II Lecture and Lab (CHE 2423, 2421 and CHE 2433, 2431) |  |  |  |  |
| 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 provide quality student services. |  |  | have been prepared. |
| 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 availabie 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 diver | rse population. |  |  |
| technical skills training. | To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and |  |  |  |
| PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets tr those students who plan to complete a degree at a senior college or university. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College. |  |  |  |  |
|  | LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes <br> Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will determine the basic reaction mechanism for given organic chemical reactions. | Of students completing the course <br> Fall Semester: 60\% <br> Spring Semester: 80\% <br> will correctly determine 2 of 3 reaction mechanisms given on the final exam. | $38 \%$ met assessment criteria. | Have the students determine basic reaction mechanism of every reaction mechanism that is discussed in class. |
| 2 | The student will name organic compounds. | Of students completing the course <br> Fall Semester: 60\% <br> Spring Semester: 80\% <br> will correctly name 2 of 3 organic compounds given on the final exam. | 100 \% met assessment criteria. | Check the instrument being used to verify that it is measuring naming of compounds. |
| 3 | The student will use the basic reaction mechanisms. | Of students completing the course <br> Fall Semester: 60\% <br> Spring Semester: 80\% <br> will correctly use the basic reaction | $38 \%$ met assessment criteria. | Give the students more assignments throughout the semester using basic reaction mechanisms. |

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|  |  | mechanisms 2 of 3 times on the final exam. |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 4 | The student will interpret spectrographs. | Of students completing the course <br> Fall Semester: 60\% <br> Spring Semester: 80\% <br> will correctly interpret spectrographs 2 of 3 times on the final exam. | $88 \%$ met assessment criteria. | Use the test given on spectrographs earlier in the semester to make this assessment. |
| 5 | The student will analyze experimental data. | Of students completing the course <br> will calculate the theoretical yield and the percent yield of the reactions performed in lab 2 of 3 times. | 0 \% met assessment criteria. | Remind the students to calculate the theoretical yield and the percent yields of the reactions done in the lab. |
| 6 | The student will set up and use the glassware used in the organic chemistry lab. | Of students completing the courseFall Semester: $80 \%$Spring Semester: $\quad 90 \%$will correctly set up organic reaction <br> glassware 2 of 3 times in the lab. | 70 \% met assessment criteria. | Have each lab group verify the glassware setup of one of the other lab groups. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| DEPARTMENT: Science, Mathematics, and Business |  |  |  | Supports PRCC Strategic Goal(s): 1,3 |
| :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Computer Science or Business |  |  |  |  |
| COURSE LEVEL: Computer Concepts (CSC 1113 or BAD 2533) |  |  |  |  |
| 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: |  |  |  |  |
|  | 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. |  |  |  |
| 233 | To provide quality student services. |  |  |  |
|  | To provide access to college courses | programs using various instructional methods, in | uding distance education. |  |
|  | To employ qualified faculty and staff, coumb | pensate them well, and provide opportunities for | eir professional development. |  |
| 2 4 5 | To provide facilities, technology, and su College services available via the intern | port staff in order to improve student learning, enh t. | nce faculty and staff performance, augment comm | nity services, and make |
|  | To improve communication among can | us personnel and community members regarding | e College goals, objectives, and activities. |  |
|  | To recruit and retain students from a dis | rse population. |  |  |
|  | To provide workforce training programs technical skills training. | that meet requirements of business, industry, educ | ional, and public service agencies for basic skills, | pecific job skills, and |
| PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets tr those students who plan to complete a degree at a senior college or university. |  |  |  |  |
|  |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College. |  |  |  |  |
|  | LEARNING OUTCOMES - Measurable | ASSESSMENT CRITERIA -Criteria for | ASSESSMENT RESULTS - Outcomes | E OF RESULTS - Actionable Knowled |
|  | indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon | Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Identify basic terminology associated with computers including hardware, software, communications, and computer security. | $70 \%$ of students who complete this course will identify 3 terms associated with hardware on the final exam. | $45 \%$ success rate | Questions with less than $50 \%$ success rate will be reviewed and adjusted for improvement if appropriate. <br> The textbook, software, and lab operating system will be changed beginning fall 2011 which will necessitate review and possible update/change of some questions. |
| 2 | Give examples of issues involved with the purchase of a computer system. | $70 \%$ of students who complete this course will identify at least 3 issues involved with the purchase of a computer system on the final exam. | 80\% success rate | Questions with less than 50\% success rate will be reviewed and adjusted for improvement if appropriate. <br> The textbook, software, and lab operating system will be changed beginning fall 2011 which will necessitate review and possible update/change of some questions. |

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| 3 | Demonstrate basic use of a current designated operating system. | $70 \%$ of students who complete this course will demonstrate at least 3 functions of the designated operating system on the final exam. | 84\% success rate | The textbook, software, and lab operating system will be changed beginning fall 2011 which will necessitate review and possible update/change of some questions. |
| :---: | :---: | :---: | :---: | :---: |
| 4 | Apply a Web browser along with a search engine to conduct research on the web, and send/receive e-mail. | $70 \%$ of students who complete this course will demonstrate the use of 3 features in a Web browser on the final exam. | 67\% success rate | Questions with less than $50 \%$ success rate will be reviewed and adjusted for improvement if appropriate. <br> The textbook, software, and lab operating system will be changed beginning fall 2011 which will necessitate review and possible update/change of some questions. |
| 5 | Demonstrate the use of designated application software including a word processor, electronic spreadsheet, presentation software, and a database program. | $70 \%$ of students who complete the course will demonstrate 3 of the basic tasks of a word processor on the final exam. | $79 \%$ success rate | The textbook, software, and lab operating system will be changed beginning fall 2011 which will necessitate review and possible update/change of some questions. |

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| DEPARTMENT: Science, Mathematics, and Business |  |  |  |  | Supports PRCC Strategic Goal(s): 1, 3 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| INSTRUCTIONAL AREA: Mathematics, Physics, Engineering |  |  |  |  |  |
| COURSE LEVEL: Beginning Algebra (MAT 1023) |  |  |  |  |  |
| 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. <br> To provide quality student services. <br> To provide access to college courses and programs using various instructional methods, including distance education. <br> To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 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. |  |  |  |  |
| 3 |  |  |  |  |  |
| 4. |  |  |  |  |  |
| 5. |  |  |  |  |  |
| 6. |  |  |  |  |  |
| 7. | To recruit and retain students from a div | se population. |  |  |  |
|  |  |  |  |  |  |
| PURPOSE OF UNIT: To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets t those students who plan to complete a degree at a senior college or university. |  |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College. |  |  |  |  |  |
|  | LEARNING OUTCOMES - Measurable indicators (More specific description of impact on student) WHAT should a student know, think, or be able to do upon completion of program/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RE <br> Assessment (States were achieved) WH of outcome? | TS - Outcomes well intended results as level of attainment | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | The student will apply the rules for order of operations. | $70 \%$ of students who complete this course will correctly apply the rules for order of operations on the final exam. | $\begin{gathered} \text { Fall 2010: } \\ 74.80 \% \\ \text { Spring } 2011: \\ 69.85 \% \\ \hline \end{gathered}$ | 95 of 127 <br> 139 of 199 | Interchange problems \#1 and \#2. Integrate this concept throughout the semester. Divide section into two separate modules. |
| 2 | The student will evaluate algebraic expressions. | $70 \%$ of students who complete this course will correctly evaluate algebraic expressions on the final exam. | Fall 2010: <br> Spring 2011: 90.55\% 90.45\% | 115 of 127 <br> 180 of 199 | No change needed. |
| 3 | The student will solve linear equations and linear inequalities. | $70 \%$ of students who complete this course will correctly solve linear equations and linear inequalities on the final exam. | $\begin{aligned} & \text { Fall 2010: } \\ & \text { 97.64\% } \\ & \text { Spring } 2011: \\ & 92.46 \% \end{aligned}$ | $\begin{aligned} & 124 \text { of } 127 \\ & 184 \text { of } 199 \end{aligned}$ | No change needed. |
| 4 | The student will perform arithmetic operations on polynomials. | $70 \%$ of students who complete this course will correctly perform arithmetic operations on polynomials on the final exam. | $\begin{gathered} \text { Fall 2010: } \\ 70.87 \% \\ \text { Spring } 2011: \\ 70.35 \% \end{gathered}$ | 90 of 127 <br> 140 of 199 | Need to change question to eliminate possibility of just sign errors. |

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|  |  | on the final exam. | Spring 2011: <br> 58.01\% | 221 of 381 | smaller module to improve concentration on information. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | The student will demonstrate the ability to solve systems of equations. | $70 \%$ of students who complete this course will correctly solve a system of two equations on the final exam. | Fall 2010: <br> Spring 2011: <br> 86.39\% <br> 86.61\% | 330 of 382 330 of 381 | No change needed. |

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|  |  | the final exam. | 80.78\% | 248 of 307 |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | The student will solve quadratic equations. | $70 \%$ of students who complete this course will correctly solve quadratic equations on the final exam. | Fall 2010: <br> 73.43\% <br> Spring 2011: <br> 71.01\% | $\begin{aligned} & 105 \text { of } 143 \\ & 218 \text { of } 307 \end{aligned}$ | Since this is the last concept covered in MAT 1233, move this section to coincide with the factoring unit and move the unit on systems of equations to the end of the course. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

| PROGRAM: Surgical 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. |  |  |  |  |
| STRATEGIC GOALS: <br> 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. <br> 2. To provide quality student services. <br> 3. To provide access to coilege courses and programs using various instructional methods, including distance education. <br> 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. <br> 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and mak College services available via the Internet. <br> 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. <br> 7. To recruit and retain students from a diverse population. <br> 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. |  |  |  |  |
|  |  |  |  |  |
| PURPOSE OF UNIT: To offer allied health programs, which upon successful completion will qualify students for entry-level employment in business or ind educational opportunities. |  |  |  |  |
| RELATIONSHIP OF UNIT TO PRCC MISSION: To add an important component to the health related professions which are offered locally. Students do n district to obtain this important medical specialty. |  |  |  |  |
|  | OGRAM OUTCOMES - Measurable icators (More specific description of impact student) WHAT should a student ow, think, or be able to do upon mpletion of program/course? | ASSESSMENT CRITERIA -Criteria for Evaluation (Variables related to success of intended outcome) HOW will attainment of the outcome be measured? | ASSESSMENT RESULTS - Outcomes Assessment (States how well intended results were achieved) WHAT was level of attainment of outcome? | USE OF RESULTS - Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE or state that no improvement is needed. |
| 1 | Students will demonstrate practical knowledge and skills which are necessary for employment in entrylevel positions in the workforce according to State Department of Education framework curriculum. | Graduation Results: The program shall demonstrate that graduation levels are maintained at a level appropriate to the institution, community, and/or other accrediting bodies. ARCSTSA Benchmark is $70 \%$. | Of the 15 students enroiled, 12 passed all levels of instruction. Our retention rate was 80\%. | Standards were met. |
| 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). | Placement: ARCSTSA Benchmark is 80\%. | Of the 15 students enrolled, 13 employed or returned to school. Our placement rate was 86\%. | Standards were met. |

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| 3 | Employer satisfaction must be demonstrated for entry-level graduates who have been in the field for one year. | ARCSTSA Benchmark is $85 \%$. | Satisfaction rate was $100 \%$ on the ones that we were able to locate and were returned. | Standards were met. |
| :---: | :---: | :---: | :---: | :---: |
| 4 | Graduate satisfaction must be demonstrated for entry-level graduates who have been in the field for one year. | ARCSTSA Benchmark is $85 \%$. | Satisfaction rate was $100 \%$. | Standards were met. |
| 5 | The program shall demonstrate acceptable pass rates for the LCC-ST Program | LCC-ST Program Assessment Exam. ARCSTSA Benchmark is $75 \%$. | Of the 12 students taking the PAE, all 12 passed. Passage rate was $100 \%$. | Standards were met. |
| 6 | The program shall demonstrate that community needs are assessed routinely through Advisory Committee meeting. | Advisory Committee Comments | We continue to communicate to watch for changing trends in employment. |  |

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| Skeletal <br> Nervous <br> Sensory <br> Endocrine <br> Circulatory <br> Lymphatic <br> Respiratory <br> Digestive <br> Urinary <br> Reproductive | Muscular <br> Skeletal <br> Nervous <br> Sensory <br> Endocrine <br> Circulatory <br> Lymphatic <br> Respiratory <br> Digestive <br> Urinary <br> Reproduction | Muscular <br> Skeletal <br> Nervous <br> Sensory <br> Endocrine <br> Circulatory <br> Lymphatic <br> Respiratory <br> Digestive <br> Urinary <br> Reproduction | able to answer the question correctly. <br> Muscular: $86 \%$ of the students were able to answer question correctly. <br> Skeletal: $100 \%$ of the students were able to answer question correctly. <br> Nervous: $86 \%$ of the students were able to answer question correctly. <br> Sensory: $100 \%$ of the students were able to answer question correctly. <br> Endocrine: 100\% of the students were able to answer question correctly. <br> Circulatory: $68 \%$ of the students were able to answer question correctly. Need to improve teaching of the "heart:. <br> Lymphatic: $90 \%$ of students were able to answer question correctly. <br> Respiratory: $90 \%$ of students were able to answer question correctly. <br> Digestive: $90 \%$ of students were able to answer question correctly. <br> Urinary: $90 \%$ of students were able to answer question correctly. <br> Reproduction: $95 \%$ of students were able answer question correctly. |
| :---: | :---: | :---: | :---: |
|  |  |  |  |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

## PEARL RIVER COMMUNITY COLLEGE

## PROGRAM REVIEW



ASSOCIATE DEGREE NURSING

2010-2011

# 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, indu stry, 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 is the Associate Degree Nursing (ADN) Program Review. ADN Faculty and staff members are to be commended for the job they did in preparing this program review. Their efforts and resulting reports can only strengthen this already fine program.

Documentation supporting this program review is on file in the office of the Director of Nursing Education. On file are course syllabi, faculty evaluations, course descriptions, etc.

Pearl River Community College offers equal educationand employmentopportunities. 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, ADACCivil Rights Coordinator, at P.O. Box 5118, Poplarville, MS 39470 or 601-403-1060.

# PEARL RIVER COMMUNITY COLLEGE ASSOCIATE DEGREE NURSING POPLARVILLE, MISSISSIPPI 

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## SECTION ONE

EXECUTIVE SUMMARY

## GENERAL INFORMATION

Program Type: Associate Degree Nursing
Purpose of the Visit: Continuing Accreditation
Date of Last Visit: April 2003
Name and Address of the Parent Institution:
Pearl River Community College
101 Highway 11 North
Poplarville, MS 39470
Name, Credentials, and Title of Chief Executive Officer of Parent lnstitution:
William A. Lewis
B.S., Mississippi College; M. Ed. D., University of Southern Mississippi
President
Name of Regional Institutional Accrediting Body and Accreditation Status
Commission of Colleges of the Southern Association of Colleges and Schools(SACS) March 2006.
Board of Trustees of State Institutions of Higher Learning (IHL) 2010.
Name and Address of Nursing Education Unit:
Department of Nursing Education
Box 5760
101 Highway 11 North
Poplarville, MS 39470
Name, Credentials, and Title of Nurse Administrator of the Nursing Education Unit:
Peggy Dease, M.S., R.N. Director of Nursing Education
Telephone: 601-403-1017
Fax: 601-403-1275
E-Mail Address of Nurse Administrator: pdease@prcc.edu
Name of State Board of Nursing and Approval Status:
Board of Trustees of State Institutions of Higher Learning
Date of Last Review: October, 2010 (Annual Report)
Action: Full Accreditation
Louisiana State Board of Nursing
Date of Last Review: December 2010
Action: Approved
Standards and Criteria used to prepare the Self-Study Report:
January 2008

# NATIONAL LEAGUE FOR NURSING ACCREDITING COMMISSION SELF-STUDY REPORT 

## SECTION ONE: EXECUTIVE SUMMARY

## INTRODUCTION

Pearl River Community College (PRCC) has an open admissions policy and is a community- based comprehensive two year institution with three campuses. The institution is organized and operated as a single-unit institution under the governing policies of a Board of Trustees. The Board is composed of representatives from each of the six counties the college serves: Pearl River, Forrest, Lamar, Marion, Hancock, and Jefferson Davis.

Organized in 1909 and approved by the legislature in 1921, PRCC is among the oldest colleges in the South and is the pioneer junior college in the state. Located in rural Southwest Mississippi, PRCC's main campus is in Poplarville, the county seat of Pearl River County. Poplarville has a population of 2600 . The other PRCC centers are located in the Forrest and Hancock counties. Forrest County boasts of a population of over 79,000 and is the home of the second largest population of PRCC students. Hancock County was completely devastated in 2005 by Hurricane Katrina. It is our smallest center but it is rapidly growing.

The majority of the 5500 students commute daily; however, seven dormitories are available on the Poplaville campus and are filled to capacity. Enrollment is steadily increasing each year as new career programs are added. At the last NLNAC visit, we had 28 buildings. Hurricane Katrina demolished several buildings on the Poplaville campus. Since Katrina, the stadium has been revamped and new dorms constructed. The oldest community college building in the state is presently being preserved. Plans have been finalized for the construction of a fine arts building and a coliseum.

The nursing program is located on the Poplarville campus in a building which was completed in 1997. This building has large classrooms, skills laboratory, computer lab, and private faculty offices.

At the time this self-study was written, there were 241 full-time students enrolled in the program. To meet Mississippi IHL standards, the department has 21 full-time and 5 part-time instructional faculty members, a skills lab coordinator, an assistant director of nursing, and two full-time secretaries.

## HISTORY OF THE NURSING EDUCATION UNIT

The Associate Degree Nursing (ADN) Program was established in 1965 on the Poplarville campus in response to the community need for registered nurses. The first class graduated in 1967 from a program that was four semesters and one summer semester in length. Initial accreditation by NLNAC was in 1987, and the program, at that time and currently, was four semesters in length. The program applied for and received full continuing accreditation in $1995 \& 2003$. The nursing program is also accredited by Mississippi Institutions of Higher Learning, which is the governing body for higher education in Mississippi. Adherence to state and national standards is checked annually through submission of an annual report due in October of each year. PRCC's nursing program has maintained fuII accreditation each year with 2009 having to do a progress report due to retention calculations. The retention calculations were inaccurate due misunderstanding of cut-off dates for withdrawals.

Students may apply to the program by enrolling as a traditional 2 year student or in the LPN Bridge course, if requirements are met. Both courses offer 72 semester credit hours for graduation. The traditional option takes four semesters to complete, while the LPN Bridge course requires six weeks in the summer plus two semesters to complete. To fulfill the college requirements, students must complete Computer Concepts or proof of computer proficiency, and General Biology.

The program admits twice yearly, in the Fall and Spring, with an average of 70 students admitted each semester. The LPN to RN Bridge Course admits 12-15 students during the last week of May. These students are integrated into the third semester in the second year of the nursing program. As of May 2010, approximately 2301 students have graduated from the nursing program. The majority of these graduates remain within a 70 mile radius of PRCC's six counties and are providing nursing care in a variety of health care settings within the community.

The ADN Program does not offer any required courses through distance education. Instructors' supplements are provided on the college's Blackboard. Various other academic courses are available to the students via distance education should the student prefer that option.

## SUMMARY OF STANDARDS AND CRITERIA

## STANDARD 1: MISSION AND ADMISTRATIVE CAPACITY

There have been no major changes in the curriculum since the last NLN visit in 2003. The ADN Program supports and works within the mission of PRCC as a public institution of higher learning to dedicated to improving the quality of life of the residents of the six counties which it serves and the surrounding areas. The nursing program prepares individuals to pass NCLEX and gain successful employment as registered nurses within the legal and ethical framework of nursing in a variety of healthcare settings. The comparisons of the mission of the college and that of the associate degree nursing department may be found in Chart 1.1.

The nursing faculty, students, Assistant Director of Nursing, and the Director of Nursing Education participate in the governance of the program and the college. Fulltime nursing faculty serve on at least one ADN committee, while part-time are asked to participate when possible. At one time, $25 \%$ of the faculty served on college-wide committees. Due to retirements and job changes, the college has not reassigned those positions for this year. Eighty percent of the nursing students belong to the Student

Nurses' Association. The major nursing committees such as curriculum, rules and regulations, and evaluation have student representation.

The advisory board was recently formed and bylaws are being constructed. This board will consist of representatives from various agencies as well as members from the community. Prior to the NLNAC visit, an advisory board meeting will have taken place. Informal feedback has always been received through verbal and written communication from the hospital liaison or education departments.

Several community foundations and organizations have partnered with PRCC nursing. Generous donations have assisted the department in the purchase of major equipment. Lower Pearl River Valley Foundation and Bedford Home Health are among the major contributors to the nursing department.

The Director of Nursing Education and the Assistant Director of Nursing Education meet state and national educational requirements. While the Director is responsible for governance of the nursing department, faculty are encouraged to be involved and submit requests for change.

The nursing department adheres to PRCC's policies for faculty and staff, including the college's policy in providing due process and resolution of complaints. This process may be found in the Cat Country Guide. The departmental interpretation of due process may be found in the $A D N$ Student Handbook.

SUMMATION: The nursing department has determined that the program is in compliance with Standard 1, Mission and Administrative Capacity. Strengths identified are the strong relationship shared between the department, the President, the Vice President for Instruction, the Dean of Student Services and the Director and faculty.

## STANDARD 2: FACULTY AND STAFF

The current department of nursing education consists of the Director, Assistant Director, 21 full-time, and five part-time faculty. All faculty are licensed registered
nurses, hold at least a master's degree in nursing, and have a minimum of one year of clinical experience. These qualifications meet the requirement of IHL. Faculty is assigned to teach in areas for which they are academically and experientially qualified. Faculty is responsible for the instruction and evaluation of the students enrolled in the nursing program.

The quantity and utilization of faculty are seen in trends reflecting achievement of program outcomes including NCLEX-RN pass rates, student evaluations, and graduate and employer satisfaction surveys. All evaluations are scheduled by the Office of Institutional Effectiveness. The evaluations are performed systematically and periodically in accordance with the evaluation process policy (pp. 5.24 PRCC Policy and Procedure Manual).

Faculty performance reflects scholarship, evidence-based teaching and competent clinical practice through maintaining part-time employment in clinical agencies, workshops, and continuing educational programs. Goals and objectives for maintaining and improving scholarship and clinical competence are submitted by faculty during scheduled evaluations.

The Skills Lab Coordinator is a registered nurse who holds a baccalaureate degree in nursing. The responsibilities of the coordinator include scheduling lab experiences, maintaining equipment, and ordering supplies. The recent acquisition of SIM-Man G will require the assignment of a faculty member holding a master's degree in nursing to maintain the new simulation lab proposed for Spring 2011.

## SUMMATION:

Through the self-study evaluation process, the faculty have determined that the program is in compliance with Standard II: Faculty and Staff. Faculty meet the requirements of the governing body as well as demonstrate continued academic and experiential competencies.

## STANDARD 3: STUDENTS

The ADN students are governed by the policies and procedures of the college's Cat Country Guide and the rules and regulations of the Associate Degree Nursing Program. The Cat Country Guide is available online and the ADN Student Handbook is given to students upon admission to the program. The program's rules and regulations are congruent with those of the governing body except those that are necessary to meet the requirements of the program and the clinical agencies. The PRCC Catalog, 2010-2012, page 19 , states "some programs may have specific requirements for admission to be enrolled in that program." The ADN students' rules and regulations have higher expectations in reference to admission criteria, progression, and health requirements. These are justified by the rigors of the program and the professionalism expected of the students. Admission requirements for the program remain consistent with criteria specified in the accreditation standards and rules and regulations for Mississippi nursing degree programs 2007. This criteria is issued by the Mississippi IHL which is the accrediting body for degree-awarding nursing schools in the state. Any changes to the rules and regulations are given to students as soon as they are in effect. Rarely are changes made during the semester.

Student educational and financial records are securely maintained according to the Family Educational Rights and Privacy Act (FERPA) of 1974. At present time, the ADN records are stored in the nursing building under a double lock.

## SUMMATION:

## STANDARD 4: CURRICULUM

The curriculum for the ADN Program is sufficient to allow students to achieve the intended outcomes, including the ability to practice in a variety of health care settings. The curriculum is developed and maintained by the ADN faculty.

The curriculum is used to guide instruction, direct learning activities, and evaluate student achievement of requirements and reflects the attainment of student learning and
program outcomes. Examples to be reviewed include the conceptual framework, clinical evaluation tools, mission, and program and evaluation tools.

As part of the systematic plan of evaluation, the curriculum is subjected to ongoing review as well as a systematic, focused review timed to correspond with the changing plan of the National Council of State Boards of Nursing "Practice Analysis" and NCLEX-RN Detailed Test Plan.

The ADN curriculum evaluation methodologies include standardized testing, facultywritten content testing, clinical evaluation, and campus lab testing. Students are informed of expectations in orientation and in the ADN Student Handbook. The curriculum is based on the Roles of the Nurse and Man's Basic Needs and evidencebased concepts as introduced by the "National Council of State Boards of Nursing and NCLEX-RN Test Plan." Students are made aware of this during orientation.

The adult learner is very much a part of the curriculum consideration, as the population of students is very diverse. Both the adult and generic learner is taken into consideration when curriculum planning is discussed. Degree completion is four semesters in the generic program for all students. For the LPN Bridge Course students, there are two semesters of prerequisite courses and a six weeks summer term followed by two semesters of the generic program to complete the ADN program.

Practical hands on learning environments and experiences are selected by the faculty and allow for achievement of student learning outcomes. There are written contractual agreements that are renewed annually. These agreements reflect the responsibilities of both the college and the agency affiliate. Students and faculty evaluate the clinical agencies at the end of every semester to ensure the appropriateness for clinical practice. Faculty informally perform evaluations of clinical sites on an ongoing basis as they instruct and guide students and collaborate with agency staff. The evaluations are shared with the agency staff.

## SUMMATION:

Through the evaluation process, faculty have determined that the program's curriculum is in compliance with Standard 4: Curriculum while closely monitoring the effectiveness in the achievement of program and learning outcomes.

## STANDARD 5: RESOURCES

Nursing faculty are afforded the opportunity to provide input into the budget and evaluate the adequacy of resources annually. The fiscal resources provided for the ADN Program in the Department of Nursing Education are sufficient to accomplish goals and outcomes. The achievement of the program outcomes is evidence of this fiscal sufficiency.

The physical resources are sufficient to meet the program's need. The AD Nursing Program is housed in a relatively new building (1997) with adequate classroom space and large skills labs. The building is shared with a small class of practical nursing students. Equipment and supplies are updated as needed. Students purchase their lab kits at the beginning of each semester to meet the needs of lab skills for that semester.

Learning resources and technology are selected with faculty input. Faculty also via budget requests asks for learning resources to enhance instruction. ADN students have access to computers located in the ADN Computer Lab. Each faculty has a private office with a personal computer and printer.

Through grants and the PRCC Development Foundation, additional funding has been awarded to faculty for workshops and instructional materials as needed. Professional development sessions are provided campus wide throughout the year.

The ADN clerical support is provided by an Admissions/Records Secretary and a Secretary for the Director of Nursing Education. Student workers (not enrolled in nursing education) provide part-time assistance to the secretaries and faculty.

## SUMMATION:

The faculty, through the evaluation process, have determined the program is in compliance with Standard 5: Resources.

## STANDARD 6: OUTCOMES

Student and graduate learning evaluation demonstrates the achievement of outcomes consistent with program expectations, institutional mission, and professional standards.

Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with PRCC's mission and professional standards and that the outcomes of the nursing program have been achieved. There is a written systematic plan of evaluation that is adhered to for ongoing assessment of student learning and evaluation of the program outcomes and NLNAC and state standards. The plan also provides a mechanism for maintaining accountability for public safety.

Evaluation results are shared with various communities of interest to the program such as clinical agencies, IHL, PRCC administration and Board of Trustees. Each clinical instructor shares the agency evaluation with the appropriate staff of the clinical agency and documents this in the clinical communication minutes. The Director of Nursing Education shares NCLEX-RN results with PRCC administration and communities of interest.

SUMMATION: Through the self-study evaluation processes, the faculty have determined the program is in compliance with Standard 6: Outcomes, as evidenced by a 98\% NCLEX pass rate, for the graduating class of Spring 2010.

Overall, PRCC's AD Nursing Program has been in compliance with all NLNAC standards. Evidence of compliance is documented in the self-study and related documents.

# ANALYSIS AND SUMMARY OF STRENGTHS AND AREAS NEEDING IMPROVEMENTS 

## STRENGTHS:

- Supportive administration
- Dedicated, reliable faculty who are educationally and experientially qualified to carry out the mission of the program
- Supportive clinical affiliates
- Strong program outcomes
- Good funding sources
- Good faculty resource


## AREAS NEEDING DEVELOPMENT

- Strengthening the Advisory Committee
- Developing the simulation lab
- Getting a computer lab technician for troubleshooting
- Developing online courses for nontraditional students
- Increasing computers in the computer lab
- Increase return of the graduate survey


## FUTURE PLANS

- Having weekend and night classes for students who work
- Obtain more SimMan Gs for the simulation lab


## SECTION TWO

## STANDARDS I-VI AND CRITERIA 1-21

## STANDARD I: MISSION AND ADMINISTRATIVE CAPACITY

The nursing education unit's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.

CRITERION 1.1: The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.

The mission, goals, philosophy and outcomes of the Associate Degree Nursing Program (ADN), are congruent with the mission and goals of the governing organization. The overall mission of Pearl River Community College (PRCC) "is a public institution committed to providing quality educational and service opportunities for all who seek them." The ADN program supports and functions within the mission statement and goals of the parent body (Chart I-1). The mission statement and strategic goals of the college can be found in the 2010-2012 college catalog on page 9 and are also available on the college website (www.prcc.edu)

Chart I-1 shows the congruency among PRCC mission and goals, the ADN philosophy, mission, and program outcomes.

| PRCC STATEMENT OF | ADN PHILOSORHY | ADN MISSION AND |
| :---: | :---: | :---: |
| MISSION AND STRATEGIC |  | PROGRAM |
| GOALS |  | OUICOMES |
| Mission Statement : | The goal is to educate | Mission Statement: The |
| PRCC is a public institution committed to providing quality educational and/or service opportunities... | students to deliver evidence- | purpose of the ADN |
|  | based competent nursing | program is to prepare |
|  | care ... | graduates to pass "the |
|  |  | NCLEX-RN and function |
|  |  | as registered nurses in |



| PRCC STATEMENT OF MISSION AND STRATEGIC GOALS | ADN PHILOSOPHY | ADN MISSION AND <br> PROGRAM <br> OUTCOMES |
| :---: | :---: | :---: |
|  |  | various health care settings within a 70 -mile radius of the PRCC district. <br> Outcome 4: Ninety percent of the respondents to the program's graduate survey will rate the nursing program as satisfactory. <br> Outcome 5: Ninety percent of the respondents to the program's employer survey will rate the nursing practice of a PRCC- ADN graduate as satisfactory. |
| Goal 1 <br> 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. | Upon successful completion of the NCLEX-RN, the registered nurse with an associate degree education is able to practice nursing in diverse health care settings in the community. | The purpose of the ADN program is to prepare graduates to pass NCLEX-RN and function as registered nurses... |
| Goal 2 | The associate degree nurse is able to advance in nursing | Outcome 4: Graduate |


| PRCC STATEMENT OF , | ADN PHILOSOPHY | ADN MISSION AND |
| :---: | :---: | :---: |
| MISSION AND STRATEGIC |  | PROGRAM |
| GOALS |  | OUICOMES |
| To provide quality student services. | through formal and/or informal educational opportunities. | Program Satisfaction |
| Goal 3 <br> To provide access to college courses and programs using various instructional methods, including distance education. | Teaching involves the selection of strategies in the cognitive, affective, and psychomotor domains that provide opportunities for acquiring knowledge, skills, and attitudes. | Outcome 2: NCLEX-RN Rates <br> Outcome 4: Graduate <br> Program Satisfaction |
| Goal 4 <br> To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. | The teacher manages the classroom and clinical experiences to facilitate learning, accountability, and critical thinking by acquiring and sharing current knowledge. | Outcome 2: NCLEX-RN <br> Rates <br> Outcome 4: Graduate <br> Program Satisfaction |
| Goal 5 <br> 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. | Associate degree nursing education prepares graduates to assume the roles of provider of care, manager of care, and member within the discipline of nursing. | Outcome 4: Graduate <br> Program Satisfaction |
| Goal 6 <br> To improve communication | The educational process takes place in institutions of | Outcome 5: Employer <br> Satisfaction with |


| PRCC STATEMENI OF MISSION AND STRATEGIC GOALS | ADN PHMOSOPHY | ADN MISSION AND PROGRAM OUTCOMES |
| :---: | :---: | :---: |
| among campus personnel and community members regarding the college goals, objectives, and activities. | higher learning and various healthcare settings. <br> Education...is influenced by the communities of interest. | Graduate |
| Goal 7 <br> To recruit and retain students from a diverse population. | Education is provided to a diverse student population... | Outcome 1: Graduation Rate |
| Goal 8 <br> 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. | Nursing education is an outcome-directed program of instruction which involves specialized skills and the application of evidence-based knowledge. | Outcome 3: Employment |

The mission of the ADN program is to prepare graduates to pass "the NCLEX-RN and function as registered nurses in diverse health care settings" (NLN Educational Competencies). The graduates of the associate degree nursing program contribute to the workforce, health, and well-being of the community by providing safe, competent care in a professional manner (NLN Educational Competencies).

The ADN program outcomes are congruent with the strategic goals of the college. Both the college and nursing program seek to deliver the best possible education to the community and students who attend so that "they may be successful in their careers which they have been prepared" or be prepared for successful transfer for studies at the baccalaureate level.

The nursing program's mission statement is found on the ADN web page and in the ADN Student Handbook. The philosophy, curriculum plan, program outcomes and student learning outcomes are found in the application packet and/or the ADN Student Handbook.

## CRITERION 1.2: The governing organization and nursing education unit ensure representation of students, faculty, aud administrators in ongoing governance activities.

The director, faculty, and students participate, as appropriate, in the governance of the college and the ADN program. PRCC is a multi-campus, comprehensive community college organized to operate as a single institution under the governing policies of the College Board of Trustees. There are four operational campuses: Poplarville Campus, Forrest County Campus, Hancock County Center, and Woodall Technology Center with Poplarville being the parent campus.

All instructional areas of the college are located within departments. The Director of Nursing Education is the administrator of the ADN program and has direct access to the Vice President for Instruction (Chart I-2: ADN Organizational Chart; Exhibit: PRCC Organizational Chart). The Director of Nursing Education has an Assistant Director of Nursing to assist with the growing population of admitted students and remediation needs. The ADN program is taught only on the Poplarville campus.

The ADN faculty provide input to the director and the assistant director and serve as members of various assigned college committees which also have input into the governance of PRCC. All faculty serve on at least one committee with the nursing department, and some faculty serve or chair various college committees (Appendix IIFaculty Data Forms; Exhibit: PRCC Faculty Handbook). With the exception of the nursing education department committees, the college committees are assigned by the President and the Office of Institutional Effectiveness.

PRCC describes student involvement in the governance of the institution in the Cat Country Guide under the heading "Student lnvolvement in Decision Making." ADN students are selected by faculty and/or peers or may volunteer to serve on ADN committees. Students also participate in the governance of the program through an ongoing evaluation process. Feedback from students and graduate evaluations affect faculty decisions for rules and regulations and curriculum changes.

## Criterion 1.3: Communities of interest have input into program processes and decision making.

In order to involve communities of interest for program and decision making, an advisory committee has been organized. The initial meeting will be held in January 2011. Feedback is welcomed through the Employee Satisfaction Survey utilized by agencies that hire PRCC nursing graduates and Clinical Communication Minutes by each clinical instructor. This form of communication is used to foster a positive working relationship. The newly formed advisory committee will be meeting biannually to discuss any program changes that may need to be made.

## Criterion 1.4: Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community

Several community foundations and organizations have partnered with PRCC nursing to assist in the purchase of equipment, supplies, and transportation. Lower Pearl River Valley Foundation funded faculty participation in the NLNAC self-study forum and has contributed funding for computers and other lab equipment. Bedford Nursing Homes has made monetary donations for the past five years. $\ln 2009$, the Mississippi Organization for Associate Degree Nursing endowed a scholarship. All moneys for scholarships are managed by the PRCC Development Foundation.

NLNAC states that partnerships are agreements (formal relationships) between the program or college and an outside agency with the intent of accomplishing specific objectives and goals. There are agreements of affiliation with all clinical entities which specifically describe the role and responsibility of the college and the clinical agency in sharing clinical experiences to facilitate student learning. Our major agencies include hospitals, long-term care facilities, clinics, public schools, and others that seek nursing care. Examples of clinical settings not limited to the hospital are American Diabetes Association, American Lung Association, Camp Blue Bird, flu shot clinics, Healthy People Now Projects, PRCC Women's Health Symposium, and Relay for Life.

Criterion 1.5: The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.

The credentials of the Director of Nursing Education meet the requirements of PRCC and IHL. The director is a registered nurse who holds a Master of Science Degree in Cross- Cultural Mental Health Nursing with an emphasis in Education. The director's official transcript may be viewed in the Office of the Vice President for Instruction.

The director has been a registered nurse for 36 years with 33 years of nursing education experience. She has been Director of Nursing Education since July 1993 and brought to her position 17 years of nursing education. Additionally, the director has 17 years of full/part-time clinical experience as staff nurse, assistant charge nurse, and relief house supervisor.


#### Abstract

Criterion1.6: The administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.


The director's position is a non-teaching position, and she has adequate time and resources to fulfill her responsibilities. Responsibilities of the director include all facets of the program including faculty needs, budget, travel, facilities, and equipment. The director assists with interviewing and assigning faculty each semester; scheduling departmental meetings on a regular basis and as needed to maintain continuity in the program of learning; communicating with appropriate administrative personnel regarding the associate degree nursing program, student admission procedures, student counseling, learning resources, development of budget, and acquisition of equipment and supplies; communicating with faculty of other departments and support services of the college concerning curriculum needs, schedules, course content, and student services. The director's responsibilities have increased due to organizational changes. In Fall 2010 Level I and Level II coordinator positions were dissolved. The college created a position of Assistant Director of Nursing Education to help with the daily responsibilities of the program. The director has adequate time and resources to fulfill her responsibilities. Position descriptions may be found in office of the Vice President for Instruction.

> Criterion 1.7: With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity within the unit and among other units of the governing organization.

The budget planning procedure is stated in the PRCC Policy and Procedure Manual (PRCC website http/www.prcc.edu/pdf.php?doc=/assets/views/policyandproc/finanicia//budget.pdi).

The nursing budget is developed each spring for the upcoming fiscal year. All nursing personnel submit budget requests for the next year via submission of a budget request form. Faculty requests are reviewed by the director and the assistant director with equal consideration for purchase. Budget needs are determined and requests are sent to the Vice President for Instruction and the Dean of Business Services. The President, Vice President, and Dean of Business Services review the budget for each department. After the Board of Trustees meeting the first of June, the approved budget is received by the Director of Nursing Education. The associate degree nursing department is unique to other academic areas in the institution due to the number of faculty required, the size of the student population, and the equipment required for instruction.

Criterion 1.8: Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.

These policies provide for the welfare of the faculty and staff. These policies are outlined in the Pearl River Community College Policy and Procedure Manual (PRCC website http://www.prcc.edu/pdf.php?doc=/assets/views/policyandproc/financial/budget.pdf). The college offers equal education and employment opportunities and does not discriminate on the basis of race, religion, color, sex, age, national origin, veteran status, or disability. This statement is displayed prominently in all the college's publications.

An area in which nursing policy differs from that of the other departments is in calculation of teaching loads for full-time faculty. Due to IHL requirements, all ADN faculty maintain a $1: 10$ ratio in clinical and a 1:15 ratio in the classroom setting.

## Criterion 1.9: Records reflect that program complaints and grievances receive due process and include evidence of resolution.

The nursing faculty consider complaints and grievances as terms that may be used interchangeably and are made by a student. The Nursing Department abides by the "Grievance/Appeal Procedure" adopted by the governing body found in the Cat Country Guide at (www.prcc.edu) and in the ADN Student Handbook. No adverse action is taken against any student filing a complaint and/or grievance. In 2008 a grievance was filed involving $4^{\text {th }}$ semester final exams. The grievance was resolved through communication between all involved parties. Chart I-9 outlines the grievance process for the program.

## Chart I-9

## GRIEVANCE PROCESS

| Complaint Procedure for Nursing Programs | Time Frame |
| :--- | :--- |
| The student will discuss the complaint with the appropriate faculty <br> member, staff member, or liaison/administrator. |  |
| If not resolved, the student should put the complaint in writing and <br> present it to the appropriate director/chairperson of the program. |  |
| The director/chairperson will direct the student on the next step to <br> take. | Within 5 days of the <br> incident. |
| -This could include referring the written complaint to the <br> appropriate person for a reply. | -If the compliant is related to a program procedure, the <br> director/chairperson will reply to the student complaint. |
| If the issue is not resolved to the satisfaction of the student, the <br> student may appeaI in writing to the appropriate person. | Within 5 days of the <br> incident. |
| If the issue is still not resolved to the satisfaction of the student, <br> the student may continue to follow the Grievance Procedure for <br> Students as published in the Cat Country Guide, and $A D N$ Student <br> Handbook. |  |

STANDARD II: FACULTY AND STAFF
Qualified faculty and staff provide leadership and support necessary to attain the outcomes of the nursing education unit.

Criterion 2.1: Full-time faculty are credentialed with a minimum of a master's degree with a major in nursing and maintain expertise in their areas of responsibility.

All ADN faculty are licensed registered nurses and hold a master's degree in nursing in one of the following areas: Adult, Community, Cross-Cultural, Mental, Family, Infant, MedicalSurgical, Neonatal, Nursing Administration, Nursing Education, or Women's Health (Appendix: Faculty Data Form A). At present, the ADN faculty includes a director, an assistant director, 21 full-time and 5 part-time faculty.

Faculty have expertise in one or more of the following areas: Adult, Community, Gerontology, Maternal-Newborn, Neonatal, Pediatrics, Psychiatric-Mental, and Women's Health (Appendix: Faculty Data Form A). Faculty are assigned to teach in areas for which they are academically and experientially qualified.
2.1.1 The majority of part-time faculty are credentialed with a minimum of a master's degree with a major in nursing; the remaining part-time faculty holds a minimum of a baccalaureate degree with a major in nursing.

All of the part-time faculty are licensed registered nurses and hold a master's degree in nursing (Appendix: Faculty Data Form A).

Criterion 2.2: Faculty (full and part-time) credentials meet governing organization and state requirements.

Faculty credentials meet the requirements of the governing organization and IHL, which has legal authority for educational programs in nursing, and the NLNAC (Appendix: Faculty Data Form A). All faculty meet the requirements of a master's degree with a major in nursing and a minimum of one year of nursing experience as required by the Accreditation Standards and Rules and Regulations for Mississippi Nursing Degree Programs.

Criterion 2.3: Credentials of practice laboratory personnel are commensurate with their level of responsibilities.

The Skills Lab Coordinator holds a Bachelor of Science degree in nursing and a Mississippi license as a Registered Nurse. This position is assistive and does not require any formal student instruction. The primary responsibility of this position is assisting students who are referred to the skills lab for skill refinement and organizing activities, supplies, and equipment for faculty and students in the lab.

## Criterion 2.4: The number and utilization of full and part-time faculty ensure that program outcomes are achieved.

The total number of faculty complies with accreditation standards as required by the IHL. The IHL require a ratio of one (1) faculty to ten (10) students in the clinical setting and a ratio of one (1) faculty to fifteen (15) students in the classroom setting (Chart 11-1). The number of faculty is adequate to maintain the requirement for faculty to student ratio in both clinical and classroom settings to ensure adequate teaching, supervision, and evaluation.

The Director of Nursing Education makes faculty assignments each semester based on student attrition in each nursing course. To maintain a faculty to student ratio of 1:10 in clinical and a ratio of $1: 15$ in the classroom setting, faculty may be reassigned or new faculty are hired. Based on qualifications and clinical experience, faculty may teach in more than one course each semester depending on the number of students enrolled in specific courses. Utilization of full and part-time faculty is consistent with the mission of the college and the mission, philosophy, and outcomes of the ADN program.

## Chart II-1: Faculty to Student Ratios for Clinical and Classroom Instruction

| Academic Year | Total Emrollment | Number of <br> Faculty | Classroom | Clinical |
| :---: | :---: | :---: | :---: | :---: |
| Fall 2010 | 241 | Full time 21 Part time 5 | 11/1 | 9/1 |
| Summer 2010 | 0 | 0 | 0 | 0 |
| Spring 2010 | 219 | Full time 20 Part time 4 | $11 / 1$ | 9/1 |
| Fall 2009 | 218 | Full time 20 Part time 4 | $11 / 1$ | $9 / 1$ |
| Summer 2009 | 12 | Full time 1 | 12/1 | 0 |
| Spring 2009 | 220 | Full time 20 Part time 4 | 11/1 | $9 / 1$ |
| Fall 2008 | 224 | Full time 20 Part time 3 | 11 / 1 | 10 / I |
| Summer 2008 | 14 | Full time 1 | 14/1 | 0 |
| Spring 2008 | 208 | Full time 21 Part time 4 | 10/1 | $8 / 1$ |

- Figures found in enrollment folders
- Figures do not include the director or skills lab coordinator

Criterion 2.5: Faculty (full- and part-time) performance reflects scholarship and evidencebased teaching and clinical practices.

Faculty continue to improve expertise in their areas of teaching responsibilities. Faculty expertise is maintained by part-time employment in clinical agencies, annual clinical competency updates, workshops, and continuing education (Appendix: Faculty Data Form B). Continuing education is ongoing with all faculty earning at least one Continuing Education Unit (CEU) per year. Faculty CEUs and licensure renewals are monitored by the Director of Nursing Education and reported to BTSIHL annually in October. ADN faculty submit goals and objectives to the director for maintaining and improving clinical competence in their areas of teaching responsibility during scheduled evaluations. These objectives are completed at the end of each year by faculty, submitted to the director for review/evaluation, and placed in personnel files in the director's office (Exhibit: Personnel Files).

Faculty participate in professional and community services on local, state, and national levels, and some hold offices and appointments to local, state, and national organizations. Activities include volunteering at special needs and youth camps, participating in community projects and presentations, and conducting health promotion fairs (Exhibit: Personnel Files). Scholarship is maintained by various endeavors that are unique to each faculty member. These endeavors include but are not limited to grant writing, video productions, post-graduate studies, Mississippi Community College Leadership program, and Sigma Theta Tau.

Criterion 2.6: The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program outcomes.

PRCC provides adequate clerical and assistive support to the program. Clerical support is provided by two full-time secretaries located in the administrative suite of the nursing building. Student workers provide part-time assistance to the secretaries and faculty in a variety of tasks.

Information Technology (IT) student workers assist with the computer lab. Clerical assistance is sufficient to meet administrative and faculty needs of the program.

## Criterion 2.7: Faculty (full- and part-time) are oriented and mentored in their areas of responsibilities.

PRCC provides new faculty with a general orientation held during a welcome lunch with the President of the College. During the general orientation, faculty receive a welcome folder that contains frequently asked questions and answers, a copy of the current faculty handbook, and a copy of the college's emergency action plan. New faculty are provided with a tour of the entire campus as well as given the opportunity to have a photo taken for the yearbook and identification card.

The Assistant Director of Nursing Education and the Level Liaisons assist new faculty with orientation to the nursing program. New faculty are given a copy of the current semester $A D N$ Student Handbook which contains the rules and regulations of the nursing program. New faculty teaching theory are given a current course syllabus that includes faculty contact information, grading scale, course objectives, and unit objectives. Clinical orientation for new faculty is provided in conjunction with the Assistant Director of Nursing Education and a Level Liaison. During this orientation, new faculty receive information on the clinical progress and summative evaluation forms, clinical objectives are outlined, and general orientation to the clinical facility is provided. Although a Level Liaison aids with new faculty orientation, all members of the nursing program are available for assistance and advice.

# Criterion 2.8: Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program outcomes. 

All ADN faculty are evaluated systematically and periodically in accordance with PRCC evaluation process policy (PRCC Policy and Procedure Manual, pp 5.24). The evaluation process assists in the professional development and progress of the ADN faculty. It is a dynamic aspect of teaching that contributes to improvement of professional development.

The evaluations are scheduled by the Director of Institutional Effectiveness according to the PRCC faculty evaluation plan as follows:

1. Faculty, staff, and administrators who have been employed at PRCC for fewer than six years will be evaluated annually.
2. Faculty, staff, and administrators who have been employed at PRCC for six or more years will be evaluated at least every three years.

The Director of Nursing Education oversees the following:

1. Coordinates for the above evaluation of each instructor according to the above approved schedule.
2. Evaluates each instructor based on categories of teaching, professional service, responsibilities to the college, and professional development and accomplishments. (Exhibit: Self-evaluation and Evaluation of Instructors by Director and Chairs.)
3. Student evaluation of the clinical instructor is performed annually. (Exhibit: Evaluation of Clinical Instructor)
4. Student evaluation of the classroom instructor is designated in relation to faculty's years of service. (Exhibit: Student Evaluation Instructor - Nursing)

The evaluation results are compiled by the Department of Institutional Effectiveness personnel. The results are reviewed by the Vice President for Instruction and the Director of Nursing Education. Faculty are given the opportunity to individually review and discuss the results. All evaluation results of the instructor are utilized by the instructor improvements of teaching strategies utilized in the classroom, clinical agency, and professional development.

Consistent evaluations falling below average are addressed by the Director of Nursing Education and the Vice President for Instruction. The Director of Nursing Education, the Vice President for Instruction, and the President of PRCC consider the evaluation results at the time for faculty reappointment each year.

## CRITERION 2.9: Non-nurse faculty and staff performance is regularly reviewed in accordance with policies of the governing organization.

The evaluations for the Secretary/Receptionist and the Secretary/Admissions Clerk of the Department of Nursing Education are scheduled by the Director of Institutional Effectiveness according to the PRCC faculty/staff plan as follows:

1. Faculty, staff, and administrators who have been employed at PRCC for fewer than six years will be evaluated annually.
2. Faculty, staff, and administrators who have been employed at PRCC for six or more years will be evaluated at least every three years.

The evaluation results are compiled by the Department of Institutional Effectiveness; the Director of Nursing Education reviews the results. The evaluation results are utilized by the secretaries (non-nurse staff) to improve job performance, work knowledge and skills, professional attitudes, and personal attributes. The Director of Nursing Education and the President of PRCC may consider the evaluation results at the time for non-nurse staff reemployment.

## STANDARD III: STUDENTS

## Student policies, development, and services support the goals and outcomes of the nursing education unit.

Criterion 3.1: Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit

The rules and regulations for the PRCC ADN students are consistent with the policies for all PRCC students except those that are necessary to meet the requirements of the program and the requirements of clinical agencies. Any differences are justified by the goals and outcomes of the ADN program. A summary of the college policy, the rationale for the differences, and the location of the rules and regulations are found in Chart III-1.

PRCC student policies and procedures are published and publicly accessible in the PRCC Cat Country Guide (CCG) (http://www.prcc.edu/ccgmenu.htm) and the PRCC Catalog (http://www.prcc.edu/00-catalog/index.htm). Potential applicants, current students, and the general public can access the PRCC Catalog and the PRCC Cat Country Guide at any time. The PRCC ADN rules and regulations are published in the PRCC ADN Student Handbook. This handbook is distributed to all ADN students upon admission to the program. Admission requirements are publicly accessible in the ADN Application Packet, the PRCC Catalog, the Nursing Education website (http://www.prcc.edu/dphpages/adn/index.html), the ADN brochure, and the LPN to ADN Bridge brochure.

The ADN Student Handbook and the PRCC Cat Country Guide are consistently reviewed. The ADN Student Handbook is reviewed annually and as needed by the Director of Nursing Education, Assistant Director of Nursing Education, and the ADN Rules and Regulations Committee (made up of ADN faculty from each level and a student representative). Proposed changes are given to the ADN Rules and Regulations Committee for discussion. After review,
this committee presents the proposed rule and regulation to the ADN faculty. Any change is approved by the majority vote of the nursing faculty. Communication of these changes or additions to the $A D N$ Student Handbook are discussed in Standard 3, Criterion 3.6. The PRCC Cat Country Guide is reviewed annually and as needed by the college's Student Services Committee. Procedural changes are made by the Student Services Committee. Policy changes are made by the PRCC Policy and Procedure Committee, upon approval of the Board of Trustees. Communication of these changes to all PRCC students is discussed in Standard 3, Criterion 3.6.

## Chart III-1 College Polices with Rationales

| College Policy | Differences with Rationale | Location of College <br> Policy and ADN Rules \& Regulation |
| :---: | :---: | :---: |
| Absences <br> PRCC expects regular and punctual attendance of all students. Academic students missing a class more than twice the times it meets in a week during a semester will be dismissed from that class due to excessive absences. A student may not be absent more than twice as many times as the number of semester hours of credit conveyed by a course. An absence is defined in this case as missing fifty minutes of a lecture class or missing one hundred minutes of a laboratory, shop, activity, or field type of class. An instructor may propose a stricter rule for absences from a class if approved by the instructor's immediate supervisor and by the next level of administration. The absence rule for any class must be included in the course syllabus provided to all students at the first meeting of the class. Three tardies will count as one absence. A tardy of | The ADN program follows the college's policy on Attendance. <br> Attendance in the classroom is considered important and is expected. The student may be cut out of the course on the $3^{\text {rd }}$ absence on Level 1 and on the $2^{\text {nd }}$ absence in Level 2. Clinical attendance is mandatory as it provides the student with the opportunity to apply knowledge and develop attitudes and skills needed for patient care. The student is expected to meet with the instructor the first day of return. | College: <br> Catalog pp 71-73 <br> CCG pp. 6 <br> ADN: Student <br> Handbook pp. 20-21 <br> All course syllabi |


| 15 minutes or more will be considered an absence. A student leaving any class without permission will be counted absent. |  |  |
| :---: | :---: | :---: |
| Non-Discrimination Statement <br> PRCC 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 | ADN program requires students to meet the Critical Elements for Performance to provide adequate patient care. <br> See Chart III-2 for ADN Enrollment Demographics | College: <br> Catalog pp. 7, 68 $\text { CCG pp. 2, 7-8, } 23$ <br> ADN: <br> Catalog pp 23 <br> Application Packet <br> Student Handbook pp. 4,15 <br>  <br> LPN to ADN Bridge <br> Website <br> All course syllabi |
| Selection and Admission Requirements <br> PRCC adheres to an open admission policy. All applicants who have met admission requirements will be considered for acceptance. However, admission to the college does not guarantee admission to a specific program. To be admitted to PRCC, the following documents must be submitted: <br> 1. PRCC application for admission <br> 2. Official transcript from an accredited high school indicating date of graduation or GED test transcript | In addition to all PRCC admission requirements, the ADN program admits students based on specific program requirements developed by the ADN faculty. <br> Selection of applicants is made by the ADN admission committee using a point system which includes GED, High-School GPA, or College GPA on specific ADN general education course work completed, ACT score, and the National League for Nursing (NLN) Pre-Admission RN test score. Verification of meeting admission | College: <br> Catalog pp. 17-23 <br> CCG pp 5 <br> ADN: <br> Application Packet <br>  <br> LPN to ADN Bridge <br> Catalog pp. 23-25 |


| indicating passing <br> 3. Official transcript from every college attended <br> 4. ACT scores | requirements of the college and the ADN program must be on file by March 1 for Fall semester and October 1 for the Spring semester. Preferential consideration is given to in-district residents, followed by out-of-district residents, then out-of-state residents. Acceptance is based on space availability. | Website |
| :---: | :---: | :---: |
| Academic Progression Requirements <br> Satisfactory progress will be measured according to the following scale: <br> \# of hours attempted: | ADN progression requirements include: <br> 1. Maintain full-time academic status <br> 2. Maintain a grade of (B) " 80 " or higher for each Nursing (NUR) course and a grade of (C) " 70 " or higher for each required ADN General Education course. <br> 3. Complete the LPN to ADN Bridge course (if applicable)with a grade of " 80 " or higher | College: <br> Catalog pp. 43 <br> ADN: <br> Brochures: ADN \& LPN to ADN Bridge Student Handbook pp. 3, 5 <br> Application Packet <br> Website <br> Catalog pp. 23, 25 |
| Student Evaluation/Grading Scale PRCC's scale for grading is used for all credit classes: $\begin{aligned} & \mathrm{A}=90-100 \text { (Excellent) } \\ & \mathrm{B}=89-90 \text { (Good) } \\ & \mathrm{C}=70-79 \quad \text { (Average) } \\ & \mathrm{D}=60-69 \quad \text { (Poor) } \\ & \mathrm{F}=\text { Below } 60 \text { (Failure) } \end{aligned}$ | There are no differences | College: <br> Catalog pp. 74-75 <br> CCG pp. 10 |
| Retention <br> The college's commitment to student success is demonstrated by the | There are no differences. Retention is promoted by providing these students | College: <br> Catalog pp. 64,67 |


| provision and use of the Learning Resource Center, Student Support Services, Student Success Center, Adult Student Center, and counseling services | with academic guidance, counseling, and appropriate referrals to college student services if indicated. | CCG pp. 12 <br> Brochures: Adult <br> Student Services, <br> Student Support <br> Services <br> ADN: <br> Not applicible |
| :---: | :---: | :---: |
| Withdrawal/Dismissal <br> During the registration period, a student may withdraw from a class by completing the process on-line or seek the assistance of an academic counselor. After the last day of registration, the student should contact the instructor of that class and obtain a withdrawal form. No grade will be given if withdrawal from the class is during the drop/add period. After this period, a student may withdraw with a grade of "W" at any time prior to the published date on which the term is $75 \%$ completed. After that date, a student who is determined by the instructor to be failing the course will receive a grade of " $F$ " upon withdrawal. A student who is dismissed from a class because of excessive absences or as a result of disciplinary action at any point in a term will receive a grade of " F ". <br> Students enrolled in the Associate Degree Nursing and Allied Health programs are required to maintain full-time academic status. <br> Noncompliance with this policy may result in dismissal from the program. | Students requesting to withdraw from the nursing program must see their advisor and/or Assistant Director of Nursing Education in order to initiate the proper withdrawal process. The Student Exit Assessment form and PRCC withdrawal card must be completed to finalize the withdrawal. The student may also be required to meet with the Director of Nursing Education. <br> Dismissal is addressed within the ADN's Student Attendance, Critical lncidents, and Student Unprofessional Conduct while in uniform rules and regulations which states "a student may be cut-out of the course on the $3^{\text {rd }}$ absence in Level 1 and on the $2^{\text {nd }}$ absence in Level 2 . Clinical attendance is mandatory." <br> Conduct unacceptable while in student uniform may result in dismissal from the program. <br> An accumulation of three critical incidences will result in dismissal from the program; however, any single incidence may result in dismissal. <br> The ADN department follows the college's requirement regarding fulltime academic status. Noncompliance with this policy may result in dismissal | College: <br> Catalog pp. 23, 7275, 78 <br> CCG pp. 6, 10,11,16 <br> ADN: <br> Handbook pp. 15-16, $18-19,20-21,25,26$ <br> 47 <br> Catalog pp. 96 |


|  | from the program. |  |
| :---: | :---: | :---: |
| Graduation Requirements <br> An Associate in Arts degree is awarded to student who meet either of the following: <br> 1. Complete a minimum of 64 semester hours to include the 40 semester hour basic core curriculum and 24 semester hours of transferable electives (a maximum of 4 activity hours may be applied toward graduation); and, attain an overall grade point average of 2.0 or higher <br> 2. Complete the $1^{\text {sl }}$ two years of a baccalaureate program of study found in any accredited four year college or university catalog which has become effective since the student began college studies; and, attain an overall grade point average of 2.0 or higher <br> An Associate in Applied Science Degree is awarded to a student who completes the prescribed technical course of study in his or her chosen field as outlined in the college catalog and attains an overall grade point average of 2.0 or higher. In addition, each student must demonstrate computer proficiency. | To receive an Associate in Applied Science Degree in nursing, the student must: <br> 1. Complete all required Nursing (NUR) courses, including clinical components, with a grade of " $B$ " or better. <br> 2. Complete all required ADN General Education courses with a grade of " $C$ " or better <br> 3. Meet all other PRCC graduation requirements. | College: <br> Catalog pp. 83-84 CCG pp. 11 <br> ADN: <br> Handbook: pp. 3, 5 <br> Application Packet <br> Brochures: ADN \& LPN to ADN Bridge <br> Catalog pp. 25 |
| Grievance/Complaints/Appeal Procedures <br> All students enrolled in PRCC are expected to conform to the ordinary rules of society, the laws of the state | ADN students are to address complaints with the involved faculty member. If the complaint/grievance is still unresolved, the student will meet with the faculty, appropriate liaison, the Assistant Director of Nursing Education, and the | College: CCG pp 8,11 Catalog pp. 44, 65 - 66,75 |


| of MS, and the Code of Student Conduct as stated in the $C C G$. If there is a situation that the student feels is escalating and she/he is uncomfortable with the direction it is going, contact someone immediately to request assistance: faculty, the department chair, the Dean of Student Services, the Vice-President for Instruction. In the event a situation is not resolved, there are procedures for appeals in place that usually follow the chain of command as listed in the $C C G$ regarding grades, financial aid, general complaints and grievances, parking, and discrimination of students, faculty, or staff.. | Director of Nursing Education. If the complaint cannot be resolved with this meeting, the college's student behavior grievance policy will be followed. Any academic grievance should be addressed to the instructor, appropriate liaison, Assistant Director of Nursing Education, and Director of Nursing Education. If the complaint is still unresolved, the student is afforded due process as described in the $C C G$ by submitting the complaint in writing to the appropriate administrator. | ADN: <br> Handbook pp. 16 |
| :---: | :---: | :---: |
| Financial Aid <br> Available financial aid programs are defined and described in the $P R C C$ Catalog and the CCG. | No differences. <br> Students requesting information about Financial Aid are referred to the Financial Aid Department. | College: <br> CCG pp. 10 <br> Catalog pp. 40-61 <br> ADN: <br> N/A |
| Transfer of Credit <br> PRCC accepts credits from other accredited institutions provided that the admission requirements of PRCC are met as stated under the General Admission section of the PRCC Catalog. | Nursing programs vary in the content of each course; therefore, each completed nursing course syllabus is reviewed to ensure the content was covered. Upon review, the applicant may be required to take additional nurse course work in order to meet PRCC and ADN program/graduation requirements. In addition, the applicant must provide a letter from the former dean or director of any nursing program attended stating date of eligibility to return. | College: <br> Catalog pp. 20-21, 76 <br> ADN: <br> Application Packet p. <br> Catalog pp. 20,24 |
| Health Requirements <br> PRCC offers every advantage possible to preserve and promote well-being. A Health Service clinic is | The ADN program abides by the college's policy on Student Health Services, Communicable Diseases, Pregnancy of Nursing and Career \& | College: <br> Catalog p. 64 CCG pp. 13, 17, 27, |


| available on campus for medical attention for minor illnesses and injuries. Student information on health insurance is available through the Health Services clinic. The college has policies addressing Communicable Diseases, and Pregnancy of Nursing and Career \& Technical Students. <br> The college does not require immunizations or any specific health requirement for admission. | Technical Students <br> Liability insurance is required before a student will be allowed to participate in the clinical experience. <br> Upon acceptance into the program, a student must submit a completed Health Form by the first day of class in order to meet clinical requirements. <br> To fulfill clinical affiliate agreements, ADN students are required to obtain, Tdap, Varicella, MMR vaccinations, and yearly tuberculosis testing, with optional HBV vaccination. <br> Upon admission, a student is required to sign the Student Health Contract in order to maintain her/his optimum health status on campus and at clinical facilities. (To start Spring 2011) <br> If changes in the student's health status that may affect clinical performance occurs, the health care provider will need to determine if the student can meet the clinical requirements. <br> To prevent an infectious disease, students will not attend clinical or the classroom setting while experiencing a contagious or infectious illness. | 28 <br> Campus <br> Emergency/Safety Plan Booklet(located in the Health Services Clinic and in all buildings) <br> ADN: <br> Health Form (mailed with the acceptance letter) <br> Handbook pp. 18, 19, 36, 40 |
| :---: | :---: | :---: |
| Convention Attendance <br> PRCC encourages student participation in contests, conventions, and other organized activities related to the educational program. | Students are required to attend the Mississippi Organization of Associate Degree Nursing/Mississippi Organization of Associate Degree Nursing Students convention held during the spring semester every year. | College: CCG pp. 14 ADN: <br> Handbook pp. 18 |
| Substance Testing <br> The Substance Abuse Policy states that PRCC prohibits the unlawful | The ADN program abides by the college's Substance Abuse Policy. In addition, all students in the ADN | College: $\text { CCG pp. } 27$ |


| possession, use, or distribution of illicit drugs and alcohol on college property or as any part of its activities. <br> Substance testing for students is performed in selected programs of study. | program are required to submit to substance testing each semester in order to meet clinical agency requirements. | ADN: <br> Handbook pp. 21, 26-27 |
| :---: | :---: | :---: |
| Criminal History Record Check <br> There is no college policy regarding criminal history record checks. | It is mandatory as stated by the MS state law and Louisiana State Board of Nursing that a student nurse receiving clinical training must have a valid clearance letter regarding a criminal history record check. | College: <br> N/A <br> ADN: <br> Catalog pp. 23 <br> Handbook pp. 14-15 <br>  <br> LPN to ADN Bridge |
| Student Medication Regulations <br> There is no college policy regarding student medication regulations | The ADN department has a zero tolerance of illegal substance use/abuse and misuse of legal substances. Students are required to list their medications on the first day of class each semester. Any changes should be reported throughout the semester to their advisor. This list documents the use of a legal controlled substance and assists with control of misuse or abuse of legal or illegal substances. If there is a positive substance test, this list is referred to. | College: <br> N/A <br> ADN: <br> Handbook pp. 2, 48- <br> 49 |
| American Disabilities Act (ADA) <br> PRCC follows guidelines as set forth in the Pearl River Community College Disability Services Guidebook and Procedural Standards. <br> Documented disability may request modifications, accommodations or | An applicant seeking admission to the ADN program must meet the Critical Elements for Performance to provide essential nursing care. | College: <br> Catalog pg. 68 <br> CCG pp. 7-8 <br> ADN: <br> Brochures: ADN \& LPN to ADN Bridge |


| auxiliary aids, which will ensure the postsecondary education program is accessible to them to the greatest extent possible. |  | Catalog pp. 23 <br> Handbook pp. 15 <br> Application Packet |
| :---: | :---: | :---: |
| Dress Code <br> PRCC has a dress code for students. A detailed description can be found in the $C C G$. | The ADN adheres to the PRCC's student dress code located in the $C C G$. In addition, the ADN student must follow the Student Uniform Regulations and Professional Attire Regulations to meet clinical affiliate expectations. | College: $C C G$ pp. 25 <br> ADN: <br> Handbook pp. 23-25 |
| Validation of Prior <br> Learning/Articulation <br> PRCC has a policy on Transfer Admissions which addresses Advance Placement Credits, College Level Examination Program, the number of hours allowed to be transferred, accreditation status of transferring institution, course grade, and congruency of courses. Students must have a "C" or better and must be eligible for readmission to their original program. A competency test may be required. | The ADN program adheres to the college policy regarding validation and/or articulation. The LPN to ADN Bridge Course is a transitional entry to the ADN program offered in the Summer Term. This course is designed to enhance the knowledge learned in the Practical Nursing program and to provide mastery of objectives for the first year of the ADN program. Successful completion of this course allows the student to transition into Level II, third semester, of the ADN program. | College: <br> Catalog pp. 76-77, 79-80 <br> ADN: <br> Application Packet <br>  <br> LPN to ADN Bridge <br> Catalog pp. 25 |

## Chart III-2: Enrollment Demographics


** Column for 2009-2010 only reflects Spring 2009 stats at this time.

Criterion 3.2: Student services are commensurate with the needs of students pursuing or completing the associate program, including those receiving instruction using alternative methods of delivery.

All ADN students at PRCC have access to student services that include but are not limited to health and wellness programs, personal and academic counseling, academic advisement, learning resources, and financial aid assistance. All of the services are provided by qualified staff. Chart III-3 illustrates the qualifications of the administrative personnel providing student services. A description of student services follows.

Any PRCC student engaged in distance learning has access to the same student services as those enrolled in the campus classroom setting. All newly enrolled PRCC students are required to participate in an online orientation. Students are given an overview of the educational opportunities and services available ( $C C G$ pg. 18) Students accepted into the Nursing I class attend an information session. These sessions are scheduled in May for the incoming fall class and in December for the incoming spring class. Information is also provided to students through the online Cat Country Guide, the PRCC website, and the ADN Student Handbook.

## ChartIII-3: Administrative Personnel

| POSTION | ACADEMIC <br> PREPARATION | EXPERIENCE CONSISTENT WITH ASSIGNMENT | YEARS OF SERVICE AT PRCC |
| :---: | :---: | :---: | :---: |
| Director of Admissions/Assistant Dean of Enrollment Management <br> (Dow Ford) | A.A. B.A. M.A. | - Admissions Assistant-7 years <br> - Registrar and Director of Public Relations-2 years <br> - Director of Admission | 23 years |
| Dean of Student Services $\vdots$ (Adam Breerwood) | A.A. <br> B.A. <br> PhD . | - Baseball/Soccer Coach 5 years <br> - Assistant Director of Recruitment I year <br> - Director of Recruitment | 14 years |


|  |  | 1 year <br> - Dean of Student Services 8 years |  |
| :---: | :---: | :---: | :---: |
| Chief of Police <br> (Doug Rowell) | B.L.E.O.S.T. <br> I.F.S.A. | - Military Police 8 years <br> - Police Captain/Patrol 11 years <br> - Assistant Chief 1 year <br> - Director of Public Safety/Chief of Police 4 years | 5 years |
| Center Director of Counseling Advisement and Career Placement (Dr. Ann Moore) | B.S. <br> M.Ed. <br> Ed.D. | - Counselor-34 years <br> - Teacher/counselor-6 years <br> - Director of Career Placement-15 years | 30 years |
| Director of Financial Aid <br> (Valerie Horne) | B.S. | - Student advisor-5 years <br> - Graduate counselor-8 years <br> - Assistant Director of Financial Aid-8 years <br> - Director of Financial Aid-2 years | 3 years |
| Director of Wellness Center/Chair, Department of Health, Physical Education, and Recreation <br> (Tara Rouse) | A.A. B.S. M.S. | - Electrodiagnositics-15 years <br> - Teaching-14 years <br> - Department Chair/Director-10 years | 14 years |
| Director of Student <br> Support Services <br> (Robert Escudero) | B.S. <br> M.Ed. <br> Ed.S. | - Curriculum coordinator1 year <br> - Supervisor Special Education Department-3 years <br> - Coordinator Special Education-3 years <br> - Assistant Professor Special Education-4 years <br> - Director of boy's home8 years | 9 years |


|  |  | - Director of Student Support Services-9 years |  |
| :---: | :---: | :---: | :---: |
| Health Clinic (Susie Hall, RN) | A.D.N. | - Charge Nurse-10 years <br> - Nursing Supervisor-4 years <br> - Education Coordinator-3 years <br> - Director of Nursing-5 months <br> - PRCC Health Clinic Staff Nurse-9 years | 9 years |
| ADA/Civil Rights Coordinator (Tonia Moody) | A.A. B.S. M.S. | - Evaluator and Program Manager-8 years <br> - Psychometrist-8 years <br> - ADA/Civil Rights Coordinator-4 years | 4 years |
| Director of Child Development Lab School <br> (Carrie Hales) <br> Assistant Director of Child Development Lab School <br> (Gwen Jordan) | A.A. Child Development <br> A.A.Child Development | - Assistant Director of Child Development Lab School at PRCC (8 years) <br> - Teacher Assistant at Poplarville Elementary School (10 years) | 19 years <br> 15 years |
| Chief Technology Officer (Steve Howard) | A.A. <br> B.A. <br> M.S. | - Instructor of Computer Science-4 years <br> - Director of Computer Services-16 years <br> - Chief Technology Officer-6 years | 26 years |
| Director of Adult Student Services <br> (Dr. Barbara Gandy) | B.S M.S. Ph.D. | - Workforce development7 years <br> - Director of Recruitment7 years <br> - Retention/Adult Student Services- 2 years | 16 years |
| Director of Title III <br> (Dr. Amy Townsend) | B.S. <br> M.Ed. | - WIA Coordinator-6 years <br> - Teacher K-12-6 years | 6.5 years |


|  | Specialist Ph.D. | - Professor of Higher Education-3 years <br> - Director of summer programs and graduate education (USM)-3 years <br> - Special Population Coordinator-4 years |
| :---: | :---: | :---: |

## Description of Student Services at PRCC

## Admissions

Pearl River Community College adheres to an "open admissions" policy consistent with all appertaining laws. PRCC embraces the philosophy that a student be provided the opportunities for learning experiences that will help the individual to succeed in achieving educational goals. PRCC utilizes relevant diagnostic instruments to determine the strengths and needs of the individual in order to assist in the selection of the most appropriate program options to help the student succeed.

## Adult Student Services

The Adult Student Service Center, located in the Student Success Center, located in Crosby Hall $2^{\text {nd }}$ floor, serves the needs of the PRCC's adult student population. This service is for nontraditional or adult students who are 25 years of age or older, veterans, retirees, former college students, graduates, reverse transfer students, GED recipients, students changing careers, married, parents/single parents, disabilities, financially independent, delayed enrollment in college, or believe that they do not fit the "traditional college student" profile. This service is directed by Dr. Barbara Gandy. Exhibit: Adult Student Services brochure.

## Academic Advisement

Every student enrolled in the ADN program is assigned to an ADN faculty advisor. PreNursing students are also assigned to an ADN faculty member for advisement. The PRCC Counseling Advisement and Placement Center is also available for academic advisement of campus courses.

## Campus Police

The campus police is a state certified police department, staffed with police officers who are vested with full law enforcement and arrest powers. PRCC strives to provide students, guests, faculty, and staff with a safe environment. The Police Department is committed to the prevention of crime and the protection of life and property. The latest Federal Crime Awareness Statistics on the PRCC's campuses are shown in the $C C G$ on page 23. It is directed by the Dean of Student Services and consists of 9 full-time and 8 part-time police officers who patrol the campus 24 hours per day, 7 days per week. Emergency contact numbers are located campus-wide such as dormitory lobbies, classrooms, cafeteria, etc. The police officers provide supportive assistance to the local police department and the Pearl River County Sheriff's department upon request. This department also has a mass notification system for notifying faculty, staff, and students on weather alerts and other emergencies. The department has also formed a Campus CERT (Community Emergency Response Team) made up of trained individuals to respond to emergencies on campus. The department also provides students enrolled in various programs at PRCC with a fingerprint service for required criminal background checks.

## Career Placement

The PRCC Career Placement Center located in Crosby Hall provides career and occupational information to aid the student in making educated choices. Qualified staff at the center also assist the students by a providing resume writing class for graduating seniors and for students interested in part-time employment.

Nursing students are assisted with career placement through job fairs, nursing conventions, and meetings with recruitment personnel from medical facilities within our district and throughout Mississippi and adjoining states. ADN students may request letters of recommendation from nursing faculty.

## Child Development Lab School

The Pearl River Community College Child Development Lab School located on the Poplarville campus, is a service available to the PRCC faculty, staff, students, and to the public. Two full-time credentialed teachers are on duty during the hours of operation from 7:30 a.m.
until 4:00 p.m., Monday through Friday during the regular school year. Enrollment is opened for children 3-5 years of age. It is licensed by the Mississippi State Department of Health-Child Care Licensure and accredited by the National Association for the Education of Young Children.

## Financial Aid

Pearl River Community College provides financial assistance to qualified applicants through federal, institutional and privates sources in the form of grants, scholarships, and work-study programs. The Office of Financial Aid is responsible for the awarding and distribution of all financial aid assistance. Information regarding financial aid is available through the Financial Aid Office. Additionally, information is located in the PRCC Catalog and on the PRCC Office of Financial Aid website (http://prcc.edu/finaid/2002-03/index.htm).

## Counseling/Guidance Services

Counseling/Guidance services play an important role in PRCC's overall education program. Services provided by the counseling staff at PRCC include personal and academic counseling, academic advisement, testing, tutorial services, career planning services, and job placement. Services are provided free of charge to all students, and confidentiality is assured. (PRCC Catalog pp. 64 and $C C G$ pp. 11-12)

## Health, Physical Education, and Recreation

Wellness and health promotion are essential parts of the ADN program at PRCC. All PRCC students are encouraged to participate in a wellness program. Wellness programs include participation in regular physical activity, group exercise, and/or classroom instruction built around the concept of total wellness. The Wellness Center offers a state of the art training facility complete with an indoor walking track, group exercise classes, strength training and cardiovascular equipment. The Wellness Center also offers opportunities to participate in charitable contributions with food and coat drives, Relay for Life, as well as special activities for the local nursing home.

Student activity services at PRCC provide a variety of programs, including intramural sports, informal sports, and special events. The primary objective is to encourage every student
to develop his/her mental and physical alertness through participation. The Office of Student Life is responsible for coordinating and supervising such events or programs.

## Health Services

The college offers every advantage possible to preserve and promote physical well-being. A modern health clinic is located in Crosby Hall on the main campus. A full-time registered nurse is on duty seven hours a day from 8:00 a.m. until 3:00 p.m., Monday through Friday during the regular school year. Services are available to students, faculty members, and staff. (PRCC Catalog pp. 64 and $C C G$ pp. 17)

Information Technology (IT) Support

The Division of Information Technology (IT) provides each student with a college e-mail address, access to Wildcat Web, Blackboard, an emergency notification system, and the campus portal. An overview on the use of each system is provided during the college's online orientation. A help desk number and email address is provided by IT for support and the resolution of any technical issues. Additional information about PRCC's Information Technology is discussed in Criterion 3.7.

## Office of Student Services

The Pearl River Community College Office 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 established goals and objectives. 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.

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 practices an open door policy for our students led by Dr. Adam Breerwood, Dean of Student Services.

## Student Support Services (SSS)

Student Support Services (SSS) at PRCC is funded by the US Department of Education. It is designed to provide academic support and personal motivation for students to be successful in higher education. To apply for this service, the student must contact the Director of Student Support Services Office, Dr. Robert Escudero. Exhibit: Student Support Services Brochure.

## Students with Disabilities

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act afford certain rights to qualified individuals with disabilities. PRCC provides accommodations for these students. Individuals with disabilities taking classes and desiring accommodations are advised by the Americans with Disabilities Act (ADA) Coordinator, Ms. Tonia Moody. The ADA Coordinator will communicate in writing with the student and the instructors regarding reasonable accommodations.

PRCC follows the guidelines set forth in the Pearl River Community College Disability Services Guidebook and Procedural Standards. A copy of this document may be obtained in the office of the ADA/Civil Rights Coordinator, in the Office of Student Services, and in all College Libraries, and at other locations. It is also available online at http://www.prcc.edu/pdfs/prcc-disability-services-guidebook.pdf. (Catalog pp. 68 and $C C G$ pp. 7-8)

## Title III

In October 2009, Pearl River Community College was awarded a five-year Title III Grant of approximately $\$ 2$ million from the U.S. Department of Education's Strengthening Institutions Program and the Higher Education Act entitled Integrated Learner Support System.

The PRCC Title III Grant ( http://www.prcc.edu/t3/) aims to increase student success and retention. Its initiative is committed to creating a new Integrated Learner Support System for students by developing and piloting online services and advisement tools, integrating student services, and incorporating Supplemental Instruction in select courses with the overall goal of increasing student success. As a result of Title III, a Student Success Center was designed. Resources of the new center include a computer lab, testing area, quiet zones for studying, and training facilities for faculty and staff. The center is open to all PRCC students but is reserved at
various times for activity related to our Title III grant initiative. The opening of the new Student Success Center on both the Poplarville and Forrest County Center campuses will afford students access to current technologies and a place to learn and study with fellow students and peer mentors. The Director of the Title III grant is Dr. Amy Townsend.

## Workforce Investment Network (WIN)

The Workforce Investment Network in Mississippi is an innovative strategy designed to provide convenient, one-stop employment and training services to job seekers and businesses. This workforce education program, administered by the State Board for Community and Junior Colleges (SBCJC), is designed to assist a MS company in developing the productive workforce it needs. Local community colleges work with companies to develop a plan for the number and type of individuals to be trained and the time frame for training. This is funded by funds appropriated by the State of Mississippi on a year to year basis, which is in addition to the federal funds that support the WIN. Students seeking this service contact their local WIN job center. Exhibit: WIN brochure.

## Criterion 3.3: Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.

Policies regarding the security of all PRCC student educational and financial records are implemented and followed. Student records are protected from public disclosure under the Students' Records Family Educational Rights \& Privacy Act of 1974 (FERPA). College guidelines related to FERPA can be found on page 23 of the Cat Country Guide.

## PRCC Educational Records of All Students

Educational transcripts, including high school and/or college transcripts and GPA scores of all students enrolled at PRCC, are computerized and also kept in paper files. This information, which also includes students' academic work while enrolled at PRCC, becomes part of the permanent education record. This information is maintained by the Office of Admissions and Records at PRCC.

Hard copies of students' educational records are maintained for 3 years. At that time, students' PRCC transcripts and ACT scores are kept, and a computerized notation is made that all other educational records have been destroyed. Student education records prior to 1981 are located on microfilm and are stored in a fireproof safe. Student records from 1981 to the present are computerized and a daily backup of the records is made and placed in a fireproof safe. A weekly backup of the entire administrative computerized record system is performed and sent to the Forrest County Center to be placed in a fireproof safe (Faculty Policy and Procedure Manual online http://www.prcc.edu/policyandproc/) .

Audits of educational records are conducted each semester by the State Board for Community and Junior Colleges (SBCJC). Records are also subject to audit from the U.S. Department of Education and from the Mississippi Office of Student Financial Aid at any time.

## Educational Records of ADN Students

Current or Active Student Records:

Permanent ADN student records are located in locked cabinets in the Nursing Administration Office until the student graduates or unsuccessfully withdrawals from the program. Upon graduation, the records are moved to file cabinets located in the Records Room and kept for three years before being indefinitely archived in the Secondary Records Room, Office 405. These records are currently kept in paper files. The following indicate locations of student records:

Records of students who withdraw: Permanent records for these students are kept in locked file cabinets in the Records Room and then moved to locked file cabinets in Office \# 405 and destroyed after ten years.

Records of students who are dismissed: Records of students who have been dismissed from the program are identified with a red dot and kept indefinitely in locked file cabinets in the Secondary Records Room, Office \#405.

PRCC Financial Records of All Students: Records of every student applying for financial aid are maintained for three years. Students' financial records for 2008-2009 to the present are available in the Office of Financial Aid at PRCC for immediate access for state and/or federal review. Records prior to 2008 are kept in storage at the college's warehouse. Only Financial

Aid personnel have access to the stored files, which includes student records and internal financial records relevant to the administration of the Federal Title IV Student Aid Program at PRCC. In addition, electronic records are maintained on computerized files in the Business Office for the current and most recent fiscal year. These financial records are audited each year at the end of the fiscal year. Paper records are kept for back-up purposes and to support electronic documents.

## Criterion 3.4: Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.

A current copy of the United States Department of Education Federal Student Aid School Eligibility Channel is located in the Financial Aid office. The Director of Financial Aid is responsible for making sure all school policies are in accordance with current Title IV standards. The current program agreement and standards expire June 30, 2011. The college will reapply for eligibility in March 2011.

## Criterion 3.4.1: A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

The Financial Aid office distributes information in regard to financial aid to interested students through financial aid packets, pre-admission orientations, and the PRCC financial aid website (http://prcc.edu/finaid/2002-03/index.htm). Once registered, the student can access financial aid information, award amounts, and account summary via the PRCC Wildcat Web. Prior to receiving a student loan, the student must complete the on-line entrance counseling and the "Student Loan Request Form."

Any student who has received a student loan at PRCC and has either withdrawn from PRCC, transferred to another school, dropped to less than halftime credit, or graduated, must complete
exit counseling which is done at the financial aid office or via the Internet. Students are informed of any lack of compliance with guidelines by e-mail and by on-line correspondence. The current default rate is $11.1 \%$ for the fiscal year 2008. Beginning July 1, 2010, lenders were no longer involved. Direct lending is awarded by the United States Department of Education.

## Criterion 3.4.2: Students are informed of their ethical responsibilities regarding financial assistance.

Students are informed of their ethical responsibilities regarding financial assistance by completing the online Entrance Loan Counseling. These responsibilities are addressed during the application process and during the on-line entrance and exit counseling.

Criterion 3.5: Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.

The ADN program demonstrates integrity and consistency for all information that is presented to the public. All ADN brochures, PRCC ADN website, ADN-RN Application Packets, and the PRCC Catalog (2010-2012) includes the program's accreditation status by the National League of Nursing Accrediting Commission (NLNAC), 3343 Peachtree Road NE, Suite 500, Atlanta, GA, 30326 and by the Board of Trustees of the State Institutions of Higher Learning, 3825 Ridgewood Road, Jackson, MS, 39211.

## ADN Brochures

The ADN and LPN to ADN brochures provide general admission information about the ADN program. It refers a potential applicant to obtain an ADN Application packet from the Nursing Education Admissions office or from the ADN website for detailed information about the program. The brochures are updated annually by the Director of Nursing Education, Assistant Director of Nursing Education, and the ADN Rules and Regulations Committee.

## PRCC ADN Website

The PRCC ADN website (http://www.prec.edu/dphpages/adn/index.html) offers general information about the ADN program as well as detailed information for admission into the ADN program. The website is updated when changes are necessary upon approval by the Director of Nursing Education.

## ADN Application Packet

The ADN Information Packet contains detailed information about the admission requirements. A potential applicant may obtain this packet from the Nursing Education Admissions office or from the ADN website. This packet is reviewed each semester by the Director of Nursing Education, Assistant Director of Nursing Education, and by the ADN Rules and Regulations Committee.

## PRCC Catalog

The PRCC Catalog is available as a hardcopy bound book that is updated every 2 years and on-line (http://www.prcc.edu/00-catalog/index.htm) that is updated as needed. Changes are approved by the Director of Nursing Education and the Vice President for Instruction.

Criterion 3.6: Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

The ADN program communicates changes in policies, procedures, and program information to students clearly and consistently in a timely manner. Upon admission, students are given a copy of the ADN Student Handbook. The Cat Country Guide is available online. Students are required to sign that they have read and understood the rules and regulations in the $A D N$ Student Handbook and the policies and procedures in the Cat Country Guide. Any changes to the $A D N$ Student Handbook are communicated to the student as soon as the rule and regulation is in effect and a copy is given to each student as an addendum. Any changes to the on-line Cat Country Guide are communicated to students by a mass email from the Office of Student Affairs.

Criterion 3.7: Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.

Each semester new students at PRCC are provided with individual accounts to access a variety of electronic information. The Division of Information Technology (IT) provides each student with a unique college e-mail address, access to Wildcat Web, Blackboard, an emergency notification system and the campus portal. The student email address is used for communication with instructors and other college personnel. Accessing the Wildcat Web allows for the retrieval of student records, financial aid information, and student account information. Registration for classes and the ability to make credit card payments for tuition are also functions of the Wildcat Web. Blackboard, the college learning management system, is a repository of educational materials used for both traditional and online courses. All students are provided the opportunity to receive urgent communications from the college in the event of weather emergencies, school closings and other vital information. The campus portal is currently undergoing final testing and will be placed into production for use in the Spring 2011 semester. When fully deployed, the portal will consolidate data from the diverse sources listed above and provide a single login and common look and feel to all student data systems.

A student identification number (ID) and personal identification number (PIN) are mailed to all new students once they have completed the admissions process. An overview on the use of each system is provided during online orientation. Additional written instructions are given to the students detailing the use of each system. A help desk number and email address are also provided by IT for support and the resolution of any technical issues.

In the nursing program, individual courses will describe any additional training required of students. The training dates and requirements are listed in the course calendars. Computer lab and Blackboard orientation are provided to first semester ADN students the first week of class by the fundamentals of nursing faculty, and to the LPN to ADN bridge student on the first day of class by the LPN to ADN Bridge nursing faculty. (Exhibit: Blackboard Handout from IT)

## STANDARD 4: CURRICULUM

## The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

The ADN curriculum is developed, evaluated, and revised by the nursing faculty. The faculty review course content, textbooks, and clinical experiences at the completion of each semester. Curriculum recommendations for change are submitted to the curriculum committee for research and evaluation of merit. Proposals are discussed and researched for congruency with program and student learning outcomes.

### 4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.

Standards of care for nursing practice are evident throughout the ADN curriculum. This program utilizes 2000 NLNAC Education Competencies for Graduates of Associate Degree Nursing Programs, (Exhibit), ANA Standards of Clinical Nursing Practice, (Exhibit) and Nursing Practice Law from The Mississippi Board of Nursing (www. msbn.ms.us) as guidelines for professional nursing practice. These standards of care are included throughout the ADN curriculum and are also utilized in the clinical evaluation component through the use of the clinical progress and summative clinical evaluation tools. The ANA Standards of Clinical Nursing Practice are reviewed in Nursing I with new students and placed in the ADN Student Handbook for reference. The Nursing Practice Law is discussed in Nursing I during the legal, ethical lecture. Review and discussion of these guides are incorporated in management and leadership lectures in Nursing VI. The combination of these standards directs the development of professional values and competencies that nurse must possess.

Nursing curriculum courses are organized by the role of the nurse. Other key concepts of the ADN program are patients, nursing process, growth and development, basic needs, and the wellness-illness continuum. All key concepts are interrelated and threaded throughout the program. The curriculum is arranged in a logical, sequential manner that reflects an increase in
difficulty and complexity with each progressive course of study. Each course builds upon previous learning to enhance the student's knowledge, skills, and critical thinking.

## Examples include:

Nursing I (Fundamentals) Students learn basic nursing skills in a simulated environment and progress to the delivery of basic care of the elderly in long term care facilities while being directly supervised by faculty members.

Nursing Dosages and Solutions is a concurrent part of Nursing I where basic medication dosage and calculation are taught to beginning students.

Nursing II (Medical/SurgicaI I) Students provide total care nursing to adult patients in acute care settings, while introducing the new skill of medication administration and venapuncture. Students are under the direct supervision of faculty.

LPN to ADN Bridge Course is designed to enhance the knowledge learned in the Practical Nursing program and make the transition into Level ll, third semester, of the ADN program. This course focuses on fundamentals, the theory and practice of medical-surgical nursing, and the role of the nurse as provider of care, manager of care, and a member within the discipline of nursing.

Nursing III (Women's Health/Newborns) Students provide care to newborns and women in diverse healthcare settings and within the community. Specific skills related to women and newborns are introduced while refining previously learned skills. Supervision and guidance are provided by the nursing faculty.

Nursing IV (Pediatrics) Students provide care to children and adolescents in acute care settings as well as the community settings. Specific skills related to dosage calculation of medications for children and adolescents are a focus of this course. Faculty continue to guide and supervise students in the clinical settings.

Nursing V (Psychiatric/Mental Health) Students care for patients and/or groups of patients in the mental health settings and in the community settings. Students utilize therapeutic communication skills and observe specific treatment modalities and interventions unique to the mental health patient. Students are under the supervision of faculty.

Nursing VI (Medical/Surgical II) Students are responsible for total care to adult patients in diverse healthcare settings with minimal supervision from faculty. Acute care, critical care, and community settings provide optimal clinical experiences. Nursing VI incorporates a 60 hour preceptorship that fosters independence and assists with the transition of the student to the role of the nurse.

The course and class objectives are organized by the role of the nurse. These objectives reflect the conceptual framework. These roles and concepts are interrelated and reinforced throughout the program. This program is classroom and clinical based. Students are facilitated in achieving the student learning outcomes and are prepared upon graduation for the role of the registered nurse with an associate degree education. As an example, concepts of the basic needs, as identified in the philosophy, are used in all nursing courses as reflected in the following chart.

## Chart IV-2: Incorporation of Basic Needs Through-out the Curriculum

| COURSE NAME | COURSE OBJECTIVE | UNIT OBJECTIVE |
| :---: | :---: | :---: |
| NUR I- NUR 1110 | Assess the patient's cultural and ethnic differences, basic needs... | Discuss the balance between energy intake and... |
| NUR 1- NUR 1210 | Assess the impact of growth and development, basic needs... | Utilize...and the basic needs of the patient... |
| Summer NUR 2107 <br> LPN Bridge Progran | Utilize critical thinking skills to plan accurate and safe nursing care to meet... | Define basic needs as described... |
| NUR II- NUR 2104 | Develop a teaching plan based on assessed needs... | Identify responsibilities...in meeting needs... |
| NUR IV-NUR 2115 | Incorporate...and the basic needs in developing the care plan... | Construct a plan of care to meet the basic needs... |
| NUR V-NUR 2203 | Utilize critical thinking skills to provide accurate and safe... | Determine the major categories of data... |
| NUR YI-NUR 2209 | Assess the impact of growth and development, basic needs... | Make appropriate judgments related to prioritizing ... |

The PRCC ADN program continues to use the NLN Educational Competencies of Associate Degree Nursing Programs (NLN 2000) as a guide. Faculty believe that mastery of these competencies is essential for the entry level professional nurse. This program uses the roles of provider of care, manager of care, and member within the discipline of nursing as the framework to assist the nursing student to achieve the competencies throughout the curriculum. Competencies are emphasized in both the classroom and clinical settings.

Provider of care is used by faculty to assist the student to master competency in the areas of assessment, communication, clinical decision making, caring interventions, and teaching the patient and/or family. Safety, professional behavior, and managing care are also stressed.

Manager of care is utilized to assist the student to master competencies of clinical decision making, collaboration, communication caring interventions, and managing care of the patient.

Member within the discipline is utilized to assist the student to master the competencies of professional behavior, communication, and decision making.

### 4.2 The curriculum is developed by the faculty and regularly reviewed for rigor and currency.

Nursing faculty review and revise curriculum annually. For the purpose of this self-study, an extensive review of the philosophy, framework, objectives, progression, and outcomes was also reviewed. First, the philosophy was reviewed for accuracy and currency. All other areas were reviewed for rigor and currency to validate the curriculum components evident throughout the program.

The nursing faculty develops, implements, and updates a curriculum that is organized according to the role of the nurse. The mission, philosophy, framework, and learning outcomes are congruent. The program outcomes validate student achievement of learning outcomes.

## Chart IV- 3

Relationship among philosophy, conceptual framework, student learning
outcomes and program outcomes.



| ...while providing compassionate, competent, and safe nursing care... | Wellness-Illness <br> Continuum | ...necessary to make decisions for competent and caring nursing practice... | ...employer survey will rate the nursing practice of a PRCC-ADN graduate as satisfactory. |
| :---: | :---: | :---: | :---: |
| ...patient moves along the continuum toward wellness or is supported in a peaceful and dignified death | Nurse/Student | ...practicing within the ethical and legal framework of nursing... |  |
| ...promotes wellness, restores health, prevents disease or manages chronic conditions... | Nursing Process | ...to maximize their level of wellness... | ... pass NCLEX- <br> RN on the first write... |
| ...collaboration of members of the health care team is paramount and requires the use of information technology... | Provider of Care <br> Caring <br> Interventions | ...to maximize their level of wellness.. | ... employer survey will rate the nursing practice of a PRCC-ADN graduate as satisfactory. |
| ...deliver care in the roles of: <br> Provider of Care, Manager of Care, and Member within the Discipline of Nursing | Professional Behaviors | ...collaborating with health care team... | ... will rate the nursing practice of a PRCC-ADN graduate as satisfactory. |
|  |  | ...will demonstrate |  |



| ...teacher manages the classroom and clinical experiences to facilitate learning, accountability, and critical thinking... <br> ...graduates to assume the roles of provider of care, manager of care, and member within the discipline of nursing. | Nursing Process <br> Nurse <br> Basic Needs <br> Growth and <br> Development <br> Nurse <br> Nursing Process <br> Nurse/Student <br> Nurse/ Educator <br> Nurse/Student | ...utilizing resources <br> for life-long <br> learning... <br> ...using constructive <br> criticism for improving... <br> ... Utilize critical thinking ... <br> ...Demonstrate competency... <br> ... Making <br> appropriate <br> decisions... <br> ... will demonstrate <br> the following roles <br> of nursing <br> practice...provider <br> of care... <br> ...practicing within <br> the parameters of individual <br> knowledge and experience | ... graduate survey will rate the nursing program as satisfactory. <br> ... graduate survey will rate the nursing program as satisfactory. <br> ...Pass NCLEX on first write ... graduate survey will rate the nursing program as satisfactory. |
| :---: | :---: | :---: | :---: |

Faculty are responsible for developing, evaluating, and revising the curriculum on a semester to semester basis and in the event of changes in the guidelines utilized by this program. Additions and deletions of content in the curriculum are based on faculty review of available up-to-date text-books and peer reviewed nursing journals. As healthcare changes, nursing practice and the role of the graduate associate degree nurse evolves. The aging population, as well as the knowledge level of patients, increases the need for the ADN student to possess knowledge of the geriatric patient with chronic conditions. Health promotion, disease prevention, cultural diversity, delegation, and communication are a large portion of the ADN program.

Technology within the healthcare system is changing rapidly. Some clinical sites utilize electronic medical records. Faculty members are required to be proficient in electronic documentation and instruct students. It is the desire of faculty to expose as many students as possible to the electronic medical records to assist the student with adapting to new and changing technologies.

Curriculum is formally evaluated by students during Nursing VI. Evaluations, student conferences, ATI test results, NCLEX-RN pass rate, and graduate surveys all contribute to changes in the curriculum. The curriculum committee annually reviews the curriculum for currency, rigor, and cohesiveness and makes recommendations for revisions. Proposed curriculum changes are submitted to the curriculum committee and reviewed for merit and value related to the student learning outcomes. The curriculum committee presents proposals to general nursing faculty for discussion, research, acceptance, rejection, or additional thought.

Faculty are committed to providing evaluations that will demonstrate achievement of learning outcomes, ensure safe nursing practice and prepare the student for successful licensure. Course objectives are prepared and available to students in the course syllabus. Each semester, course content is reviewed for currency and developed using the course objectives. Each faculty member reviews teaching strategies to assist students in successful course completion. Faculty work independently and/or with level groups to review test analysis, ATI results, and student evaluations.

Faculty utilize a wide variety of sources to prepare quizzes (minor) and exams (major). At least $80 \%$ of exams are in the multiple choice format similar to NCLEX exams. Other methods
of evaluation include, but are not limited to, multiple response questions, prioritization (order of importance), dosage calculation, and case studies. Following each quiz or exam, an analysis is done using Par Score. The analysis of questions assists the faculty to determine level of difficulty as well as the need to revise or discard any question. Faculty take all measures possible to ensure the security of all testing materials.

Faculty are aware of the many different learning styles. Faculty implement many different teaching strategies to meet the needs of the different learning styles present in this program. Research indicates that today's students learn in different manners. For example, the students learn from modeling, collaboration in the decision making process, concept mapping, and clinical skills lab. Student preference of learning is also a large factor in developing alternative teaching methods. The following chart demonstrates some of the teaching methods utilized by Pearl River Community College ADN faculty.

## Chart IV-4 Teaching Strategies/Rationales

| Lecture | Traditional method of delivering information, providing <br> necessary learning materials. |
| :--- | :--- |
| Case Studies | Facilitate active learning, application and synthesis of material. |
| Concept Mapping | Are utilized by some faculty as an alternative method of assisting <br> students with information retention. |
| Group Discussions | Peers are able to discuss and find answers to assist with decision <br> making |
| Co-Op Testing | Allows for collaboration, peer support, and team work |
| Quizzes on Blackboard | Assist students to become familiar with computerized testing |
| Clickers in the Classroom | Provide instant feedback, allow for discussion of material, <br> facilitate student preparation for class lecture |
| Student Presentation | Allows for peer collaboration, peer evaluation |
| Open book quizzes | Build confidence with testing |


| Pre/Post testing | Facilitates student preparation for lecture, assist the student with <br> self evaluation of knowledge |
| :--- | :--- |
| Nursing Journals | Students are encouraged to utilize current evidence based nursing <br> articles to supplement course work. |
| DVDs/Videos | Provide alternative methods of knowledge as well as assist the <br> visual learner |
| Web site assignments | Specific Internet sites are provided to students to assist with <br> learning course content |
| Demonstration/Return <br> demonstration | Utilized in the Nursing Lab to assist with psychomotor skill <br> mastery |
| Exam Question Rationales | These are provided for instant feedback as well as to assist the <br> student with selecting the BEST answers |
| Software for Nurses | The Computer Lab is equipped with multiple programs to assist <br> the student: examples are assessments, dosage calculations, <br> NCLEX practice questions, etc. |
| Wellness-Illness Continuum | Allows the student to learn the "normal," then learn <br> complications, disease process, treatments in the illness phase that <br> differ from the well patient. |

The nursing curriculum courses build on content learned in previous courses. One example of this is communication. Communication is taught in NSG I and continues throughout the program, becoming more in depth. Each semester focuses on communication with patients related to course. In NSG V, Mental Health Nursing, communication skills are essential when dealing with the patient with mental health issues. Another example is delegation, prioritization, and supervision. These concepts are initially taught in NSG I and continued throughout the program with increasing levels of difficulty.

### 4.3 The Student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direst learning activities, and evaluate student progress.

This program is based on the belief that the discipline of nursing is both an art and a science: "The science of nursing is the knowledge base for the care that is given and the art of nursing is the skilled (and caring) application of that knowledge to help others reach maximum health and quality of life (LeMone \& Lynn, 2008, p. 7). Knowledge and application are stressed throughout each course. The content of all courses is organized by the roles of the nurse. The roles of the nurse are the key components of learning and applying the art and science of nursing. Theoretical roles of the nurse are learned in the classroom setting. Applications of the roles of the nurse are learned in the skills lab and in the clinical setting.

Student learning objectives are organized to comply with the Educational Competencies for the Associate Degree Nurse as designed by NLN (2000). The objectives are listed by Provider of Care, Manager of Care, and Member Within the Discipline of Nursing. These objectives help to guide the curriculum as the student progresses through the program. Each course builds upon the previous course, and the level of difficulty increases with each course.

## Provider of Care

The graduate has current knowledge in nursing concepts, principles, and processes necessary to make decisions for competent nursing practice in various health care settings.

## Chart IV- 5

|  | NSG I | NSG II | LPN Bridge | NSG III | NSG IV | NSG V | NSG VI |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| l. Utilize <br> critical <br> thinking... | Identify the <br> components <br> of a critical... | Identify <br> possible <br> abnormal... | Assess the <br> standards to <br> be $\ldots$ | Identify the <br> potential... | Explain <br> therapeutic <br> $\ldots$ | Identify <br> knowledge <br> for <br> importance/ <br> understanding <br> relationships | Utilize <br> research <br> findings... |
| $\ldots$. |  |  |  |  |  |  |  |


| 2. Assess patient data... | Describe how to utilize information... | Identify patients at risk... | Identify the laboratory and... | Describe nursing assessment... | Identify the prcsenting signs... | Identify the major signs and symptoms... | Examine alterations in laboratory tests |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3. <br> Incorporate growth and developmen t... | Identify developmenta I changes throughout... | Compare clinical...in younger with the older adult... | Utilizing growth and development ... | Identify intcral, extemal, and... | Analyze the normal growth... | ...Utilize principles of growth and development ... | ...Utilize principles of growth and development |
| 4. Meet <br> basic needs. | Describe how basic needs... | Ensure safe oxygen delivery... | Describe how the basic needs... | Rate the newborn using. | Plan nursing care that meets... | Determine the major categories of data to be colleeted... | Relate the basic needs of man to the effects... |
| 5. .. patient education for diverse population $\cdots$ | Identify cultural factors... | Explain the pathophysi ology of... | Consider the influcnces of culture... | Identify examples of cultural... | Explain the sociocultural... | Describe potentially harmful interactions between... | Develop appropriate teaching tools... |
| 6. Communicate | Discuss communication with... | Discuss medication therapy.. | Discuss effective communication ... | Discuss factors that... | Explain medical diagnosis.. | Communicate on a level the patient... | Formulate appropriate written and verbal communieatio n... |
| 7. Útilize therapeutic commúuicatio n... | Identify and describe techniques... | Use effective communicati on... | Identify and describc teehniquc... | Plan teaching strategies... | Identify the nurscs role in communicati ng... | Utilize therapcutic communication ... | Communicate therapeutically and provide.. |
| 8. Demonstrate competency | Describe practice settings. | Interpret clinical change and ... | Discuss medication therapy.. | Differentiate among... | Identify signs and.. | Identify nursing rcsponsibilities related... | Apply knowledgc of... |

## Manager of Care

The graduate possesses the knowledge and skills necessary for managing the delivery of safe effective nursing care.

## Chart IV- 6

|  | NSGI | NSG II | LPN <br> Bridge | $\text { NSG } \amalg$ | NSGIV | NSG V | NSG Vİ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9. Make appropriate decisions... | Utilize principles of safety... | Develop a community based plan... | Prioritize nursing care... | Utilize critical thinking to establish... | Prioritize the goals and rcsponsibiliti es... | Use critical thinking when... | Make appropriate judgments related to care... |
| 10. Delegate some aspects... | Make proper referrals... | Coordinate nursing care... | Use the nursing...pla n and implement... | Identify responsibiliti cs of various health care... | Organize nursing care to include... | Work with others who administer... | Distinguish between appropriatc and inappropriate delegation... |
| 11. Manage time and resources... | Design ways of management | Prioritize nursing care for... | ... develop a plan of care... | Examine assessment and treatment services... | Identify eommunity resources... | Prioritize the care for patients... | Explain the management and prioritization of nursing care... |
| 12. Seek assistance. ${ }^{\text {. }}$ | Analyze ways to collaborate... | Coordinate nursing care... | Discuss management of patient... | Identify <br> health <br> services available... | Collaborate with other... | Identify organizations in the community... | Discuss conflict and contlict resolution... |
| 13. Collaborate … | ... Provide quality care via... | Discuss the clinical indieations... | Plan follow up care... | Compare responsibiliti es of... | Collaborate with the... | Participate as a team member... | Examine the multidisciplinary, collaborative... |

## Member Within the Discipline of Nursing

The graduate has acquired the knowledge for professional growth, continuous learning and self-development.

## Chart IV- 7

|  | NSGI | $\text { NSG } \Pi$ | LPN <br> Bridge | NSGMI | NSGTV | NSG V | NSG VI |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 14. Practice within ethical and legal. | Use all media, stay abreast... | Discuss legal, ethieal issues related to... | Describe the Code of Ethics... | Identify legal, ethical... | Demonstrate adherenee to the... | Analyze the legal and ethieal dilemmas... | Discuss legal and ethieal ramifieations... |
| 15. Utilize resources.: | Make proper referrals... | Recognize support organizations... | Recognize support organizations... | Identify support systems... | Utilize appropriate resources... | Identify organizations in the... | Relate the significance of continued selfdevelopment... |
| 16. Use constructive criticism... | Complete self evaluation... | Utilize evidenee based nursing praetiees to validate... | Explain why nursing... | Evaluate personal beliefs... | Identify yous own feelings... | Recognize and identify your own... | Analyze eomponents of teaching/learning... |
| 17. Recógnize the importance... | Review ongoing nursing researeh... | Utilize nursing research to provide evidence based... | Identify factors influencing.. | Review literature related to... | Recognize the importance of reviewing... | Correlate the relationship between... | Discuss the use of research findings... |
| 18. <br> Recognizing the importance... | Appraise and diseuss current... | Discuss the importanee of professional certifieation... | Discuss professional... | Recognize legal implieation... | Identify the nurse's... | Examine the responsibilities and... | Define eharacteristics of nursing profession... |
| 19. Practicing within the parameters. $\alpha$ | Discuss the role of... | Discuss special preparation for... | Discuss ANA Standards... | Review literature related to midwives... | Practice in a earing and legal... | Practice within limitations... | Explain how standards of care.. |

The foundation of the nursing curriculum is achieved through the required courses in the sciences and humanities. General education courses strengthen personal and professional progression which contributes to the success of the graduate. Academic courses of anatomy and physiology I and II, microbiology and the corresponding labs, college algebra, English, general psychology, human growth and development, public speaking, and sociology are the academic courses that compliment the nursing courses (PRCC Catalog and ADN home page).

A brief description of academic courses and how they relate to the nursing curriculum follows:

1. Anatomy and Physiology I and II and the labs provide knowledge to support the anatomical and physiological aspects of the individual. The knowledge allows the student to understand homeostatic principles in promoting health and preventing disease.
2. College Algebra assist the student to think critically and analytically in the daily application of drug dosage calculations. Accurate dosage calculation is a critical issue in the preparation and administration of medications. This course prepares the student to be a safe practitioner.
3. English and Public Speaking(Speech) provide the student with the skills necessary to speak accurately and write correctly. Interpersonal skills are essential in nursing practice when communicating with patients and/or interdisciplinary health care members.
4. General Psychology teaches human behaviors throughout the life span. By learning human behaviors, the student gains a better understanding of the patient and family behaviors during an illness. Psychology also provides a foundation for purposeful interactions.
5. Human Growth and Development provides an understanding of growth and development from conception to death. Normal growth and development allow the student to assess, plan, and implement appropriate nursing care of the patient at any age or developmental stage.
6. Microbiology and lab provide students with an understanding of organisms in the internal and external environment of the human being. This class is essential for the understanding of both health and disease states. Students are able to provide safe nursing practice by utilizing medical asepsis and standard precautions to prevent the spread of harmful organisms.
7. Sociology presents a general overview of the perspectives, concepts, and methodology of sociology. Students are encouraged to think critically about social life. This course helps students identify forces in society that impact the health care system in general and nursing in particular.
8. General Biology and Computer Science are college requirement courses.

### 4.4 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include regional, national, or global perspectives.

During the past five years, South Mississippi has experienced drastic changes with the population growth. Hurricane Katrina affected many different groups of people who relocated to South Mississippi. With this influx of different groups, students are being required to learn and manage many different cultural and ethnic groups. This ever changing population demands that students learn to provide culturally competent care that is sensitive to diverse populations in all healthcare settings.

Cultural competence is a process that involves respecting all differences and not letting one's own biases influence others. It requires having the knowledge, skills, and understanding about diverse groups (Giger, 2007). (Ignatavicius) Faculty understand these competencies and are integrating cultural competency into all courses when applicable. Patients experiencing disease or injury, regardless of race or ethnicity, are to be respected for their personal beliefs and values.

Examples of Learning Cultural Diversity:

Nursing I students learn to assess the patient's cultural, ethnic, and spiritual differences as they relate to developmental stages, basic needs, and position on the wellness-illness continuum.

Nursing II students learn how diseases affect a diverse health care population.
Nursing III students learn how cultural and ethnic beliefs and values affect childbirth and the infant.

Nursing IV students learn the cultural differences for children and adolescents.

Nursing V students are introduced to cultural differences and how they affect the mentally ill patient.

Nursing VI students learn to apply previously learned ethnic and cultural differences to the acute care and critical care areas of health care.

### 4.5 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.

PRCC offers a program of nursing instruction that involves the application of knowledge and implementation of evidence based skills. Syllabi contain objectives, assignments, and activities that focus on the delivery of current, competent, evidence based nursing care that incorporates the concepts of the program. Nursing education settings include the classroom, campus lab, clinical, and community. Students participate in conferences, annual conventions, community health projects, and community screening.

The curriculum assists the student to develop abilities, traits, and values of professional accountability, credibility, ethical decision making, and concern for social and global healthcare issues. Theoretical knowledge in the classroom setting is shared through videos, case studies, role playing, lecture, and presentations. Critical behaviors and demonstrations of skills in the campus lab allow the student to develop confidence, proficiency, and nursing values that are applied in the clinical setting.

Abilities, traits, and values of professional responsibility are introduced in Nursing I with ethical and legal aspects of nursing and the role of the nurse as a member within the discipline of nursing. These traits and values are included throughout the program and are modeled by the faculty. The ANA Standards of Clinical Practice are used to guide students and are found in the ADN Student Handbook.

Evaluation tools and methodologies are consistent with course objectives and student learning outcomes of the didactic and clinical concepts of the program. Theory evaluation of students is based on mastery of required criteria that is set in the student learning outcomes and the course objectives. Faculty are guided by the NCLEX test-plan and employ a variety of methods to evaluate students. These methods allow the faculty members to see the complete picture regarding the student learning styles. These methods also allow the student to grasp the content in varied methods. (Exhibits: grading criteria included in course syllabi, and evaluation tools)

Methods of evaluation of theoretical content include but are not limited to quizzes (minor), exams (major), assignments, and case studies. These methods are specific to course objectives, and an attempt is made to construct test questions that progress toward the higher levels of Bloom's taxonomy in order to prepare the student for successful NCLEX passage. Course syllabi contain a description and example of the grading procedure. Faculty are committed to facilitating student understanding and success of expected outcomes. Faculty continue to confer with students on grades and academic standing throughout the semester.

The evaluation tools employed in the clinical setting for each course consist of a clinical progress report and a clinical summative report. These tools were developed based on the concepts of the ADN program and the core components within the role of the nurse as well as the student learning outcomes. The clinical progress report is adjusted to each course specific clinical objectives. The student is evaluated for application of the nursing process through the use of the nursing care plan. The clinical summative report is the same for all nursing courses. These tools are published in the course syllabi for students to have a guide for clinical expectations. Clinical progress reports are written and shared with students within a timely manner. Summative reports are completed at the conclusion of the clinical rotation.

Students must meet a satisfactory level of achievement for all critical behaviors. Nursing I begins with basic critical behaviors and the clinical evaluation tools as methods of evaluation. Students in Nursing II continue with additional skills with critical behaviors and follow the same guidelines for evaluation. Nursing III continues to add additional skills and utilize the same clinical evaluation methods. Nursing IV adds skills and utilizes the same clinical evaluation methods. Nursing V continues to evaluate the clinical experience using the same methods. Nursing VI attempts to refine learned skills, add any new skills, and evaluate students using the same method. Students performing inadequate skills are referred to the campus skills lab to practice and refine skills. In order to pass a nursing course the student must complete the course with a minimum score of 80 , achieve satisfactory clinical performance in all objectives, and successfully complete skills testing within three attempts.
4.6 The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.

Faculty believe to be effective teachers they must remain current in educational theory as well as best practice in the clinical setting. IHL has a set standard of one instructor per 10 students in the clinical setting. This standard allows for safe, effective teaching practice in the clinical setting. The PRCC ADN program maintains contracts with many different healthcare facilities to provide a wide variety of clinical experiences for the students.

All faculty in the PRCC ADN Program hold Master's Degrees in Nursing. The Skills Lab coordinator is the only nursing member that holds a Bachelor of Science Degree in Nursing. Faculty are required to obtain ten continuing education units per physical year. Faculty members attend numerous workshops throughout the year to remain current in nursing education theory and to continually increase knowledge of new and innovative teaching techniques. New teaching methods are utilized as either supplemental or alternative teaching methods until proven effective. An example of this would be Concept Mapping. Some faculty are incorporating concept maps in the clinical setting to evaluate student progress. Another example would be the introduction of Blackboard as a means of communicating with students. All nursing classrooms are equipped with computers, DVDs/VCRs, and access to the Internet.

Faculty routinely look at ways to make the students more active in their role of student learners. Choices regarding content and experiences are looked at using guidelines, research, requirements, and feedback from clinical agency suggestions. Decisions on curriculum changes are based on the programs mission, philosophy, student learning outcomes, course objectives, and local and national trends. All changes to the curriculum are essential to professional nursing.

All departments work together to provide students with means to complete the program within the allotted time period. It is our plan that $60 \%$ of students enrolled in the program will complete the program within $150 \%$ of the allotted time. Student Support Service, administration,
and faculty all work together to provide a schedule of classes that meet the needs of the nursing student.

### 4.7 Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state, and national standards and best practices.

The curriculum is designed to facilitate achievement of the student learning outcomes and program outcomes that are published for students. The program length is two academic years or four semesters which is consistent with other ADN programs in Mississippi. The outcomes are evident in NCLEX-RN scores, clinical evaluations for the fourth semester, evaluation from preceptors, and the proctored comprehensive exam from ATI Testing. (Exhibit)

This program is 72 hours of which $42(58 \%)$ are nursing hours and $30(42 \%)$ are general education hours. Revisions were made in the fall of 2003 to decrease the preceptorship hours to 72 to keep in line with the course hours. Beginning Spring 2011, the preceptorship hours were decreased to 60 to increase instructor time with the student in clinical and assist with the shortage of available clinical sites and qualified preceptors. This change adheres to the generally accepted ratio for clinical laboratory hours of three contact hours to one semester hour which is published for student information. This ratio is consistent with the requirements of the college. Nursing course descriptions identify class and clinical hours per week and the total semester hours awarded for the course. These requirements are on the web (PRCC web home page, Catalog) and in the course syllabi.

## CHART IV -8: HOUR REQUIREMENTS FOR EACH COURSE

| COURSE | CREDIT | CLANICAL CONPACT |
| :--- | :--- | :--- |

### 4.8 Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes: current written agreements specify expectations for all parties and ensure the protection of students.

This program utilizes a great variety of clinical agencies appropriate to meet the program and student learning outcomes. By utilizing varied clinical settings, students are exposed to a variety of people with backgrounds different from their own. The clinical component of each course is planned to allow for increasing knowledge, judgment, and skill. For example, nursing
homes are the desired clinical setting for the first semester students. More advanced clinical areas are preferred for the fourth semester students.

Every semester students evaluate each facility/unit to ensure the appropriateness for clinical practice. Faculty perform informal evaluations of all clinical sites on an ongoing basis as they instruct and guide students and collaborate with agency staff. Faculty remain in close contact with agency staff, administration and unit managers to discuss problems and/or issues that may arise. Clinical evaluation results are also shared with unit managers to maintain open communications to facilitate optimum clinical conditions for student learning. (Exhibit: clinical agency evaluations forms; clinical agency evaluations). This program uses acute care facilities, rehabilitative units, long term care facilities, two psychiatric hospitals, specialty clinics, schools/clinics, and home health agencies. The following chart describes the number and variety of clinical agencies used for clinical experiences.

Clinical agency contracts convey expectations and responsibilities for all parties. Some contracts are more detailed in content than others as directed by the agency. All contracts contain the purpose, the college's responsibilities and expectations, the agency's responsibilities and expectations, and the length of the contract. The contracts also identify specific expectations of the educator, the student, and the agency.

## CHART IV-9 CLINICAL AGENCY AFFILIATIONS

| FACILITY NAME | ACCREDITATIO <br> N STATUS | CLINICAL FOCUS | $\begin{gathered} \text { BED } \\ \text { CAPACITY } \end{gathered}$ | AVERAG E DAILY CENSUS | DISTANCE <br> FROM THE CAMPUS |
| :---: | :---: | :---: | :---: | :---: | :---: |
| North Shore Regional Medical Center | JCAHO | Medical-Surgical Nursing, Women's Health, Pediatrics, Preceptorship | 165 | 115 | 45 Miles |
| Bogalusa <br> Medical Center <br> - LSU Hospitals <br> Health Care <br> Services Division | JCAHO | Preceptorship | 96 | 60 | 30 Miles |
| Pine Grove Psychiatric Hospital | JCAHO/DNV | Psychiatric Nursing | 88 | 68 | 35 Miles |
| Wesley Medical Center | JCAHO | Fundamentals, Medical-Surgical | 211 | 153 | 45 Miles |


|  |  | Nursing, Preceptorship |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Marion General Hospital |  | Medical-Surgical Nursing, Preceptorship | 49 | 30 | 35 Miles |
| Hancock General Hospital | JCAHO | Medical-Surgical Nursing, <br> Preceptorship | 104 | 58 | 55 Miles |
| Bogalusa <br> Medical Center | JCAHO | Women's Health | 98 | 45 | 25 Miles |
| Highland Community Hospital | MS State Board of Health | Medical-Surgical Nursing | 51 | 23 | 26 Miles |
| South MS State Hospital | JCAHO, CMS | Psychiatric Nursing | 50 | 38 | 35 Miles |
| Covenant Health and Rehab of Picayune | MS State Board of Health | Fundamentals | 120 | 115 | 35 Miles |
| Forrest General Hospital | JCAHO/DNV | Medical-Surgical Nursing, Women's Health, Pediatric, Preceptorship | 512 | 347 | 45 Miles |
| Pearl River County Hospital and Nursing Home | MS State Board of Health | Fundamentals | 66 | 66 | 0.5 Miles |
| SlidelI Memorial Hospital | JCAHO | Women's Health | 182 | 96 | 47 Miles |
| Bedford Care Nursing Home | MS State Board of Health | Fundamentals | 135 | 132 | 30 Miles |

Other facilities utilized to support clinical learning include Picayune Rural Health Clinic, Southeast Mississippi Rural Health Initiative Clinic, Bogalusa School Clinic, Thames Elementary School, PACE Head Start Assessment Clinic; Hattiesburg Clinic, Women's Health Clinic, Picayune Early Head Start Program, Pine Belt Mental Health Services, Hancock Medical Center Schools' Clinics, Hattiesburg Clinic Dialysis Units, Forrest General OPACS (Out Patient Clinical Solutions) and Radiation Therapy, along with numerous physicians' clinics.

### 4.8.1 Student clinical experiences reflect current best practices and nationally established patient health and safety goals.

Students meet the goals of the clinical facilities by attending mandatory orientations at the assigned facility. The National Patient Safety Goals, Health Information Portability PA, emergency codes for each facility, and clinical documentation are a few of the items covered in the orientations. Examples of best practice utilized on the clinical setting are fall risk assessments, medication administration guidelines, National Patient Safety Guidelines to use at least two methods of patient identification before administering medication or performing treatments, infection control prevention methods, following the Center for Disease Control guidelines for hand sanitization, performing a decubitus risk assessment, and proper use of computerized medical records. All students provide patient centered care and work as a part of the interdisciplinary healthcare team during the clinical experience.

Not all clinical sites utilize the SBAR (situation, background, assessment, recommendation) method of communication to assure patient safety. The SBAR method is taught, and the student is able to see the implementation in clinical sites that support this method of communication.

The program uses Joint Commission Patient Safety Goals, DNV Patient Safety Goals, as well as the Mississippi Board of Nursing Nurse Practice Act to structure the Skills Lab, and clinical component to provide students with appropriate learning experiences. Faculty evaluate and revise reading and learning assignments each semester to maintain currency. Faculty are encouraged to keep current with best practices and patient safety through review of literature and workshops. A wide variety of nursing references are provided for faculty. The clinical daily evaluation and the clinical summative evaluation tools reflect best practices and patient safety goals.

## STANDARD V: RESOURCES <br> Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.

Criterion 5.1: Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.

Fiscal resources provided for the Associate Degree Nursing Program in the Department of Nursing Education are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization. According to PRCC's Dean of Business Services, the allocations for the ADN Program are specifically delineated. It is difficult to compare the ADN program to other programs in the institution because of the uniqueness in size of faculty, student body, and the supplies and technology requirements necessary for instruction. Faculty salaries are included in the departmental budgets. A state mandated salary increase for the nursing faculty was given in 2007 and 2008. Travel budget requirements of the ADN program are larger than other departments due to the number of faculty traveling to clinical agencies.

The procedure for budget planning is located on the PRCC Policy and Procedure Manual (website, http://www.prcc.edu/.) Faculty have input into the departmental budget each spring via the budget request form. Budget needs are determined and requested by the Director and disbursed by the Dean of Business Services. The yearly budget is compiled in February and submitted by March 1. The final approved budget is received by the ADN Director after the June Board of Trustees meeting. Budgets are available online for the ADN Director to review at any time. Chart V-1 is a 3- year overview of program expenditures.

Faculty development is supported by funding through the Development Foundation. With the approval of the Vice President for Instruction, the funds requested by faculty are then distributed. Continuing education hours can be obtained from online sources such as Medscape and Nursing journals available in library. Professional development sessions are provided by the college throughout the year.

Clerical support is provided by an Admissions/Records Secretary and a Secretary for the Director of Nursing Education. Student workers provide part-time assistance to the secretaries and faculty. Clerical assistance is sufficient to meet administrative and faculty needs of the program.

PRCC provides adequate administrative support services to the ADN program. Administrative support services for the ADN program consist of the President, the Vice President for Instruction, and the Vice President of Student Services along with the ADN Director and other members of the administrative council.

## CHART V-1 Associate Degree Nursing Expenditures

| BUDGET ACCOUNTS | AMOUNT $\begin{aligned} & \text { ALLOCATED } \\ & 2007-2008 \end{aligned}$ | AMOUNT ALLOCATED $2008-2009$ | $\begin{aligned} & \text { AMOUNT } \\ & \text { ALLOCATED } \\ & 2009-2010 \end{aligned}$ | AMOUNT <br> ALLOCATED 2010-201 |
| :---: | :---: | :---: | :---: | :---: |
| Educational Supplies, Materials \& Equipment | \$21,528.00 | \$24,986.00 | \$15,328.00 | \$15,328.00 |
| Office Supplies | \$1,334.00 | \$12,490.00 | \$9,848.00 | \$9,848.00 |
| Professional Fees and Subscriptions | \$7,084.00 | \$7,184.00 | \$5,281.00 | \$5,281.00 |
| Educational \& Other Travel (InState \& Out-ofState) | \$10,75.00 | \$10,338.00 | \$16,006.00 | \$16,006.00 |
| Total | \$40,021.00 | \$54,998.00 | \$46,463.00 | \$46,463.00 |

Criterion 5.2: Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.

The physical facilities provided by the college for Associate Degree Nursing in the Department of Nursing Education are sufficient to meet the needs of the students, faculty and staff. The ADN, Practical Nursing, and HPR/Wellness programs are located in the 49,000 square foot Nursing/Wellness Center which opened in fall, 1997. The Department of Nursing Education in the Nursing/Wellness Center contains 34,000 square feet.

## NON-INSTRUCTIONAL FACILITIES:

The Department of Nursing Education Administrative Suite consists of the offices for the Director, Assistant Director, Secretaries, and two additional offices; a conference room; a workroom; a kitchenette; and restrooms. A secure room containing student records is also included. The office of the director is adequately equipped with a computer, Internet access, printer, telephone with voice mail, desk, office chair, guest chairs, bookcase, file cabinets, small conference table with chairs, restroom, and kitchenette. Both secretaries' offices are adequately furnished with computers, Internet access, printers, telephones with voice mail, desks, office chairs, guest chairs, bookcases, file cabinets, and clerical task equipment. A well-equipped workroom with an Internet-connected copier for faculty is located adjacent to the director's secretary's office. An additional copier is located in the faculty lounge at the front of the building. The assistant director's offices and private faculty offices are adequately furnished with computers, Internet access, printer, telephones with voice mail, desks, office chairs, guest chairs, bookcases, and file cabinets to meet their needs. Bulletin boards are located outside these offices. Faculty and student lounges with kitchenettes are located at the front of the building. Student lockers are available in the student lounge. The building is equipped with janitorial spaces, storage rooms located in several hallways, and student and faculty restrooms. Fire extinguishers, fire alarms, sprinklers, exit signs, and exits are strategically placed throughout the
building. Signs regarding emergency safety plans and weather alert plans are visible throughout the building.

Two additional offices are presently used by faculty and staff as extra work space. One of these offices houses the Par Score scanner/printer along with a computer with Internet access and printer, and flatbed scanner. A large conference room is equipped with conference tables and chairs and a wall-mounted conference marker board for meetings and accommodation for student testing. There is a reception area located in the administrative suite adjacent to the ADN Secretary/Admissions office and with work space available for a receptionist/student worker. In this reception area, a copier is provided for student use.

## INSTRUCTIONAL FACILITIES:

Class sizes meet student learning and safety measures. Each semester, the ADN program utilizes four classrooms. Another classroom, teleconference room (room 407), is reserved primarily for the use by the Practical Nursing Program. If additional space is needed for testing purposes, the teleconference room is utilized when not occupied. Each classroom accommodates sixty desks and chairs. The tier classroom seats two hundred and four people in floor mounted tables with attached seats. Six additional spaces are available for special accommodations. Movable walls can be used to divide the tier classroom into three rooms, each seating seventy. Classes are well illuminated with fluorescent lighting. A marker board, podium with microphone, instructor chair, VCR/DVD player, and TV monitor, tabletop overhead projector, projector screen, and clock are available in each classroom. In addition, each classroom contains a presentation cart containing a computer with Internet access, monitor, keyboard, speakers, and a ceiling mounted data projector. Two classrooms have the Sympodium monitor available to be used by instructors. A table in each classroom is used as a work and/or conference table.

The nursing building has about 5,700 square feet dedicated to skills labs. There are two large skills lab rooms (Lab 1 and Lab 3) equipped with a total of 22 hospital beds, 22 over bed tables, and 19 bedside tables. The patient units can be separated by privacy curtains. Each lab has a marker board, one scrub sink, instructor chairs, and three tables with chairs. A small skills lab room (Lab 2) is located between the Lab 1 and Lab 3 with four beds, four bedside tables, two scrub sinks, VCR/DVD player, TV monitor, magazine rack to hold nursing literature, tables and
chairs, and five bulletin boards. The skills lab rooms provide adequate space for demonstration and testing of nursing skills. In Lab 2 shelving is provided for backpacks and books while students work in the lab. A computerized IV instruction unit on a movable presentation cart is available for students and instructors to use. Technically advanced male, female, child, and infant manikins are available for practice and testing of specific nursing skills.

Lab supplies and some practice manikins are kept in a large, secured storage room that includes supply carts, movable shelving, storage cabinets, and a washer and dryer. The storage room is accessible by two sets of double doors on either side of the lab coordinator's office. The lab coordinator's office, with surrounding observation windows, is located in Lab 2. A computer, Internet access, printer, telephones with voice mail, a desk, an office chair, guest chairs, a book case, and a file cabinet are provided.

The Wellness Center, a 15,000 square foot facility adjacent to the Nursing Building, houses the Department of Health, Physical Education, and Recreation. The Center includes an elevated walking track, aerobic exercise room, men's and women's locker rooms, a large workout area, three classrooms and five offices with a central information desk at the entrance of the wellness center. Two classrooms are equipped with a podium, dry-erase board, overhead projector, TV and VCR/DVD, computer with Internet access, and smart boards for the lecture component of the HPR courses. Another classroom contains desks and chairs only and is used for health concepts classes that meet in the classroom for two weeks at the beginning of each semester. A well-equipped faculty lounge/workroom is available to the faculty. An automated external defibrillator (AED) is located on the wall next to the women's locker room. Fire extinguishers, fire alarms, sprinklers, exit signs, and exits are strategically placed throughout the building. Signs on emergency safety plans and weather alert plans are throughout the building.

Criterion 5.3: Learning resources are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students.

Learning resources are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students. Nursing faculty requests for learning resource materials are submitted to the ADN Director. Approved requests are purchased as funds are available. Faculty may make additional request to the ADN Director and/or Learning Resources Center (LRC) Director if special needs arise. Instructional aids, technology, software, and hardware are sufficient in quantity and quality and are consistent with program objectives to support teaching methods. Technical support is available on campus.

## GARVIN JOHNSTON LIBRARY:

The Johnston Library is a 25,000 square foot facility that includes the Library, Learning Lab, and Media Services. The Johnston Library is affiliated with the Mississippi Library Commission, Mississippi Community College Network, and Southeastern Library Network through which it provides interlibrary loan services to faculty and students.

The library's collection includes approximately 54,955 books; 7,511 bound periodicals; 100 current periodicals, over 5,000 online periodicals through various databases; 4,338 rolls of microfilm; and 2,704 volumes of microfilm. All resources can be retrieved through the Online Public Access Catalog (OPAC) and the library's web site. In the print collection approximately 3,161 books are nursing books, and an additional 6,000 titles related to supporting fields such as psychology, sociology, anatomy, and physiology. The Learning Lab houses 4,104 videocassettes, 335 DVD's and 514 titles of computer software on disks and CD-ROMs with a total collection of 5,864 audiovisual and computer software items. The Library has 33 student computers while the Learning Lab has 85 student computers connected to a centralized server, which is loaded with software that serves all disciplines of the college. Additionally, 9 computers in the lab are used for online testing for Mississippi State Virtual Community College
(MSVCC) students. All library and lab computers have Internet access. Media equipment and audiovisual hardware and software are available to students and faculty through the lab.

Access to information is available through a variety of formats from the online library catalog to electronic databases and Internet access. Through Mississippi Alliance for Gaining New Opportunities through Library Information Access (MAGNOL1A), the state's library consortium, the students have access to the following databases that include medical information: Academic Search Premier, Alt-Health watch, Consumer Health Complete, Credo Reference, and most importantly, Health Source: Nursing/Academic edition. Students also have access to online materials through Mississippi Electronic Libraries Online (MELO), the library for the Mississippi Virtual Community College. The MELO online resources include such items as MEDLINE/Pub Med, etc., as well as the Merck Manual, MEDLINE Plus, and many other medical titles such as Anatomy TV and Stat Ref. In addition, the college subscribes to the online Cumulative Nursing and Allied Health Literature (CINAHL) database, the most comprehensive resource for nursing and allied health literature, and the Pro Quest Nursing and Allied Health Source database, which provides complete full-text information from leading nursing and allied health magazines, journals, and dissertations. These titles can be accessed from library computers or through the library's web page from a student's personal computer.

The collection is reviewed and updated on an annual basis. For 2008-2009, 239 books were discarded from the medical collection at Johnston Library, and 170 books were purchased. An annual evaluation of Garvin H. Johnston Library for effectiveness by students, staff, and faculty is part of the PRCC evaluation process administered by the Office of Institutional Effectiveness in the spring semester. Garvin H. Johnston hours are 7:40 a.m.-9:00 p.m., Monday through Thursday, and 7:40 a.m.-3:00 pm. Friday.

Finally, the Garvin H. Johnston Library is current and comprehensive and meets the needs of the students and faculty. Qualified Garvin H. Johnston Library personnel are available to provide instruction and guidance to faculty, students, and staff on the use of existing resources, as well as new resources and software programs. The library maintains a strong orientation program with over 172 sessions provided by the library and lab staff members in 2008-2009. In addition, instruction is provided on an individual basis at point-of-use or in small group sessions.

## NURSING COMPUTER LAB:

The nursing computer lab is located in the nursing building. The lab houses 44 Dell computers with anticipated expansion to 70 . These computers all have lnternet access and are directly connected to Institutional Technology (IT) department. The students have access to 46 software programs. These programs include a wide variety of nursing topics, including informational, resource, and testing programs. Printers are available for hard copies. Acquisition needs of computers, printers, and software are evaluated annually by faculty under the guidance of the Media Committee. Technology is purchased through budgeted funds, donations, and grants. Nursing instructors monitor the lab and assist students with software and instruction. The lab is open Monday through Friday 8:00 a.m.-3:00 p.m. with additional hours available upon request.

## SKILLS LAB:

The skills lab is used by all students each semester to check-off clinical skills prior to their clinical rotation. There is a TV monitor with a VCR/DVD and a magazine rack that holds nursing literature. Shelving is provided for backpacks and books while students work in the lab. A computerized IV instruction unit on a movable presentation cart is available for students and instructors to use. Technically advanced male, female, child, and infant manikins are available for practice and testing of specific nursing skills. A SimManG has been purchased and is waiting faculty training.

## NURSING MEDIA COMMITTEE:

Nursing faculty requests for learning resource materials are submitted to the Director of Nursing Education. Approved requests are purchased as funds are available. Faculty may make additional requests to the ADN Director and /or LRC Director if a special need arises. The Media Committee is responsible for the evaluation of the textbooks, audiovisuals, and computer programs, and fulfilling faculty requests for copies of required textbooks by contacting the textbook/company representative. There is student representation on the Media Committee.

Students are asked to electronically evaluate educational materials and technology as they relate to learning in the nursing program. Results of student evaluations are important for
making changes in textbooks or other materials. Effective communication exists between the textbook manager at PRCC's bookstore and the members of the Media Committee. Through communication with library personnel, books with copyrights of 10 years or more are pulled from the LRC unless the information is still pertinent or of historical value. The library personnel make a list of all CD's/DVD's dated before 2000 and mark these to be discarded. Students have access to online resources through the LRC.

## STANDARD VI: OUTCOMES

Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved. The ADN program at PRCC has a written plan for systemic evaluation of the program which emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards. The plan is reviewed on an ongoing basis and as needed and was revised in Fall 2009. The plan consists of expected levels of achievement, components to be evaluated, location of documentation, the persons responsible for the evaluation, time frame and assessment methods. An effective nursing program is measured by its success with regard to established outcomes and quality determinations based on standards for the profession and for education in general. Having an ongoing systematic plan for evaluation assists with curriculum development and program change, maintains consistency within the curriculum, and provides a way to stay current with trends in nursing and education. The evaluation plan also provides a mechanism for maintaining accountability for public safety. The nursing program's educational effectiveness is also evaluated by student achievement related to graduation rates, licensure pass rates, job placement rates, and program satisfaction defined as graduate and employer program satisfaction.

## Criterion 6.1: The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards.

The ADN program at PRCC has a written plan for systematicc evaluation of the program which emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards. The plan is reviewed on an ongoing basis as needed and was revised in Fall 2009. The plan consists of expected levels of achievement, components to be evaluated, location of documentation, the persons responsible for the evaluation, time frame and assessment methods. (Appendix)

Numerous sources are utilized for data collection including graduate and employer surveys, evaluation tools developed by the ADN faculty, and evaluation tools developed by the college. External data is collected from NLN Pre-Assessment Examination for the RN, NCLEX-RN results from the Mississippi Board of Nursing and other state Boards of Nursing, and ATI Testing Service. An online survey system, Survey Monkey, has been utilized by the college since spring 2009.

## Criterion 6.2: Aggregated evaluation findings inform program decision making and are used to maintain or improve student learning outcomes.

The current method of assessment provides the program with trended, aggregated data for use in program decision making and improvement of student learning outcomes. These decisions are documented in the ADN general faculty meeting minutes and other program committees' meeting minutes and on the evaluation plan. The annual assessment tools utilized in the ADN program are course evaluations, clinical agency evaluations, clinical instructor evaluations, media evaluations, and curriculum evaluations. Each nursing course is evaluated by the students annually in the spring semester, and the results are reviewed by the curriculum committee and course faculty. Clinical agencies are evaluated annually in the spring semester, and the results of the evaluations are shared with clinical faculty and the appropriate clinical agency personnel. Clinical instructor evaluations are completed annually each spring, and these results are reviewed by the ADN director and the faculty member. In the fall semester each year, students evaluate the effectiveness of the computer lab and course textbooks. The results of the media evaluations are reviewed by the ADN media committee and shared with faculty. The curriculum of the ADN program is evaluated each semester by fourth semester students prior to graduation. These results are reviewed by the curriculum committee and shared with faculty. Feedback from the students assists faculty in updating/revising courses and provides insight from the student perspective.

Examples of program improvements based on the evaluation process include:

- Class meeting time changed to assist students' success
- Textbook changes
- Classes rearranged in a block system to provide continuity
- Cooperative testing utilized
- Test reviews after test completion
- Student support groups
- Content review sessions prior to major exams


## Criterion 6.3: Evaluation findings are shared with communities of interest.

Evaluation findings are shared with various communities of interest to this program such as clinical agencies, IHL, PRCC administration and board of trustees, and PRCC ADN Advisory Board. Each clinical instructor shares results of the clinical agency evaluation with appropriate staff of the clinical agency and documents this in clinical communication minutes. The director shares NCLEX results with PRCC administration, PRCC ADN Advisory Board, and the communities of interest. Evaluation results of program outcomes are also shared with IHL, PRCC administration, PRCC board of trustees, and the PRCC ADN Advisory Board.

## Criterion 6.4: Graduates demonstrate achievement of competencies appropriate to role preparation.

PRCC ADN graduates demonstrate achievement of competencies appropriate to role preparation as evidenced by program progression through successful completion of each nursing course. The student learning outcomes of critical thinking, nursing skills, and therapeutic communication are evaluated at the conclusion of each nursing course. These student learning outcomes are assessed and validated through course examinations, clinical application exercises, simulation scenarios, and clinical performance in clinical agencies. A course summative
evaluation reflecting clinical performance is completed by the clinical instructor each semester. The preceptorship evaluation demonstrates the student's achievement of basic competencies essential to enter nursing practice as a graduate of the ADN program. In addition to theory and clinical, students complete ATI testing each semester and a comprehensive exam prior to graduation. Results of the ATI comprehensive exam are used as a predictor for NCLEX success. Remediation is offered to students who score below 70\% on the ATI comprehensive exam. Faculty maximize student learning by using multiple assessment techniques to monitor the learning process, including case studies to assist with critical thinking, cooperative testing, test reviews, and content specific reviews.

## Criterion 6.5: The program demonstrates evidence of achievement in meeting the following program outcomes:

- Performance of licensure exam
- Program completion
- Program satisfaction
- Job placement


### 6.5.1 The licensure exam pass rates will be at or above the national mean.

Program Outcome: The percentage of graduates who pass NCLEX-RN on the first write will be at or above the national mean.

The pass rates of PRCC ADN graduates is above the national mean. Prior to Fall 2009, graduates were defined as those students graduating from PRCC within the academic year ending in May. This included December graduates from one year and May graduates from the following year. The ADN program at PRCC also monitored student achievement of the Mississippi IHL standard which stated, " The pass rate for all first writes on the registered nurse licensure examination (NCLEX-RN), regardless of where the exam was written, shall meet the following requirements.
a. First write results for each calendar year shall be no less than $95 \%$ of that year's national average. PRCC graduates meet this standard.
b. The pass rate for first and second writes combined shall be no less than $95 \%$ pass for each calendar year. Each year will be calculated no later than 3 years from December 31 of that year and any graduate who has never taken NCLEX shall not be included in the calculation."

Beginning with spring 2010, lHL changed the guidelines for calculation of pass rates. This change now includes all students testing in a calendar year, regardless of the semester in which they graduated. IHL states, "annual NCLEX pass rates for all test takers ( $1^{\text {st }}$ and repeat) will be at $80 \%$ or above over a 3 year period (IHL, 2010).

| NCLEX-RN | PRCC | State | National |
| :--- | :--- | :--- | :--- |
| 2007 | 89.5 | 87.23 | 85.47 |
| 2008 | 92.8 | 85.00 | 86.73 |
| 2009 | 96.3 | 88.86 | 88.42 |

2010
(data not available at time of self-study printing)

The wording of the program outcome for 6.5.1: licensure exam pass rates, will change to "Annual NCLEX pass rate for all test takers ( $1^{\text {st }}$ and repeat) will be at $80 \%$ or above over a three year period."

Criterion 6.5.2: Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history.

Program Outcome: $60 \%$ or greater of students enrolled in the program will graduate within $150 \%$ of the time of the stated program length.

Prior to Fall 2007, graduation rates were based on admission date and a total of four semesters. Data reflected that this program outcome was not met due to high attrition in the first two semesters and a very late withdrawal date established by the college. Students who withdraw from a course are interviewed by the level coordinator to identify factors contributing to the withdrawal. This information assists faculty in determining readmission. In 2007, IHL 's standard on graduation rates required that $60 \%$ of students graduate in $150 \%$ of the prescribed time for the program of study for undergraduate programs. The PRCC ADN faculty adopted this standard as a program outcome. Graduation rates based on this standard have increased. In addition to enhance retention efforts, students who withdraw from a course are interviewed by the level coordinator to identify factors contributing to the withdrawal. Both a PRCC and IHL exit interview form are completed (Exhibits). This information assists faculty in determining readmission. Beginning spring 2010 in an effort to increase our graduation rates and improve student advisement, a Risk Assessment Tool was adapted (Appendix). Beginning fall 2010, IHL changed their definition of graduation rates to degree completion rates. This new definition states, "expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, program history, and best practices." (IHL, 2010). Also in fall 2010, calculation of degree completion rates was changed to, "count only students who did not graduate due to failure to meet program outcomes or dismissal based on program policies and procedures." (IHL, fall 2010). Students who leave for personal reasons such as change in major, relocation, health issues, etc., are not to be counted. Graduation rates for 2007-2009 included all students. IHL guidelines state that graduation rates are calculated per academic year.

## Graduation Rates

$37 \%$ (This included the final students impacted by Hurricane Katrina)

In addition to enhance retention efforts, students who withdraw from a course are interviewed by the assistant director of nursing education and/or course faculty liaison to identify factors contributing to the withdrawal. Both a PRCC and IHL exit interview form are completed (Exhibits). This information assists faculty in determining increase student retention and readmission. Beginning spring 2010 in an effort to increase our graduation rates and improve student advisement, a Risk Assessment Tool was adapted (Appendix). In fall 2010, a faculty member was named as remediation advisor.

Plans at this time are to continue with the current program outcome for 6.5.2: expected Ievels for program completion.

## Criterion 6.5.3: Program satisfaction measures (qualitative and quantitative) address graduates and their employers.

Program Outcome: $90 \%$ of the graduate respondents will express satisfaction with the PRCC ADN program and $90 \%$ of employer respondents will express satisfaction with the nursing practice of a PRCC graduate.

Graduates complete a survey six to nine months following graduation indicating program satisfaction. Data collected from this survey also indicates where the graduate is employed. The employer satisfaction survey follows at 12-18 months after graduation, using the clinical facility identified in the graduate survey. Response rate has been traditionally very low, approximately $14 \%$. In an effort to increase the number of responses, an online graduate survey was implemented in Fall 2009.

Graduate Program Satisfaction<br>Employer Satisfaction

2007 93\% ..... 100\%
2008 84\% ..... 100\%
2009 ..... $100 \%$ ..... 100\%

Criterion 6.5.4: Job placement rates are addressed through quantified measures that reflect program demographics and history.

Program Outcome: $90 \%$ of the respondents to the graduate survey will reflect employment in various health care settings within a 70 -mile radius of the PRCC district.

The graduate survey is completed six to nine months following graduation. Data from this survey indicates where the graduate is employed and if the employment is within 70 miles of the PRCC district.

Employment within a 70-mile Radius of the PRCC District:

2007
100\%

2008
100\%

2009
100\%

## SECTION THREE:

## SYSTEMATIC PLAN FOR EVALUATION

Standard 1. The nursing education unit's mission reflects the governing organization's values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.

| Systematic Plan for Program Evaluation: ADN <br> 2009-2010 |  |  |  |  |
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| Criterion 1.1 The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization. |  |  |  |  |
| Definition: The mission/philosophy and outcomes of the ADN program are congruent with those of PRCC. |  |  |  |  |
| Responsibility: Director of Nursing Education | Implementation: |  |  |  |
| Component | Expected Level <br> of Achievement | Frequency of <br> Assessment | Assessment <br> Methods | Results of Data <br> Collection and <br> Analysis |
| Congruency | 100\% of faculty <br> agre that the <br> philosophy and <br> outcomes of the <br> ADN program <br> are congruent <br> with the <br> college's <br> mission <br> statement and <br> outcomes. | Annually in <br> spring semester | Comparative <br> analysis by <br> faculty and <br> program director | 100\% of faculty <br> agree on <br> congruency: the <br> ADN philosophy <br> is reviewed <br> annually and <br> updated as <br> needed. |
| Maintenance - the ADN director and faculty will continue to <br> review annually | Include advisory council and administrative representative in the <br> comparative analysis |  |  |  |


| Systematic Plan for Program Evaluation: ADN 2009-2010 |  |  |  |  |  |
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| Criterion 1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities. <br> Definition: Governance is defined by the ADN program as sharing of information and involvement in decision making and is indicated by participating in college activities, organizations, committees, and evaluation processes. |  |  |  |  |  |
| Responsibility: Chairs of ADN committees; PRCC Office of Institutional Effectiveness |  |  |  |  |  |
| Plan |  |  |  | Implementation: |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collections and Analysis | Actions for Program Development, Maintenance or Revision |
| Students | Student participation on ADN Curriculum, Evaluation, Media and Rules and Regulations Committees | Annually, spring semester | Review of committee minutes | Curriculum committee: student attended ... Media: student attended... <br> Evaluation eommittee: student attended... Rules and Regualtions Committee: student attended.... | Continue to monitor |


| Systematic Plan for Program Evaluation: ADN 2009-2010 |  |  |  |  |  |
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| Criterion 1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities. |  |  |  |  |  |
| Responsibility: Director of Nursing Education; PRCC Office of Institutional Effectiveness |  |  |  |  |  |
| Plan |  |  |  | Implementation: |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collections and Analysis | Actions for Program Development, Maintenance or Revision |
| Faculty | $100 \%$ of faculty will serve on ADN committees <br> $25 \%$ of ADN faculty will serve on college-wide committees | Annually, fall semester <br> Annually, spring semester | List of Committee Assignments <br> List of committee assignments | $100 \%$ of faculty serve on ADN committees <br> $50 \%$ faculty served on college-wide committees 2009-2010 | Continue to monitor |


| Systematic PIan for Program Evaluation: ADN 2009-2010 |  |  |  |  |  |
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| Criterion 1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities. |  |  |  |  |  |
| Responsibility: Director of Nursing Education; |  |  |  |  |  |
| Plan |  |  |  | Implementation: |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Resnlts of Data Collections and Analysis | Actions for Program <br> Development, <br> Maintenance or Revision |
| Administration | Director of Nursing Education, or designated representative, will attend departmental meetings. | Annually, spring semester | Departmental meeting minutes | Minutes of VP for Instruction Departmental meetings show attendance by Director of Nursing Education or designated representative. | Continue to monitor |

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| Criterion 1.3 Communities of interest have input into program processes and decision making. |  |  |  |  |  |  |
| Responsibility: Director of Nursing Education | Implementation: |  |  |  |  |  |
| Plan |  | Frequency of <br> Assessment | Assessment <br> Methods | Results of Data Collections and Analysis | Actions for Program <br> Development, Maintenance <br> or Revision |  |
| Component | Expected Level of <br> Achievement | Fall and Spring | Review ADN <br> handbook, IHL <br> annual report, <br> ADN application <br> packet, and <br> evaluation results. | Evidence of review in meeting minutes. | Make recommendations for <br> areas needing improvement. |  |
| Communities <br> of Interest: <br> Advisory <br> Council | The Advisory Council will <br> meet and review program <br> goals and outcomes |  |  |  |  |  |


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| Criterion 1.4 Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community. <br> Definition: Partnerships are considered an agreement (formal relationship) between the nursing education unit/governing organization and an outside agency with the intent of accomplishing specific objectives and goals. |  |  |  |  |  |
| Responsibility: Director of Nursing Education |  |  |  |  |  |
| Plan |  |  |  | Implementation: |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collections and Analysis | Actions for Program Development, Maintenance or Revision |
| Partnerships: <br> Forrest <br> General <br> Hospital; <br> Lower PearI <br> River Valley <br> Foundation; <br> PRCC <br> Wellness <br> Center; <br> Picayune <br> School <br> District; <br> Bedford <br> Care | Partnerships are maintained which enhance nursing education and the nursing profession, and benefit the community. | Annually in Spring | Verbal and written reports of activities and collaboration. | General Faculty Meeting minutes | Continue to monitor Add new partnerships as available. |


| Systematic Plan for Program Evaluation: ADN 2009-2010 |  |  |  |  |  |
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| Criterion 1.5The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing. <br> Definition: The nursing administrator is considered the Director of Nursing Education who is responsible for the developments and administration of the nursing division. There is an LPN program coordinator who reports to the Director of Nursing Education. |  |  |  |  |  |
| Responsibility: Director of Nursing Education; VicePresident of Instruction |  |  |  |  |  |
| Plan |  |  |  | Implementation: |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collections and Analysis | Actions for Program Development, Maintenance or Revision |
| Director of Nursing Education | Director of Nursing Education will hold a minimum of a graduate degree with a major in nursing and will hold an unencumbered nursing license. | Upon employment and annually, spring semester | Review of nursing folder in VP for Instruction's Office for transcript; Review of personnel folder in Department of Nursing Education for licensure verification. | Outcome met. Transcript reflects MSN <br> License renewed in December 2010. | Continue to monitor. |


| 2009-2010 <br> Systematic Plan for Program Evaluation: ADN |  |  |  |  |  |
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| Criterion 1.6. The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities. |  |  |  |  |  |
| Responsibility: Director of Nursing Education |  |  |  |  |  |
| Plan |  |  |  | Implementation: |  |
| Component | Expeeted Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collections and Analysis | Actions for Program Development, Maintenance or Revision |
| Job Description <br> Schedule | Position Description reflects duties and responsibilities for program administration. <br> $100 \%$ of the Director of Nursing Education's schedule will be dedicated to fulfilling the administrative responsibilities of the nursing program. | Annually, spring semester <br> Bi-annually, each semester | Review of job description <br> Rcview of door schedule | Director has the authority and responsibility for the administration of the program <br> Calendar and door schedules reflect only office time and no class or clinical requirements. | Continue to monitor <br> Continue to monitor. |


Systematic Plan for Program Evaluation: ADN

| Systematic Plan for Program Evaluation: ADN 2009-2010 |  |  |  |  |  |
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| Criterion 1.8 Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those governing organization; differences are justified by the goals and outcomes of the nursing education unit. <br> Definition: Policies of the nursing education unit are consistent with those of Pearl River Community College, or differences are justified by the nursing program's needs. |  |  |  |  |  |
| Responsibility: Director of Nursing Education; ADN Faculty; |  |  |  |  |  |
| Plan |  |  |  | Implementation: |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collections and Analysis | Actions for Program Development, Maintenance or Revision |
| Congruency | One hundred percent (100\%) of nursing program policies will be congruent with those of PRCC or differences will be justified. | Annually in Spring Semester | Comparative analysis of any new policy by faculty, nursing administrator, and PRCC policy committee | Met | Continue to monitor |


| Systematic Plan for Program Evaluation: ADN 2009-2010 |  |  |  |  |  |
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| Criterion 1.9 Records reflect that program complaints and grievances receive due process and include evidence of resolution. <br> Definition: Complaints and grievances are terms used interchangeably. They are considered formal, written and signed statements made by a student regarding the nursing department which are presented to PRCC Appeals Committee. |  |  |  |  |  |
| Responsibility: Director of Nursing Education |  |  |  |  |  |
| Plan |  |  |  | Implementation: |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collections and Analysis | Actions for Program Development, Maintenance or Revision |
| Complaints | $100 \%$ of complaints will be addressed using the Student Grievance/Appeals Procedure found in the PRCC Catalog and the Cat Country Guide. | Data will be compiled, summarized, and reported | Review of Grievance folder in the office of the Director of Nursing Education | Grievance/Appeal | Continue with current guidelines |

Standard 2: Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.

| Systematic Plan for Program Evaluation: ADN$2009-2010$ |  |  |  |  |  |
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| Criterion 2.1: Full-time faculty are credentialed with a minimum of a master's degree with a major in nursing and maintain expertise in their areas of responsibility. <br> 2.1.1: The majority of the part-time faculty are credentialed with a minimum of a master's degree with a major in nursing; the remaining part-time faeulty hold a minimum of a baccalaureate degree with a major in nursing. <br> 2.1.2: Rationale is provided for utilization of faculty who do not meet the minimum credential. <br> Definition: All faculty members are registered nurses with a master's degree in nursing, hold a valid license in Mississippi with at least one year clinical experience, and some have additional credentials. All faeulty earn at least one (1) CEU or three (3) hours of credit of formal education each year related to nursing education. All partieipate in achievement of the nursing unit's purpose through teaching, service, and scholarship. |  |  |  |  |  |
| Responsibility: Director of Nursing Education |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Full-time faculty are academically \& professionally qualified <br> Faculty qualifications: <br> a. License | $100 \%$ of fulltime faculty are academically \& professionally qualified | At time of appointment (a, b, d, e), annually in Spring (a) \& annually in Fall <br> (c) Semesters | Review of faculty files | $100 \%$ of fulltime faculty meet qualifications | Reported to IHL, LA Board of Regents, \& LA State Board of Nursing |

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| Systematic Plan for Program Evaluation: ADN2009-2010 |  |  |  |  |  |
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| Criteriou 2.2: Faculty (full- and part-time) credentials meet governing organization and state requirements. <br> Definition: Credentials of the governing organization are reflective of state requirements and include: <br> * ADN - Master's degree or higher in nursing, one year clinical experience, and one continuing education unit annually. Exceptions may be granted to the degree by the IHL Board's Director of Nursing Education as long as exception faculty is continuously enrolled in a graduate degree program that will be completed within a three year time period (maximum). <br> * All - Unencumbered MS or compact license as RN and satisfying of criminal background check. |  |  |  |  |  |
| Responsibility: Director of Nursing Education |  |  |  |  |  |
| PLAN |  |  |  |  | IMPLEMENTATION |
| Component | Expected Level of Achievement (ELA) | Frequency of Assessment | Assessmeut <br> Methods | Results of Data Collection \& Analysis (include ALA) | Actions for Program Development, Maintenance, or Revision |
| Faculty credentials | $100 \%$ of faculty are credentialed | At time of appointment and in Fall Semester | Review of faculty files | $100 \%$ of faculty meet credentialing requirements | Reported to BTSIHL, LA Board of Reagants, \& LA State Board of Nursing |


| Systematic Plan for Program Evaluation: ADN$2009-2010$ |  |  |  |  |  |
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| Criterion 2.3: Credentials of practice laboratory personnel are commensurate with their level of responsibilities. <br> Definition: Practice laboratory personnel is/are the Skills Lab Coordinator who is charged with organizing practice of skills for students; however, she has no teaching or evaluation role. Requirements for this level of responsibility include one year clinical experience and holding an RN license. |  |  |  |  |  |
| Responsibility: Director of Nursing Education |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment <br> Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Practice lab personnel: Skills Lab Coordinator | $100 \%$ of practice lab personnel are academically \& professionally qualified | At time of appointment and in Fall Semester | Review of personnel files | $100 \%$ of practice lab personnel meet academic \& professional requirements | Reported to BTSIHL, LA Board of Reagents, \& LA State Board of Nursing; incorporate opinions of faculty \& students in future evaluations |


| Systematic Plan for Program Evaluation: AND2009-2010 |  |  |  |  |  |
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| Criterion 2.4: The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved. <br> Definition: The number of full-time / part-time nursing faculty members meets state accreditation standards regarding ratio of faculty to students ( $1: 10$ in clinical, $1: 15$ in classroom). The number of faculty is adequate to fulfill the program's purposes by the achievement of unit goals. |  |  |  |  |  |
| Responsibility: Director of Nursing Education |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Number and utilization of nursing faculty | $100 \%$ of faculty are utilized in compliance with accreditation standards | Annually in Fall \& Spring Semesters and as necessary | Review of faculty \& student enrollment files Comparison of the ratio of faculty to students | $100 \%$ of faculty arc utilized to meet accreditation requirements | Faculty teaching / clinical assignments are made to meet needs of student enrollment |


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| Criterion 2.5: Faculty (full- and part-time) performance reflects scholarship and evidence-based teaching and clinical practices. <br> Definition: Faculty demonstrate diversity of talent through scholarly endeavors for teaching, integration, and application of knowledge. Teaching expertise is the ability to facilitate student learning in achievement of program outcomes. Integration of knowledge is utilizing information gleaned from other disciplines as well as assisting students to integrate classroom learning into clinical practice. Application of knowledge is seen in the use of evidence-based concepts in didactic and clinical instruction. The ADN faculty define scholarship as professional development. |  |  |  |  |  |
| Responsibility: Director of Nursing Education |  |  |  |  |  |
| PLAN |  |  |  |  | IMPLEMENTATION |
| Component | Expccted Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Faculty performance reflects scholarship, evidence-based teaching, \& clinical practices | $100 \%$ of faculty performance reflects scholarship \& evidence-based practice | Annually in Fall \& Spring Semesters | NCLEX pass rates, review of faculty files: <br> Selfevaluations, classroom and clinical instructor evaluations | $100 \%$ of faculty report incorporating EBP into classroom and/or clinical instruction; participate in at least one CEU activity annually | Faculty continue to incorporate expertise in specific area and EBP into classroom and/or clinical instruction |

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| Criterion 2.6: The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes. Definition: Non-nurse faculty and staff are considered the secretarial support of the educational unit. |  |  |  |  |  |
| Responsibility: Director of Nursing Education |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment <br> Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Non-nurse faculty and staff: Secretaries | $100 \%$ of secretarial support | At time of appointment \& annually | Review of personnel files | $100 \%$ of secretarial support is sufficient to meet needs of program | Maintain level of secretarial support; incorporate opinions of faculty and students in future evaluations |


| Systematic Plan for Program Evaluation: ADN$2009-2010$ |  |  |  |  |  |
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| Criterion 2.7: Faculty (full- and part-time) or oriented and mentored in their areas of responsibilities. <br> Definition: Upon employment, nursing faculty participate in general faculty orientation and are paired with a faculty member in their assigned course. |  |  |  |  |  |
| Responsibility: Director of Nursing Education |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Faculty orientation / mentoring | $100 \%$ of faculty will participate in orientation/mentoring process; will be assigned mentor | At time of appointment | Review of faculty files: <br> Orientation check-list | $100 \%$ of faculty will be competent with program expectations; assigned mentor | Continue orientation/mentoring program; develop means of evaluating effectiveness of mentoring program |

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| Systematic Plan for Program Evaluation: ADN$2009-2010$ |  |  |  |  |  |
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| Criterion 2.8: Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes. <br> Definition: Faculty performance is evaluated annually using the PRCC institutional processes by the students and the director or coordinator to assure ongoing professional development and competence |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Director of Institutional Effectiveness |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Lever of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Faculty performance demonstrates competencies consistent with program goals and outcomes | $100 \%$ of faculty: will participate in institutional evaluation processes | Annually in Fall \& Spring semesters | Faculty evaluations | $100 \%$ of faculty completed the evaluation process | Continue evaluation process |

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| Systematic Plan for Program Evaluation: ADN <br> Critcrion 2.9: Non-nurse faculty and staff performance is regularly reviewed in accordanee with the policies of the governing organization. <br> Definition: Secretaries are evaluated using the PRCC institutional evaluation processes. |  |  |  |  |
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| Responsibility: Director of Nursing Education |  |  |  |  |
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| Componcnt | Expected Level <br> of Achievement | Frequency of <br> Assessment | Assessment <br> Methods | Results of Data <br> Collection and <br> Analysis |

Standard 3: Student polices, development, and services support the goals and outcomes of the nursing education unit.

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| Criterion 3.1: Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit. <br> Definition: Student rules and regulation of the ADN program are considered statements which inform, clarify, or explain processes, procedures, and expected conduct for students. They are publicly accessible, non-discriminatory, and consistently applied. |  |  |  |  |  |
| Responsibility: Director of Nursing Program, Assistant Director of Nursing Program, and Nursing Faculty |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| ADN Rules and Regulations changes | $70 \%$ of the ADN rules and regulations are congruent with those of PRCC. Any differences are justified by the goals and outcomes of the nursing education unit. $100 \%$ of the ADN rulcs and regulations are publicly accessible, non-discriminatory and consistently applied. | With any change at institutional or program level and as necessary | ADN rules and regulations and collcge policies are reviewed by the ADN faculty, Director of Nursing Education, ADN Coordinator, and the ADN Rules and Regulations Committee | At least 70\% of the ADN's rules and regulations are congruent with PRCC and $100 \%$ of the rules and regulations are publicly accessible, non-discriminatory, and consistently applied. | Reviewed in the ADN faculty meeting, presented in student orientation sessions at the beginning of each semester. Addendums are given as changes occur. |


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| Criterion 3.2: Student services are commensurate with the needs of students pursuing or completing the associate and practical nursing programs, including those receiving instruction using alternative methods of delivery. <br> Definition: PRCC provides all ADN students with access to services that include but are not limited to health, counseling, academic advisement and assistance, career placement, and financial aid. The services are administered by qualified individuals. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, Director of Institutional Effectiveness, Dean of Student Affairs, and Vice-President for Instruction |  |  |  |  |  |
|  | PLAN |  |  | IMPLEMENTATIO |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Rcvision |
| Student services | $70 \%$ of the PRCC students who participate in an annual campus climate survey will indicate that they are satisfied with the campus climate. | Annually in the Fall | Annual Campus Climate Survey | $81 \%$ of the PRCC students are satisfied with the overall campus climate. | No action needed at this time. Continue to obtain data and review results. |
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| Systematic Plan for Program Evaluation: ADN2009-2010 |  |  |  |  |  |
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| Criterion 3.3: Student educational and financial records are in compliance with the policies of the and federal guidelines. <br> Definition: The ADN program adheres to PRCC's policies on educational and financial records. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, Vice President for Instruction, Director of Financial Aid, and Director of Admissions/Assistant Dean of Enrollment Management |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment <br> Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Educational records <br> Financial records | $100 \%$ of educational records are maintained according to PRCC's policies and auditing agencies <br> $100 \%$ of financial records are maintained according to PRCC's policies and auditing agencies | Every semester <br> Every semester and as needed | Records reviewed to verify graduate eligibility and for progression within the ADN program <br> Records are maintained in the ADN Admissions office <br> Records are maintained in the Financial Aid office. | $100 \%$ of the educational records are maintained according to PRCC's policies and auditing agencies. <br> $100 \%$ of the financial records are maintained according to PRCC's policies and auditing agencies | No action needed at this time. <br> Continue to monitor. <br> Financial Aid office continues to maintain and audit records each semester |


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| Criterion 3.4: Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements maintained. <br> Criterion 3.4.1: A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available. <br> Criterion 3.4.2: Students are informed of their ethical responsibilities regarding financial assistance. <br> Definition: A program of compliance is available and is shared to assist student's seeking financial aid. |  |  |  |  |  |
| Responsibility: Director of Financial Aid |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expceted Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Compliance with Title IV/Entrance Loan Counseling | $100 \%$ of students who receive financial aid will be aware of the Entrance Loan Counseling | Every semester and as needed | Students complete the Entrance Loan Counseling online. | Financial Aid office reports, "All students are made aware of the Entrance Loan Counseling." | Monitored and maintained by the Financial Aid office |


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| Criterion 3.5: Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information. <br> Definition: Information intended to inform the public is consistent in the PRCC Catalog, ADN Application Packet, ADN brochures, and the ADN PRCC website. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, and the ADN Rules and Regulations Committee |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment <br> Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Integrity and consistency of information | $100 \%$ of documents will contain accurate information about the ADN program, the accreditation status, and the NLNAC contact information. | Annually and as needed | Review information | $100 \%$ of documents contain accurate information. Results shared with general faculty. | Documents are reviewed and updated as changes occur. <br> Develop a check- list to facilitate accuracy of information review. (Fall 2010) |


| Systematic Plan for Program Evaluation: ADN 2009-2010 |  |  |  |  |  |
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| Criterion 3.6: Changes in policies, procedures, and program information are clearly and consistently communicated to student timely manner. <br> Definition: Changes in the ADN's rules and regulations and the college's policies are communicated at the beginning of each semester and as necessary. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Rules and Regulations Committee, Dean of Student Affairs, Vice-President for Instruction, and PRCC Policy and Procedure Committee |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Communication of ADN rules and regulations changes and college policy changes | $100 \%$ of the ADN students are informed of changes in the ADN Rules and Regulations and college policy changes | Every semester and as necessary | Information Session for first semester students <br> Course orientation on the first day of class | Students acknowledge the receipt and understanding of information by signature upon admission. As changes occur, addendums are given. | In Fall 2010, the change from level coordinators to Assistant Director of Nursing Education and the formation of Level Liaisons was verbally relayed to all students in orientation. |

Systematic Plan for Program Evaluation: ADN

| Systematic Plan for Program Evaluation: ADN$2009-2010$ |  |  |  |  |  |
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| Criterion 3.7: Orientation to technology is provided and technological support is available to students, ineluding those receiving instruction using alternative methods of delivery. <br> Definition: PRCC students are provided instruction and support for use of technological resources. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, Information Technology Department, Skills Lab Coordinator and ADN faculty |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment <br> Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Rcvision |
| Student orientation to technology | All students are orientated to technology and technological resources | Each semester | Orientation to computer lab and other technologies upon admission <br> and upon course orientation | All students are orientated to technology and technological resources | Monitor student's ability to use technology. |

Standard 4 . The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

| Systematic Plan for Program Evaluation: ADN2009-2010 |  |  |  |  |  |
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| Criterion: 4.1. The curriculum incorporates established professional standards, guidelines, and competencies and has clearly articulated student learning and program outcomes. <br> Definition: Course and program outcomes are specific to this program and reflect professional standards, guidelines, and competencies that clearly articulate to students and faculty. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Aehievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program <br> Development, Maintenance, or Revision |
| Curriculum | The curriculum plan contains $100 \%$ of the required elements. | Each semester. | Course orientations <br> Curriculum committee <br> Faculty reviews | $100 \%$ of required elcments are contained in the curriculum plan. | Additional revisions are implemented as needed. |


| Systematic Plan for Program Evaluation: ADN$2009-2010$ |  |  |  |  |  |
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| Criterion: 4.2 The curriculum is developed by the faculty and regularly reviewed for rigor and currency. <br> Definition: Faculty members are responsible for developing and routinely updating the curriculum that meets the philosophy of this program. Faculty perform systematic reviews for rigor and currency on an ongoing basis. |  |  |  |  |  |
| Responsibility: Director of Nursing Program, Assistant Director of Nursing Program, ADN Curriculum Committee |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Review for rigor | NCLEX results will remain above the state and national levels | Quarterly | Review NCSBN results received from Board of Nursing | 2009 NCLEX rate: 96.3 <br> 2010 NCLEX rate: | Continue process <br> Update test plans as new information is provided by NCSBN |
| Review for currency | $100 \%$ faculty are in compliance with curriculum update/change and performing a systematic review of curriculum | Annually | Curriculum <br> Committee reviews each course syllabus for rigor and currency | Curriculum minutes reflect this process. | Continue process and revise as needed to meet ELA |


| Systematic Plau for Program Evaluation: ADN2009-2010 |  |  |  |  |  |
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| Criterion: 4.3 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress. <br> Definition: Student learning outcomes are measurable learner-oriented abilities that are consistent with standards of professional practice. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, Nursing Faculty |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment <br> Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Student learning outcomes | $100 \%$ of learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress. | Each semester | Academic/clinical performance. | $100 \%$ of the learning outcomes are used to organize the curriculum, guide the delivery of instruetion, direct learning activities, and evaluate student progress. | Update and revise test plans as needed. <br> Update curriculum to meet expected outcomes as needed. |


| Systematic Plan for Program Evaluation: ADN2009-2010 |  |  |  |  |  |
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| Criterion: 4.4 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives. <br> Definition: The curriculum contains concepts related to regions, cultures, ethnicities that are different from one's own. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, Nursing Faculty |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of <br> Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Cultural diversity and perspectives | Each nursing course will contain a minimum of one unit objective related to cultural, ethnic, and/or socially diverse concepts. | Ongoing | Curriculum Committee review. <br> Faculty review. | All courses contain at least on unit objective. | Revise course syllabi as needed |

Systematic Plan for Program Evaluation: ADN

| Systematic Plan for Program Evaluation: ADN2009-2010 |  |  |  |  |  |
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| Criterion: 4.5 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement student learning and program outcomes. <br> Definition: Evaluation methodologies are the means of determining achievement of student learning and program learning outcomes that are consistent with professional practice. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, Nursing Faculty |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Evaluation methodologies | A variety of methodologies are used to assist the student in achievement of student learning and program outcomes. | Ongoing | ATI testing <br> Clinical progress and summative evaluations. <br> Test Blueprints | Faculty use a variety of methods to assist the students in achievement of student learning and program outcomes. | Ongoing curriculum review. |


| Systematic Plau for Program Evaluation: ADN2009-2010 |  |  |  |  |  |
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| Criterion: 4.6 The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances. <br> Definition: The nursing curriculum utilizes educational theories, interdisciplinary collaboration, research and best practices to assist the student in completion of student learning and program outcomes. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, Nursing Faculty |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievcment | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Educational theory | All faculty will utilize the adult learner theory to assist students with achievement of student learner and program outcomes | Ongoing | Review of textbooks for reading level, update syllabi as needed to meet the needs of learners. | Textbooks are review each semester and syllabi are updates as needed. | Continue process. |
| Innovation, flexibility, technology | The curriculum design allows for innovation, flexibility, and use of technology. | Ongoing | Curriculum review for rigor. | Faculty is encouraged to use innovation, flexibility, and technology for instruction. | Continue process. <br> Workshops for faculty to be proficient in using new technology as it becomes available. <br> Initiated Advisory Council. <br> Added Sympodiums to the classrooms. <br> Purchased Sim Man G for campus lab. |


| $2009-2010$ |  |  |  |  |  |
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| Criterion: 4.7 Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards, and best practices. <br> Definition: The program complies with PRCC, state and national standards, and incorporates best practice to meet the program length. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, Nursing Faculty |  |  |  |  |  |
| PLAN |  |  |  | IMPLEMENTATI |  |
| Component | Expected Level of Aehievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Program length | 2 aeademic years or 4 semesters | Annually | Comparison of program requirements, PRCC, state and national standards. | Program is in compliance | Continue to monitor <br> Revise according to IHL standards as needed. |


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| Criterion: 4.8 Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students. <br> Criterion 4.8.1 Clinical experiences reflect current best practices and nationally established patient health and safety goals. <br> Definition: Practice learning environments include Skills Lab, limited clinical simulation lab, and clinical facilities assist students with achieving competencies consistent with professional standards of practice while developing a safe practitioner. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, Nursing Faculty |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Learning environment | Learning environments are appropriate for student leaning and support achievement of program outcomes | Ongoing | Informal evaluations of clinical agencies by faculty. <br> Student evaluations of clinical agencies. | Clinical Communication Minutes $\begin{aligned} & 2009-100 \% \\ & 2010-100 \% \end{aligned}$ | Continue to monitor, as needed. <br> Develop a skills Lab evaluation form spring 2011. |
| Written agreements | $100 \%$ of agency agreements will reflect specific expectations. | Annually and as needed. | Clinical Affiliation Agreements. | Clinical affiliation agreements reflect specific expectations. | Continue process. |


| Systematic Plan for Program Evaluation: ADN2009-2010 |  |  |  |  |  |
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| Criterion: 4.8 Practiee learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students. <br> Criterion 4.8.1 Student elinical experiences reflect eurrent best practices and nationally established patient health and safety goals. <br> Definition: Praetiee learning environments include Skills Lab, limited clinical simulation lab, and clinical facilities assist students with achieving eompetencies consistent with professional standards of practice while developing a safe practitioner. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, Nursing Faculty |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Clinieal experiences and current best praetices | All faculty and students will follow clinical agency guidelines regarding patient health, safety, and current best praetices. | Each semester | Clinical Agency orientations. <br> Faculty clinical communication records. | All faculty and students comply with clinical agency guidelines. | Continue to monitor as needed. |

Standard 5: Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.

| Systematic Plan for Program Evaluation: ADN2009-2010 |  |  |  |  |  |
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| Criterion 5.1. Fiscal resources arc sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization. <br> Definition: Fiscal resources allow the nursing program to meet its goals as well as meet accreditation standards and program outcomes. |  |  |  |  |  |
| Responsibility: Director of Nursing Education |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment <br> Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Fiscal <br> Resources and ADN Budget | $100 \%$ of the ADN budget is utilized to support the Program. | Budget annually in March. <br> Monthly review. | Submit request annually in Spring. Review the monthly reports. Revise as necessary. | $100 \%$ of the budget was utilized in Expense \& Salary. | Continue to revise Budget for program needs and provide input to administration concerning budgetary needs. |


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| Criterion 5.2. Physical resourees are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, st students. <br> Definition: Physical facilities are appropriate to support the mission of the ADN Program. Physical facilities include classrooms, skills lab space, conferenee room, and offices specifically dedicated to the nursing programs. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Faculty, and Staff. |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Physical <br> Facilities: <br> Classrooms, <br>  <br> Equipment, <br> Computer Lab, <br> Conference <br> Room, and <br> Office Spaces | The nursing facility is appropriate and does support the mission of the ADN Program. Faculty and Staff are satisfied with the physical facilities. | Every semester and as needed. | Inventory Review is done in the Spring Semester. <br> Classrooms and offices are assessed every semester by faculty and staff. <br> Skills \& Computer Labs are assessed every semester and as needed by the Skills Lab Coordinator <br> Routine Maintenance Checks on equipment are assessed in the summer and as needed. | $100 \%$ of resources support the faculty and students in accomplishing the mission. | Continue to evaluate and maintain the components of the facility and make improvements. |


| Systematic Plan for Program Evaluation: ADN$2009-2010$ |  |  |  |  |  |
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| Criterion 5.3. Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery. <br> Definition: Learning resources and technology are considered those items necessary for students to access the information they need for learning. |  |  |  |  |  |
| Responsibility: : ADN Director, ADN Media Committee, and Skills Lab Coordinator |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment <br> Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Textbook | $100 \%$ of resources will support faculty and students in order to accomplish the mission of the ADN Program. | Annually in the Fall Semester and results can be found in the Media Committee Minutes. | Evaluation tool is per student survey. | Rating scale used is: $80 \%$ | ADN Media Committee review and share results. <br> Recommendations are made as needed. Continue to have current textbooks available for ADN students. |
| Learning <br> Resource <br> Center | $100 \%$ of resources will support faculty and students in order to accomplish the mission of the ADN Program. | Faculty review annually in the Spring and as needed. <br> Students review annually in the Fall Semester per Campus Climate Survey. | Media Committee, ADN Faculty request | Results of participation from the Campus Climate Survey. | Media committee maintains contact with the Director of the Learning Resource Center. |


| Systematic Plan for Program Evaluation: ADN2009-2010 |  |  |  |  |  |
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| Criterion 5.3. Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery. <br> Definition: Learning resources and technology are considered those items necessary for students to access the information they need for learning. |  |  |  |  |  |
| Responsibility: ADN Director, ADN Media Committee, and Skills Lab Coordinator |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Mcthods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Nursing Computer Lab <br> Skills Lab | $100 \%$ of resources will support faculty and students in order to accomplish the mission of the ADN Program. <br> $100 \%$ of resources will support faculty and students in order to accomplish the mission of the ADN Program. | Annually in Fall by Director, and Media Committee. Every semester by Lab Coordinator. <br> Each semester per Skills Lab Coordinator. | Review of programs and technology by faculty and Lab Coordinator. <br> Review of equipment and supplies by faculty and Skills Lab Coordinator. | $100 \%$ of resources support the faculty and students in accomplishing the mission of the ADN Program. <br> $100 \%$ of resourees support the faculty and students in accomplishing the mission of the ADN Program. | Continue to maintain and or update holdings in Computer Lab and supplies and equipment in Skills Lab <br> Continue to maintain and or update equipment as needed. <br> Develop a Student Evaluation of the Skills Lab. |

Standard 6: Outcomes

| Systematic PIan for Program Evaluation: ADN2009-2010 |  |  |  |  |  |
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| Criterion 6.1: The Systematic Plan for Evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards. <br> Definition: The Systematic Plan for Evaluation incorporates assessment, aggregation, and trending of data related to aspects of the program identified by program, institutional, state, and national requirements. The findings are used to facilitate decision-making and program improvement and are shared with communities of interest as appropriate. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Program, ADN Curriculum Committee, ADN Faculty |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Evaluation plan | The evaluation plan contains $100 \%$ of the required elements. | Ongoing basis and as needed | Faculty review and Evaluation Committee | $100 \%$ of the required elements are included in the written evaluation plan. | Plan updated Fall 2009 during the self-study process. Additional elements were added to comply with NLNAC standards and the format was changed to reflect the NLNAC format. |


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| Criterion 6.2: Aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes. <br> Definition: The Systematic Plan for Evaluation incorporates assessment, aggregation, and trending of data related to aspects of the program identified by program, institutional, state, and national requirements. The findings are used to facilitate decision-making and program improvement and are shared with communities of interest as appropriate. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, ADN Faculty |  |  |  |  |  |
| PLAN |  |  |  | IMPLEMENTATIO |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment <br> Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Evaluation findings are used for program improvement | $100 \%$ of evaluation findings are used as necessary for decision-making | Annually | Student evaluations of: course, clinical, and curriculum | Curriculum revisions are based on results of students evaluations | - Class meeting time changed to assist with students success <br> - Textbook changes <br> - Classes rearranged in a block system to provide continuity <br> - Cooperative testing utilized <br> - Test review after test completion <br> - Student support groups |


| Systematic Plan for Program Evaluation: ADN |  |  |  |  |  |
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| 2009-2010 |  |  |  |  |  |
| Criterion 6.3: Evaluation findings are shared with communities of interest. <br> Definition: The Systematic Plan for Evaluation incorporatcs assessment, aggregation, and trending of data related to aspects of the program identified by program, institutional, state, and national requirements. The findings are used to facilitate decision-making and program improvement and are shared with communities of interest as appropriate. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Evaluation Committee, ADN Faculty |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Evaluation findings are shared with communities of interest | $100 \%$ of evaluation findings arc shared with appropriate communities of interest. | Each semester | Faculty Clinical Communication minutes, Faculty Meeting minutes, Director shares NCLEX results with PRCC administration, ADN Advisory Board, and the public. Director shares ongoing program results with IHL, PRCC Administration. Board of Trustees, and ADN Advisory Board | $100 \%$ of evaluation findings are shared with appropriate communities of interest | Faculty continue to meet with clinical agency personnel and keep a record of Clinical Communication minutes, Director and Faculty continue to share findings in Faculty Meetings. Director continues to share program results with appropriate communities of interest. |

Systematic Plan for Program Evaluation: ADN

| Systematic Plan for Program Evaluation: ADN2009-2010 |  |  |  |  |  |
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| Criterion 6.4: Graduates demonstrate achievement of competencies appropriate to role preparation. <br> Definition: Program curriculum is based on NLN core competencies and are reflected in course and program outcomes. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, ADN Faculty |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Graduates achievement of competencies | $100 \%$ of PRCC ADN graduates will demonstrate achievement of competencies | Each semester | Course exams, clinical application exercises, simulation scenarios, performance in clinical agencies and clinical summative evaluations, preceptorship evaluations, ATI testing | $100 \%$ of graduates demonstrate achievement of competencies | Ongoing course review and changes made are based on evaluation results. |

Systematic Plan for Program Evaluation: ADN

| $2009-2010$ |  |  |  |  |  |
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| Criterion 6.5: The program demonstrates evidence of achievement in meeting program completion, program satisfaction, and job placement. <br> Criterion 6.5.1: Performance on licensure exam. <br> Definition: First write pass rate on NCLEX-RN will be at or above the national mean. |  |  |  |  |  |
| Responsibility: Director of Nursing Program, Assistant Director of Nursing Program, ADN Curriculum Committee, Nursing Faculty |  |  |  |  |  |
|  | PLAN |  |  | IMPLEMENTATI |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment <br> Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Performance on licensure exam | The percentage of graduates who pass the NCLEX-RN on the first write will be at or above the national mean (IHL, 2007-2009). <br> Annual (calendar year) pass rates for all test takers ( $1^{\text {st }}$ and repeat) will be at $80 \%$ or above over a 3 year period (IHL, 2010). | Each academic year. | State reports of PRCC graduates, pass rates | 2007:   <br> PRCC/ State/ National <br> 89.5 87.23 85.47 <br>    <br> $2008:$   <br> PRCC/ State/ National <br> 92.8 85.0 86.73 <br> $2009:$   <br> PRCC/ State/ National <br> 96.3 88.86 88.42 <br> $2010:$   <br> Data not available at date of <br> printing   |  |

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Systematic Plan for Program Evaluation: ADN

| Systematic Plan for Program Evaluation: ADN2009-2010 |  |  |  |  |  |
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| Criterion 6.5: The program demonstrates evidence of achievement in meeting program outcomes of performance on licensure exam, program completion, program satisfaction, and job placement. <br> Criterion 6.5.2: Expected levels of achievement for program completion arc determined by the faculty and reflect program demographics, academic progression, and program history. <br> Definition: $60 \%$ or greater of students enrolled in the program will graduate within $150 \%$ of the stated program length. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Evaluation Committee, ADN Faculty |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Program complction | $60 \%$ or greater of students enrolled in the program will graduate within $150 \%$ of the stated program length. | Each scmester | Calculation of graduation rates | 2007: 49\% <br> (This included the final students who were impacted by Hurricane Katrina) $\text { 2008: } 55 \%$ $\text { 2009: } 57 \%$ | Continue to monitor students utilizing a Risk Assessment plan, content review as needed, referral to the counseling center or other resources as needed |


| 2009-2010 |  |  |  |  |  |
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| Criterion 6.5: The program demonstrates evidence of achievement in meeting program outcomes of performance on licensure exam, prog completion, program satisfaction, and job placement. <br> Criterion 6.5.3: Program satisfaction measures (qualitative and quantitative) address graduates and their employers. <br> Definition: Program satisfaction is the degree to which graduates and employers are satisfied with the preparation of the graduate after graduation. |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Evaluation Committee, ADN Faculty |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of Achievement | Frequency of Assessment | Assessment Methods | Results of Data Colleetion and Analysis | Actions for Program Development, Maintenanee, or Revision |
| Graduate and employer <br> program satisfaction. | $90 \%$ of the graduate respondents will express satisfaction with the PRCC ADN program. <br> $90 \%$ of employer respondents will express satisfaction with the nursing practice of a PRCC ADN graduate. | Six to nine months following graduation <br> 12 to 18 months following graduation | Postcard <br> Postcard | 2007: $93 \%$ $2008: 84 \%$ $2009: 100 \%$ $2007: 100 \%$ $2008: 100 \%$ $2009: 100 \%$ | The response rate for the graduate satisfaction of the program and employer satisfaction with PRCC graduates has been low, approximately $14 \%$. In an effort to increase the number of responses, an online graduate survey was implemented in Fall 2009. <br> 2008 graduate satisfaction: Only one Spring 2008 graduate responded and the result was negative. The Spring 2008 class was involved in an appeal of grades for NUR 2203. |

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| Systematic Plan for Program Evaluation: ADN$2009-2010$ |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Criterion 6.5: The program demonstrates evidence of achievement in meeting the program outcomes of performance on licensure program satisfaction, and job placement. <br> Criterion 6.5.4: Job placement rates are addressed through quantified measures that reflect program demographics and history. <br> Definition: Job placement is the graduate being employed in a role which requires a license as an RN . |  |  |  |  |  |
| Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Evaluation Committee, ADN Faculty |  |  |  |  |  |
| PLAN |  |  | IMPLEMENTATION |  |  |
| Component | Expected Level of <br> Achievement | Frequency of Assessment | Assessment <br> Methods | Results of Data Collection and Analysis | Actions for Program Development, Maintenance, or Revision |
| Job placement rates | $90 \%$ of the respondents to the graduate survey will reflect employment in various health-care settings within a 70mile radius of the PRCC district. | Six to nine months following graduation | Postcard | $\begin{aligned} & \text { 2007: } 100 \% \\ & 2008: 100 \% \\ & 2009: 100 \% \end{aligned}$ | Response rates for job placement have been low. Discussions are underway to implement a new evaluation method, such as online. |

## SECTION FOUR: APPENDIX

# PEARL RIVER COMMUNITY COLLEGE 

 DEPARTMENT OF NURSING EDUCATION
#### Abstract

Associate Degree Nursing The Associate Degree Nursing (ADN) program supports and functions within the mission statement and goals of Pearl River Community College (PRCC).

MISSION STATEMENT

The purpose of the ADN program is to prepare graduates to pass the NCLEX-RN Examination and function as registered nurses in diverse health care settings (NLN Educational Competencies, p. 5). The graduates of the ADN program contribute to the work force, health, and well-being of the community by providing safe, competent care in a professional manner (NLN Educational Competencies, p. 3).


## PHILOSOPHY

The following statements reflect the collective beliefs of the ADN faculty regarding human, nursing practice, and nursing education. A Glossary of Terms is available at the end of this document.

## * HUMAN

Humans interact with the environment in ways designed to maintain, enhance, and reproduce life. They respond as a unified whole in an attempt to satisfy their six basic needs. The six basic needs identified by this program are oxygenation, foods and fluids, safe environment, rest and activity, elimination, and psychosocial well-being. While relating inter-dependently with family, community, and society, humans progress through the stages of the life cycle where growth and development are predictable and orderly. Humans have the capacity for emotion, communication, and critical thinking. They determine their own destiny as influenced by their diverse nature.

In this philosophy, the term human will be synonymous with patient. The term patient may refer to an individual, a group, or a community.

## * NURSING PRACTICE

Nursing is the art and science of applying a specific body of knowledge and skills in providing evidence-based competent care. "The science of nursing is the knowledge base for the care that is given, and the art of nursing is the skilled [and caring] application of that knowledge to help others reach maximum health and quality of life" (LeMone \& Lynn, 2008, p. 7). Nursing practice involves the nurse, "the patient, significant support person(s), and other members of the healthcare team to assist the patient to achieve positive outcomes" along the wellness-illness continuum (NLN Educational Competencies, p. 5 ). The practice of nursing takes place in diverse healthcare settings.

The individual moves toward wellness on the wellness-illness continuum as needs are met. At any point along the continuum, the individual may seek assistance of which nursing intervention may be a part. If there is interference with one's ability to meet basic needs, the individual moves to illness.

When nursing intervention is sought, the nursing process is used as the basis for nursing care decisions and patient interactions. The nursing process is a problem-solving approach for identifying patients' needs and utilizing nursing interventions to maintain, restore, or support health status. The major components of the process are assessment, diagnosis, planning, implementation, and evaluation. This process is based on scientific principles obtained from the biological, physical, and social sciences. Application of critical thinking, scientific knowledge, the nursing process, and the assessment of six basic needs along with growth and development allows the nurse to make responsible decisions while providing compassionate, competent, and safe nursing care to a diverse patient population. When the nursing process is utilized, the patient moves along the continuum toward wellness or is supported in a peaceful and dignified death.

The practice of nursing promotes wellness, restores health, prevents disease, or manages chronic conditions to prevent or delay complications. Health care consumers
are more responsible and knowledgeable regarding their personal health as health care shifts from the acute care setting into the home or community. As a result, the collaboration of members of the health care team is paramount and requires the use of information technology to communicate, share information, and manage patient care in a cost-effective manner. Nurses make decisions that maintain the quality of care and their professional or personal standards. These beliefs and changing trends influence the nurse's use of knowledge and skill to deliver care in the roles of Provider of Care, Manager of Care, and Member within the Discipline of Nursing.

## * NURSING EDUCATION

Nursing education is an outcome-directed program of instruction which involves specialized skills, current technology and the application of evidence-based knowledge. The educational process takes place in institutions of higher learning and various healthcare settings. Education is provided to a diverse student population and is influenced by the communities of interest. The goal is to educate students to deliver evidence-based competent nursing care by incorporating the concepts of the roles of the nurse, the nursing process, growth and development, six basic needs, and the wellnessillness continuum into their nursing practice.

The teaching-learning process is a reciprocal interaction involving the student, the teacher, and the environment. Teaching involves the selection of strategies in the cognitive, affective, and psychomotor domains that provide opportunities for acquiring knowledge, skills, and attitudes. The teacher manages the classroom and clinical experiences to facilitate learning, accountability, and critical thinking by acquiring and sharing current knowledge.

Learning is the acquisition of new knowledge, attitudes, and competencies which incorporates cognitive activity and behavioral change to promote self-development throughout life. It is a self-directed activity requiring motivation, ability, and active participation by the student.

Associate degree nursing education prepares graduates to assume the roles of provider of care, manager of care, and member within the discipline of nursing. The associate degree registered nurse utilizes basic management principles in providing care to a group of patients and in supervising licensed and unlicensed health care personnel. Nursing judgments and decisions made in planning patient care results from evidence-based practice. Upon successful completion of the NCLEX-RN, the registered nurse with an associate degree education is able to practice nursing in diverse healthcare settings in the community and is able to advance in nursing through practice and through formal and/or informal educational opportunities.

## PROGRAM OUTCOMES

The following are outcomes for the ADN program:

1. Sixty percent or greater of students admitted to the program will graduate within $150 \%$ of the time of the stated program length.
2. The percentage of graduates who pass NCLEX-RN on the first write will be at or above the national mean.
3. Ninety percent of the respondents to the graduate survey will reflect employment in various health care settings within a 70 -mile radius of the PRCC district.
4. Ninety percent of the respondents to the program's graduate survey will rate the nursing program as satisfactory.
5. Ninety percent of the respondents to the program's employer survey will rate the nursing practice of a PRCC-ADN graduate as satisfactory.

## STUDENT LEARNING OUTCOMES

Upon completion of the program, the PRCC-ADN graduate will demonstrate the following roles of nursing practice.

## Provider of Care:

The graduate has current knowledge in nursing concepts, principles, and processes necessary to make decisions for competent nursing practice in various health care settings by:
A. Utilizing critical thinking in the application of the nursing process.
B. Assessing the patient for relevant data.
C. lncorporating growth and development when implementing nursing interventions.
D. Meeting the patient's six basic needs to maximize their level of wellness or to support a peaceful and dignified death.
E. Providing patient education for a diverse population in promoting wellness or restoring health.
F. Communicating verbally, non-verbally, in writing or through information technology.
G. Utilizing therapeutic communication skills when interacting with patients and support persons.
H. Demonstrating competency in the performance of essential nursing skills.

## Manager of Care:

The graduate possesses the knowledge and skills necessary for:
A. Making appropriate decisions regarding priorities of nursing care.
B. Delegating some aspects of nursing care and supervising other personnel.
C. Managing time and resources efficiently and effectively.
D. Seeking assistance when needed.
E. Collaborating with health care team to provide evidence-based competent care.

## Member within the Discipline of Nursing:

The graduate has acquired the knowledge for professional growth, continuous learning and selfdevelopment by:
A. Practicing within the ethical and legal framework of nursing and promoting standards of nursing practice.
B. Utilizing resources for life-long learning and self-development.
C. Using constructive criticism for improving nursing practice.
D. Recognizing the importance of and using nursing research.
E. Recognizing the importance of and participating in professional nursing organizations.
F. Practicing within the parameters of individual knowledge and experience.

## CONCEPTUAL FRAMEWORK



## GLOSSARY OF TERMS

1. CARING: Having concern for the well-being of others; influences the way a person thinks and feels and is expressed in ways that are empathetic, compassionate and supportive. It is the essence of excellent nursing practice.
2. COMMUNICATION: "an interactive process through which there is an exchange of information that may occur verbally, non-verbally, in writing, or through information technology" (NLN Educational Competencies, p. 7 ).
3. COMMUNITIES OF INTEREST: "Persons, groups, agencies, and organizations that influence the mission, services, and graduates of the nursing education unit. Examples include: healthcare facilities, state board of nursing, nursing organizations, and the public" (NLNAC, 2008, p. Glossary - 01).
4. COMMUNITY: "A group of humans who reside [within a 70-mile radius of the PRCC district], share government, and often have a common cultural and historical heritage; a social, religious, occupation, or other group sharing common interests or a common heritage; the public; society" (NLN Educational Competencies, p. 19).
5. COMPETENCIES: "Measurable behaviors, knowledge, actions, and skills essential to the practice of nursing" (NLNAC, 2008, p. Glossary - 01).
6. CRITICAL THINKING: "A process of thinking that includes being reasonable and rational" (Morris, 2006, p. 112).
7. DIVERSITY: Anything that makes a human unique and different, such as age, gender, religion, race, environment, community, culture, belief, values, interests, and education; includes behavior, attitudes and values learned over time unique to each individual.
8. ENVIRONMENT: Surroundings, conditions or influences that affect humans.
9. EVIDENCE-BASED: "Actions, processes, or methodologies that are grounded in and flow from the translation of substantive and current research" (NLNAC, 2008, p. Glossary -02).
10. GROWTH AND DEVELOPMENT:
A. GROWTH - "The measurable aspect of a person's increase in physical dimensions. Growth indicators that are measureable including changes in height, weight, teeth and skeletal structures, and sexual characteristics" (Potter \& Perry, 2007, p. 529).
B. DEVELOPMENT - "The predictable physiological, psychosocial, and cognitive changes occurring over one's life span due to growth, maturation, and learning; and assumes that orderly and specific situations lead to new activities and behavior patterns" (Potts \& Mandleco, 2007, p. 142).
11. HEALTH CARE SETTING: Any environment within the community where health care is provided.
12. HEALTH CARE TEAM: Consists of the patient, support persons, physician, nurse, and auxiliary personnel that work together to "promote, maintain, or preserve life and well-being" (Taber's 2009) as well as support the patient in a peaceful, dignified death.
13. HUMAN: A biological, psychological, intellectual, social, and spiritual being.
14. ILLNESS:
A. ACUTE ILLNESS -- occurs rapidly, has a relatively short time span, and may be either self-treated or require medical treatment.
B. CHRONIC ILLNESS -- has a slow onset, causes permanent change, and requires long-term medical and nursing care.
15. LIFESPAN: The maximal obtainable age by a member of a species (Taber's, 2009).
16. NEED: A fundamental physiological or psychosocial requirement for the well-being of a human.
A. Elimination -- Excretion of the body wastes by kidneys, lungs, skin, and intestines.
B. Food and Fluids -- Ingestion, absorption, and utilization of nutritive substances by the body.
C. Oxygenation -- The integrative functions of the cardio-pulmonary network that maintain the body's oxygen supply.
D. Psychosocial Well-Being -- The inter-relation of cultural and hereditary factors which influence the individual's mental processes, self-esteem, and ability to communicate.
E. Rest and Activity -- Activity is purposeful movement that is necessary for physical and psychological well-being. Rest is freedom from activity with mental and physical comfort.
F. Safe Environment -- Maintenance of physiological and psychological security by adapting the individual's surroundings.
17. NURSING PROCESS: A professional nurse's approach to identifying, diagnosing, and treating human responses to health and illness (American Nurses Association, 2003) (Potter and Perry $7^{\text {th }}$ ed.). The process includes five steps: assessment, nursing diagnosis, planning, implementation, and evaluation (Potter and Perry, $7^{\text {th }}$ ed.).
18. PATIENT (CLIENT): Human recipient of professional medical care or treatment from healthcare professionals of which nursing may be a part. This may include an individual, a group, or a community who share a common need and are members of the healthcare team. (NLN Educational Competencies, p. 19).
19. PATIENT EDUCATION: Teaching-learning processes that involve helping patients become better informed about their condition and to perform self-care activities effectively which optimize their level of wellness and/or end of life.

## 20. ROLES OF THE NURSE:

A. Provider of Care -- Nurses provide evidence based competent care to patients of all ages and cultures with acute and chronic illnesses by using critical thinking, communication, accountability, and a commitment to caring.
B. Manager of Care -- Nurses manage a group of patients by making decisions regarding priorities of care; delegating some aspects of care and guiding other personnel; efficiently using time, resources, and communication skills and knowing when to seek assistance or guidance. The role characterizes commitment, collaboration, communication, organization, delegation, accountability, advocacy, and respect for other members of healthcare team.
C. Member within the Discipline of Nursing -- Nurses practice within the ethical and legal framework of nursing, utilize resources for the commitment of life-long learning and self-development, participate in professional organizations, and use results of nursing research to support clinical decision-making.
21. WELLNESS: The conscious and deliberate effort to stay healthy and achieve the highest potential for well-being. A person's wellness is a continuous process of seeking to improve one's best in all areas of life. Wellness strategies include assisting the individual to take an active role in making responsible choices towards a positive lifestyle and in making use of his/her potential (Adapted from Potter \& Perry, 2007, p. 9).

Rev. 11/02, 9/09, 10/10, 1/11

## Student Assessment Form

Student Name:

$\qquad$
Date:
$\qquad$
Nursing Course: $\qquad$ Advisor: $\qquad$

1. EMPLOYMENT
Are you employed? $\qquad$ Yes $\qquad$ No If yes, answer below.
Name of Employment $\qquad$
Location
Shift Schedule $\qquad$
*How many hours per week do you work? $\qquad$
2. COLLEGE COURSES
Are you enrolled in college courses in addition to nursing? Yes $\qquad$ No $\qquad$
If yes, answer below.
Name of Class(es)
Location: Poplarville $\qquad$ Hancock $\qquad$ Forrest $\qquad$ Online $\qquad$
*Number of credit hours $\qquad$

## 3. HEALTH CONCERNS

Do you have any health concerns? Yes $\qquad$ No $\qquad$ If yes, answer below.
List diagnosis and medical treatments.
*How will these health concerns affect your class/clinical performances?
Not at all $\qquad$ Somewhat $\qquad$ Greatly $\qquad$
4. FAMILY
List the people and their ages living with you.
List any family concerns and responsibilities of the people living with you.
*How will these family concerns/responsibilities affect your time to prepare for class/clinical?
Not at all $\qquad$ Somewhat $\qquad$ Greatly $\qquad$

5. TIME MANAGEMENT

*Do you manage your time effectively?

Yes $\qquad$ No $\qquad$ If no, explain. $\qquad$
6. DISABILITY
*Do you have a documented learning disability?
Yes__ No___ If yes, explain. $\qquad$
7. COMMUTE TIME
*What is your commute time to school?
8. EXTRACURRICULAR ACTIVITIES

Are you involved in other activities outside of the nursing program?
Yes $\qquad$ No $\qquad$
*If yes, how many hours per week. $\qquad$
9. DEVELOPMENTAL COURSES
*Have you previously taken any developmental courses?
Yes $\qquad$ No $\qquad$
If yes, list the courses.
10. REPEATED COURSES
*Have you ever repeated a nursing course or a required general education
course?
Yes $\qquad$ No $\qquad$
If yes, list the course(s).
11. FULL TIME STATUS
*Did you maintain full time status (12 hours or more) prior to entering the nursing program?

Yes $\qquad$ No $\qquad$

If no, explain.
Modified and used with permission. Ramsberg, L. (2007). Strive for Success: A Successful Retention Program for Associate of Science in Nursing Students. Teaching and Learning in Nursing, 2, (1), 12-16.

Instructor Comments Below: $\quad 8 / 10 \mathrm{~ms}$

## DEPARTMENT OF NURSING EDUCATION

## COMMITTEE ASSIGNMENTS

## 2011 NLNAC

## CURRICULUM COMMITTEE

## Arlene Jones Chair

## Holly Carney

Jerry Collins
Belinda Holden
Verena Johnson
Rebecca Pullens
Queen Walters

## EVALUATION COMMITTEE

## Christy Meador Chair

Joyce Buie
Cathy Clark
Candace Entrekin

## Christie Sumrall

## ADN BY-LAWS

Peggy Dease Director
Belinda Holden
Queen Walters

## SNA ADVISORS

## Ella Mae Penton Chair

## Cathy Clark

## PINNING COMMITTEE

Arlene Jones ..... Chair
Joyce Buie
Cathy Clark
Verena Johnson
FACULTY DATA FORM - A
Institution: Pearl River Community College
Date: 2011

|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

FACULTY DATA FORM - B

| Name | Education |  | Experience |  |  | Community Involvement | Awards, <br> Certifications, and <br> Memberships to <br> Nursing <br> Organizations | Committees and <br> Appointments to Local, State, National or International Organizations |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Teaching |  | Nursing Service |  |  |  |  |  |
|  | Type of Program | Years | Position | Years | Other |  |  |  |
| Buie, Joyce | ADN | 7 | Staff <br> FNP- <br> Women's Health <br> Peds <br> Family | $\begin{aligned} & 28 \\ & 2 \\ & 1.5 \\ & 3 \end{aligned}$ |  | Bogalusa Church of Christ <br> - Sunday School | N-OADN, M-OADN, AANP | ADN - Evaluation Committee, Resource Committee; PRCC Women's Health Symposium Committee |
| Carney, Holly | ADN | 5.5 | Staff <br> Educator | $5$ |  | Church-Choir, World Missions Team Coordinator, Leading Ladies; Ameriean Red Cross Volunteer | Sigma Theta Tau, M-OADN | ADN - Curriculum Committee |
| Clark, Cathy | ADN | 7 | Staff / Charge | 17 | PT - Case <br> Management | Church Youth Group | N-OADN, M-OADN | Family Outreach; ADN Evaluation Committee, SNA Faculty Advisor |
| Collins, Jerryl | ADN | 6 | Staff Charge/Supervisor | $\begin{aligned} & 4 \\ & 17 \end{aligned}$ |  | Mount Olive Baptist Chureh - | N-OADN, M-OADN, <br> Sigma Theta Tau | ADN - NLNAC Steering Committee, Curriculum Committee; PRCC - |


|  |  |  |  |  | Sunday School Teacher; Diabetic Walk Leader; <br> Camp Bluebird Coordinator |  | Women's Health Symposium Committee, Student Advisory Committee; Integrated Learner Support System |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Dease, Peggy | ADN | 26 | Staff/Charge <br> Supervisor | $\begin{aligned} & \hline 3 \\ & 17 \end{aligned}$ |  | N-OADN, M-OADN |  |
| Entrekin, Candice | ADN | 5 | Staff/Charge | 10 | Church Worship Committee, Staff of Life Cooperative | Sigma Theta Tau, NLN, <br> AHA - CPR Instructor, Society for Simulation in Healthcare | ADN - Evaluation Committee |
| Estes, Amanda | ADN | 5.5 | Staff <br> Nurse Manager | $1.5$ | St. Thomas Catholic Church | Sigma Theta Tau | ADN - Rules \& Regulations Committee, Sunshine Fund Committee Co-chair |
| Hemba, Jessica | $\begin{aligned} & \text { LPN } \\ & \text { ADN } \end{aligned}$ | $2$ | Staff | 16 |  | N-OADN, M-OADN, NLN | ADN - NLNAC Standard III Sub-committee |
| Holden, Belinda | ADN | 19 | $\begin{aligned} & \text { Staff } \\ & \text { Psych } \end{aligned}$ | $\begin{aligned} & \hline 3.5 \\ & 3.5 \end{aligned}$ |  | N-OADN, M-OADN, NLN | ADN - Curriculum Committee, NLNAC Steering Committee |


| Johnson, Verena | ADN | 6 | $\begin{aligned} & \text { Staff } \\ & \text { Charge } \end{aligned}$ | $7$ | Currently PRN | Plymouth Rock Baptist Church, Committee - Elks Health Fair, Volunteer Christian Services Food Ministry, Relay for Life; Forrest County Agricultural High School Booster Club | N-OADN, M-OADN, NLN, <br> Sigma Theta Tau, <br> ACLS, PALS, <br> Certification - <br> Tuberculosis Skin Testing | PRCC - Women's Health Symposium Committee, Title III Student Advisement Committee; ADN - NLNAC Steering Committee |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Jones, Arlene | $\begin{aligned} & \mathrm{BSN} \\ & \mathrm{ADN} \end{aligned}$ | 2 5 | Staff/Charge <br> NNP | $4$ $17$ | Currently <br> PT - NNP | Member \& CCD Teacher - <br> St. Joseph's Catholic <br> Church; <br> Neonatal Resuscitation <br> Program <br> Hospital Based Instructor; <br> Resolve Through Sharing Counselor; PRCC - Faculty Association | N-OADN, MOADN, NLN,ANA,NANN, Sigma Theta Tau, NCC,NSRMC - Nurse of the Year | ADN - Curriculum Committee, NLNAC Steering Committee, NLNAC Standard II Sub-committee Chair; PRCC - Women's Health Symposium Committee |
| Kersh, Elaine | ADN | 32 | Staff Supervisor | $\begin{aligned} & \hline 2 \\ & 18 \end{aligned}$ |  | St. John Lutheran Church Deaconess, Choir, Health Care Ministry; PRCC Faculty Association | N-OADN,MOADN, <br> NLN, <br> Sigma Theta Tau, <br> PRCC -Lamplighter <br> Award for Outstanding Teachers | ADN - Rules \& Regulations Committee, NLNAC Standard II Sub-committee |
| Laborde, Jennifer | ADN | 5 | Staff/Charge <br> Manager | $\begin{aligned} & 10 \\ & 2 \end{aligned}$ |  | New Palestine Baptist Church; | Who's Who in Psychiatric Nursing, | ADN - Rules \& Regulations Committee, NLNAC Standard II Sub-committee |


|  |  |  |  |  |  | Relay for Life | Sigma Theta Tau |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Ladner, Patricia | LPN <br> ADN | $1.5$ <br> 1 | Staff <br> Med-Surg Manager <br> Hospice Director | $\begin{aligned} & 6 \\ & 10 \\ & 8 \end{aligned}$ | $\begin{aligned} & \text { Currently - } \\ & \text { PRN } \end{aligned}$ | Church <br> Camp Bluebird | N-OADN, M-OADN, NLN, <br> Hospice Care Certification | ADN - Rules \& Regulations Committee |
| Lee, Brenda | $\begin{aligned} & \mathrm{BSN} \\ & \mathrm{ADN} \end{aligned}$ | $\begin{aligned} & 2 \\ & 9 \end{aligned}$ | Staff | 1 |  |  | N-OADN, M-OADN, NLN | ADN - NLNAC Standard II Sub-committee |
| Loustalot, Lindsay | ADN | 29 | LPN Staff RN Staff | $\begin{aligned} & 4 \\ & 10 \end{aligned}$ |  | PRCC - Faculty <br> Association; Shelter Nurse <br> Manager - American Red <br> Cross; Certified Yoga <br> Teacher-Kripalu | $\begin{aligned} & \text { N-OADN, M-OADN, } \\ & \text { NLN, } \\ & \text { Sigma Theta Tau, PRCC } \\ & \text { - Lamplighter Award for } \\ & \text { Outstanding Teachers, } \\ & \text { Kripalu Yoga Center - } \\ & \text { Recipient of } \$ 4000 \\ & \text { grant, Developing K-12 } \\ & \text { Health Related Programs } \\ & \text { - Recipient of } \$ 50,000 \\ & \text { grant, SafeTalk } \\ & \text { Certified/Suicide } \\ & \text { Alertness } \end{aligned}$ | ADN - Media Committee Chair, NLNAC Standard III Sub-committee; <br> PRCC- Legislative Committce, <br> Women's Health Symposium Committee, Wellness Center Committee; <br> USM Alumni Association |
| Meador, Christina | ADN | 3 | Staff <br> WHCNP | $\begin{aligned} & 6 \\ & 8 \end{aligned}$ |  |  | N-OADN, M-OADN, Sigma Thcta Tau, WHCNP - Certification | ADN - Sunshine Committee Co-chair, Evaluation Committee; Family Outreach |
| Nightengale, Sharon | ADN | 13 | Staff | 6 |  |  | N-OADN, M-OADN, NLN | ADN - Media Committee |
| Penton, Ella | ADN | 5 | Staff | 9 |  | West Union Baptist | N-OADN, M-OADN, | ADN - SNA Faculty Advisor, |


| Mae |  |  | Supervisor <br> Nurse Manager | $\begin{aligned} & 3 \\ & 15 \end{aligned}$ | Church, American Lung Association Asthma Coalition Member, ALA Lung Walk, Boulevard Cruisers Member | NLN, <br> Sigma Theta Tau, <br> William Carey College Honor Society | NLNAC Standard III Subcommittee, Rules \& Regulations Committee, Social Committee, Forum II \& III Advisor |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Pullens, Rebecca | ADN | 10 | Staff/Supervisor | 18.5 |  | N-OADN, M-OADN, NLN | ADN - Curriculum <br> Committee, NLNAC <br> Standard II Sub-committee |
| Shivers, F. <br> Marlene | ADN | 7 | ICU Staff <br> Perioperative | $\begin{aligned} & 1.5 \\ & 8 \end{aligned}$ | Salvation Army's Women Auxilliary, <br> First Baptist Church, PRCC Faculty Association | N-OADN, M-OADN, NLN | ADN - NLNAC Steering <br> Committee, Rules \& Regulations Committee Chair |
| Spiers, Melinda | $\begin{aligned} & \mathrm{LPN} \\ & \mathrm{ADN} \end{aligned}$ | $\begin{aligned} & 1 \\ & 5 \end{aligned}$ | Staff/Charge <br> Education <br> Supervisor <br> Coordinator <br> Management | 19 | West Union Baptist Church <br> - WMU Director; Classic Car Club; Pearl River Central Community Health Care Committee; Boys/Girls Club - Nurse; Relay for Life | N-OADN,M-OADN, NLN, <br> Sigma Theta Tau, UOP Honor Society, BLS Instructor, <br> Nursing Award Sheriff's Department for Healthy Kids Club, <br> SafeTalk Certified/Suicide Alertness, <br> CNA Instructor, William Carey College Honor Society | ADN - NLNAC Steering Committee, NLNAC Standard 5 Sub-committee Chair, Media Committee; PRCC - Title III Student Advisement Committee |


| Waddle, Pamela | ADN | 13 | Staff/Assistant Nurse Manager | 27 | $\begin{aligned} & \text { Currently - } \\ & \text { PRN } \end{aligned}$ | Hattiesburg Junior Auxiliary Lifetime Member, Active Member Parkway Heights UMC, Past VBS Director \& Recreation Leader, Member of Navajo VBS Mission Team, Outreach Auction Committee, Lay Leadership Committee, Member of Hattiesburg High Parent Forensic Booster Club, Aetive Judge for Debate Tournaments, PRCC - Faculty Association | N-OADN, M -OADN, NLN, <br> End of Life Education Trainer, <br> BLS - Instructor, <br> ACLS, Conscious <br> Sedation - Trained | ADN - Rules \& Regulations Committee, NLNAC Steering Committee Co-chair, NLNAC Standard 6 Subcommittee Chair; PRCC - Women's Health Symposium Committee |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Walters, Queen | $\begin{aligned} & \mathrm{BSN} \\ & \mathrm{ADN} \end{aligned}$ | $\begin{aligned} & 1 \\ & 12 \end{aligned}$ | Staff <br> Hospital <br> Education <br> Education <br> Remediation <br> Sim-man G <br> Coordinator | $20$ |  | American Heart Association | N-OADN, MOADN, <br> NLN,ANA/MNA, <br> Sigma Theta Tau, <br> Med-Surg Certification, <br> BLS - Instructor, <br> PRCC Faculty <br> Association, <br> Cambridge Who's Who <br> Society for Simulation <br> in Healthcare | ADN - Curriculum Committee, Admission/Readmission Committee, NLNAC Steering Committee Co-chair , Standard IV Chair |

DEPARTMENT OF NURSING EDUCATION ORGANIZATIONAL CHART


## EXAMPLE OF COURSE SYLLABUS

PEARL RIVER COMMUNITY COLLEGE

Department of Nursing Education

Associate Degree Nursing
Spring 2011
COURSE TITLE:Nursing ll - Medical Surgical Nursing
COURSE NUMBER:NUR 121
CREDIT HOURS: ..... 10
ASSISTANT DIRECTOR OF NURSING EDUCATION: B. Holden Admin. Suite: Ext. 1022
NURSING II INSTRUCTORS:
Collins, J. Office 105; Ext. 1064
Penton, E. Office 111; Ext. 1063
Pullens, R. Office 107; Ext. 1066
Sumrall C. Office 415: Ext. 1077
Walters, Q. Office 406: Ext. 1081
NURSING/WELLNESS COORDINATOR: Loustalot, L. ..... Office 103; Ext. 1062
CAMPUS LAB COORDINATOR: Nightengale, S. Office 303A; Ext. 1088
OFFICE HOURS: Individual daily schedules will be posted on the bulletin board outside each facultyoffice.
COURSE DESCRIPTION: This beginning medical-surgical nursing course focuses on the roles of thenurse, utilization of critical thinking, nursing process, basic needs, growth and development, and scientificprinciples from the biological, physical, and psychosocial sciences. While students focus on the processof leaming, they plan and provide care to patients in diverse health care settings. The patient's positionon the wellness-illness continuum is recognized as the student deals with the patient's response to illness.Emphasis is placed on nutrition, pharmacology, diagnostic tests, verbal and written communication, anddosage calculations. This course requires six class hours and twelve clinical hours per week.
PREREQUISITES: BIO 2511, BIO 2513, MAT 1313, NUR 1101, NUR 1110, PSY 1513
COREQUISITES: BlO 2521, BlO 2523, ENG 1113, EPY 2533
COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

## PROVIDER OF CARE

1. Assess the patient's cultural, ethnic, and spirituality differences, developmental stage, basic needs, and position on the wellness-illness continuum.
2. Utilize therapeutic communication skills when interacting with patients and support persons.
3. Assess the patient's response to actual or potential health problems and the response to interventions.
4. Utilize assessment and reassessment data to plan nursing care.
5. Communicate relevant, accurate, and complete information in a concise and clear manner.
6. Document assessments, interventions, and progress toward achieving expected outcomes using appropriate technology.
7. Utilize critical thinking skills to provide accurate and safe nursing care to meet patient's basic needs.
8. Perform nursing skills competently and provide a safe physical and psychosocial environment for the patient.
9. Assist the patient and support persons in coping with and adapting to stressful events and/or changes in health status.
10. Demonstrate appropriate patient education in selected situations.
11. Protect and promote the patient's dignity.
12. Demonstrate caring behavior toward the patient and support persons.
13. Evaluate the effectiveness of care provided in meeting patient outcomes and modify care as indicated.

## MANAGER OF CARE

14. Make clinical decisions to ensure accurate and safe care, seeking assistance when necessary.
15. Prioritize patient care.
16. Implement strategies to provide effective and cost efficient care.
17. Collaborate with other health team members to solve problems and achieve patient outcomes.
18. Demonstrate competence with current technologies.
19. 

## MEMBER WITHIN THE DISCIPLINE OF NURSING

20. Demonstrate professional, ethical, and legal behaviors consistent with the roles of the nurse.
21. Demonstrate accountability for nursing care.
22. Use standards of nursing practice to perform and evaluate patient care.
23. Recognize patient rights and maintain organizational and client confidentiality.
24. Recognize the purposes of professional nursing organizations.
25. Recognize and pursue guidance and resources to meet learning needs.
26. Use constructive criticism for improving nursing practice.
27. Relate the importance of nursing research to the provision of nursing care.

STUDENT LEARNING OUTCOMES: Upon completion of the program, the PRCC-ADN graduate will demonstrate the following roles of nursing practice.

## PROVIDER OF CARE

The graduate has current knowledge in nursing concepts, principles, and processes necessary to make decisions for competent nursing practice in various health care settings by:

1. Utilizing critical thinking in the application of the nursing process.
2. Assessing the patient for relevant data.
3. Incorporating growth and development when implementing nursing interventions.
4. Meeting the patient's basic needs to maximize their level of wellness or to support a peaceful and dignified death.
5. Providing patient education for a diverse population in promoting wellness or restoring health.
6. Communicating verbally, non-verbally, in writing or through information technology.
7. Utilizing therapeutic communication skills when interacting with patients and support persons.
8. Demonstrating competency in the performance of essential nursing skills.

## MANAGER OF CARE

The graduate possesses the knowledge and skills necessary for managing the delivery of safe effective nursing care.
9. Making appropriate decisions regarding priorities of nursing care.
10. Delegating some aspects of nursing care and supervising other personneI.
11. Managing time and resources efficiently and effectively.
12. Seeking assistance when needed.
13. Collaborating with health care team to provide evidence-based competent care.

## MEMBER WITHIN THE DISCIPLINE OF NURSING

The graduate has acquired the knowledge for professional growth, continuous learning and selfdevelopment by:
14. Practicing within the ethical and legal framework of nursing and promoting standards of nursing practice.
15. Utilizing resources for life-long learning and self-development.
16. Using constructive criticisin for improving nursing practice.
17. Recognizing the importance of and using nursing research.
18. Recognizing the importance of and participating in professional nursing organizations.
19. Practicing within the parameters of individual knowledge and experience.

## COURSE REQUIREMENTS:

1. Adhere to the policies and procedures in the PRCC Cat Country Guide, ADN Student Handbook, and clinical agencies.
2. Complete all assignments, quizzes, tests, designated reviews, computer tests, and final exam.
3. Achieve a minimum grade of " 80 ". This nursing course consists of a theory and clinical component, and a student must pass both components to successfully complete the course. The theory component will be assigned a numerical grade; the clinical component will be assigned a pass or fail. Failure in the clinical component will constitute a failure in the course and will be recorded regardless of the theory numerical grade.
4. Maintain current CPR certification and Mantoux as stated in the ADN Student Handbook.
5. Spend a minimum of ten (10) hours in the computer lab. A computer lab weekly time sheet will be provided to you for recording your time and attendance in the lab and must be shown to your advisor upon request.
6. Spend a minimum of ten (10) hours in the skills lab. A time sheet will be provided to you for recording your time and attendance in the lab. This sheet must be signed each time by the lab coordinator.

## GRADING PROCEDURE:

Minor Grades: $\quad$ Quizzes (scheduled and unscheduled)* $\quad 25 \%$

Assignments*
Major Grades: Unit (Hour) Tests 45\%
Final Exam $\quad \underline{30 \%}$
Semester Total $100 \%$
To pass clinical component, the student must receive a "Pass" on the Summative Evaluation Tool.
*Unit quizzes and/or assignments given during a unit will be averaged for one minor grade for the unit. See Grade Conversion Chart in ADN Student Handbook for mid-term progress grade/report average.

PS 5/08; Rev. 1/09
Rev. 12/01/10 QW

## PEARL RIVER COMMUNITY COLLEGE

## Department of Nursing Education

Associate Degree Nursing
M/S I - NUR 1210
GRADE WORK SHEET
Student
ID\#

| Minor Grades 25\% | Major Grades 45\% |  |
| :---: | :---: | :---: |
| $=$ | $=$ | MID-TERM PROGRESS GRADE <br> Minor Grades = <br> Major Grades = <br> Progress Grade $=$ <br> Instructor $\qquad$ <br> Student $\qquad$ <br> Date $\qquad$ <br> Final Exam 30\% |
| $\mathrm{X} 0.25=$ | $\mathrm{X} 0.45=$ | $\mathrm{X} 0.30=$ |

Instructor Signature $\qquad$ Student Signature $\qquad$

+ Final Exam $\qquad$ $=$

Course Grade $\qquad$ Instructor Initials $\qquad$ Date $\qquad$
Rev. 12/04; 1/09

## TEXTBOOKS:

## REQUIRED:

Chabner, D. E. (2005). Medical Terminology A short Course (4 $4^{\text {th }} \mathrm{ed}$.). St. Louis:
Elsevier.
Malarkey, L.M. \& McMorrow, M.E. (2005). Saunders Nursing Guide to Laboratory and Diagnostic Tests ( ${ }^{\text {st }}$ ed.) St. Louis: Elsevier (Saunders).

Morris, D.G. (2006). Calculate with Confidence (4 $4^{\text {th }}$ ed.). St. Louis: Elsevier.
Nugent, P.M. \& Vitale, B.B. (2000). Test Success: Test-Taking Techniques for Beginning Nursing Students. Philadelphia: F.A. Davis.

Potter, P.A. \& Perry, A.G. (2006). Basic Nursing: Essentials for Practice ( $6^{\text {th }}$ ed.). St. Louis: Elsevier.
Potter, P.A. \& Perry, A.G. (2006). Nursing Skills Online for Basic Nursing (User Guide \& Access Code). St. Louis: Elsevier.

Riley, J.B. (2004). Communication in Nursing (5 $5^{\text {th }}$ ed.). St. Louis: Elsevier.
$\qquad$ (2005). Taber's: Cyclopedic Medical Dictionary ( $20^{\mathrm{dl}}$ ed.). Philadelphia: F.A. Davis

Company.
Skidmore-Roth, L. (2007). Mosby's Drug Guide for Nurses ( $7^{\text {th }} \mathrm{ed}$.). St. Louis: Mosby.
Smeltzer, S. (2010). Brunner\& Suddarth's Textbook of Medical-Surgical Nursing ( $12^{\text {th }}$ ed.) Philadelphia: Wolters Kluwer Health/Lippincott Williams \& Wilkins.

## REFERENCE:

Cohn, E.G. \& Gilroy-Dodran, M. (2002) Flip and See ECG ( $2^{\text {nd }}$ ed.). Philadelphia: W.B. Saunders Co. Myers, E. (2003). RNotes Nurse's Clinical Pocket Guide. Philadelphia: F.A. Davis Company.

## GENERAL INFORMATION FOR THEORY:

## 1. Attendance: See ADN Student Handbook.

2. Quizzes and Tests: See ADN Student Handbook.
3. Make-up work for assignments, quizzes, or tests: See ADN Student Handbook.
4. Talking, unless directed by the instructor, any disruptive or irrespective behavior will not be tolerated. Any student not complying will be asked to leave the classroom and will be unable to return to the classroom until conferenced by an advisor.
5. Cell phones and pagers are not allowed in the classroom.
6. Audio or video taping of lectures or classroom activities is not allowed.
7. It is suggested that the student subscribe to a professional nursing journals and read each current issue.
8. The use of instructor test banks is not allowed for studying/reference.
9. If you have a disability that qualifies under the Americans with Disabilities Act and you require special assistance or accommodations, you should contact the designated coordinator for your campus for information on appropriate guidelines and procedures: Poplarville campus, Ms. Tonia Moody at
601-403-1060 or tmoody@prcc.edu. Distance learning students who require special assistance, accommodations, and/or need for alternate format should contact Tonia Moody.

## GENERAL INFORMATION FOR CLINICAL/CAMPUS LAB:

## 1. Attendance: See ADN Student Handbook. <br> 2. Critical Incidents: See ADN Student Handbook <br> 3. Dress Code: See ADN Student Handbook. <br> 4. Guidelines for Campus Skills Lab and Clinical Practice:

a. Nursing Skills Performance: Prior to clinical, each student is required to satisfactorily demonstrate all the critical behaviors for the designated nursing skills, (i.e. those skills that are required in the campus lab).
b. Each skill must be satisfactorily completed with the instructor in attendance prior to clinical. No more than 3 attempts will be allowed for satisfactory completion of the assigned skill. If the student is not satisfactory in skill performance on the $3^{\text {rd }}$ attempt, the student will be dismissed from Nursing 11 at that time.
c. It is the student's responsibility to:

1. Practice all skills.
2. Attend all lab practice sessions.
3. Utilize campus skills lab if additional practice is needed.
4. Attend designated check-off time.
5. View required audio-visuals prior to campus Iab practice.
6. Review dosage and solutions calculations
D. Preparation for clinical: Please review the clinical information provided by the clinical instructor. Information in the packet will be specific to the clinical agency and the clinical instructor's requirements. The student is expected to be prepared to give safe and quality patient care. If a student is not prepared at the start of the clinical day, he/she will be sent home.
E. Daily Clinical Objectives: The student in clinical will:
7. Assess each assigned patient utilizing critical thinking, nursing process, the basic needs, cultural influences, principles of growth and development, and position on the wellness-illness continuum.
8. Analyze patient's actual or risk-for problems and develop nursing diagnoses.
9. Plan and implement nursing interventions by setting priorities, goals, and outcome criteria.
10. Evaluate goals and outcome criteria.
11. Perform selected nursing procedures correctly.
12. Observe/recognize signs of nutritional deficiencies and correlate this with dietary inconsistencies.
13. Make complete, concise and accurate records and verbal/written reports.
14. Use knowledge about laboratory test results as a basis for decisionmaking when providing care.
15. Utilize drug knowledge and the six rights in the administration of medications.
16. Document drug administration according to clinical agency policy.
17. Evaluate the effectiveness of drug therapy and document this response.
18. Demonstrate the ability to interact therapeutically and evaluate the interactions.
19. Complete clinical written work within specified time frame.
F. Procedures: Review the procedure manual in the health care facility. Perform procedures only under instructor's supervision unless otherwise instructed.
G. Specialty Areas: During the clinical rotation, the student may participate in various clinical settings. These may include: OR, PACU, Respiratory Therapy, Same Day/Ambulatory Surgery, ER, Cardiac Cath Lab, Endoscopy, Specialty Clinics, Cardiac Rehab, Rural Health Clinic, OutPatient Clinic, Peritoneal and Hemodialysis, Physical Therapy Wound Care, and Radiology. Students must prepare for the specialty area by completing the required assignments for each area. Complete the written report for the clinical experience.

## Clinical instructors reserve the right to cancel specialty area experiences.

H. Conduct: Students who exhibit loud, disruptive, or inappropriate laughter/conversation/behaviors may be asked to leave the clinical area. A conference with the clinical instructor is required.
I. Confidentiality: The student will maintain patient confidentiality at all times.
J. The student is expected to be prepared to give safe and quality patient care. If a student is not prepared at the start of the clinical day, he/she will be sent home.
K. Never give any medication without instructor's permission or supervision.
$L$. Notify instructor and primary nurse of any patient abnormalities.
M. Do not leave the clinical unit without instructor's permission.
5. Clinical Evaluation Progress \& Criteria: If any behaviors are evaluated as unsatisfactory at midterm, there must be documentation that the behavior has become satisfactory by the end of the semester. If any behavior is evaluated as unsatisfactory on the Summative Clinical Evaluation, the student receives an unsatisfactory for the clinical component of the course and fails the course.

1. If you have a disability that qualifies under the Americans with Disabilities Act and you require special assistance or accommodations, you should contact the designated coordinator for your campus for information on appropriate guidelines and procedures: Poplarville campus, Ms. Tonia Moody at
601-403-1060 or tmoody@prcc.edu. Distance Learning Students who require special assistance, accommodations, and/or need for alternate format should contact Tonia Moody.

## PEARL RIVER COMMUNITY COLLEGE

## Associate Degree Nursing

## CLINICAL PROGRESS REPORT

The purpose of the clinical progress report is to provide feedback for student learning.
The instructor will complete the clinical progress report at the end of each rotation and periodically, i.e. whenever an instructor feels the need to provide feedback to the student regarding clinical performance. Care plans (written or verbalized), and actual clinical performance will be considered as evidence of the student's performance.

## Clinical Evaluation Progress \& Criteria

If any behaviors are evaluated as unsatisfactory at midterm, there must be documentation that the behavior has become satisfactory by the end of the clinical experience. If any behavior is evaluated as unsatisfactory on the Summative Evaluation, the student receives an unsatisfactory for the clinical component of the course and fails the course.

The following definitions will be used to provide feedback of clinical performance:
Satisfactory $(\mathbf{S})=\quad$ The student consistently performs the expected outcome.
Needs Improvement (NI) = Performance is minimal; however, does not warrant unsatisfactory at this time. The student needs to demonstrate more knowledge and skill through practice, study, and self-discipline. Failure to show progress will result in unsatisfactory on subsequent progress reports.

Unsatisfactory $(\mathbf{U})=$ The student consistently fails to perform the expected outcome.

## Not Applicable (NA)

## CLINICAL ASSIGNMENTS

Written work will be evaluated as either satisfactory or incomplete. Incomplete work must be revised and returned to the instructor on the designated date. Any revised assignment evaluated as unsatisfactory will be recorded on the progress note as " $U$ ".

## Clinical Progress Report

Students are required to review and sign as directed by the clinical instructor.

# Pearl River Community College 

## Department of Nursing Education

## Associate Degree Nursing

## Clinical Progress Report Guidelines

1. The clinical instructor will complete the evaluation tool daily on each student. Anecdotal notes will be written on the form related to any incidents, positive or negative in nature. Students and faculty should review the form together at regular intervals during the clinical rotation. Students should initial that they have reviewed the evaluation.
2. An evaluation of "needs improvement" does not necessarily precede an evaluation of "unsatisfactory".
3. When a student earns a "needs improvement", the student is then expected to improve performance in the area of deficiency.
4. An "unsatisfactory" clinical day will result from two "needs improvements" scores on any one item, an inappropriately handled clinical absence or any behavior that may violate patient safety.
5. Any student who receives an "unsatisfactory" evaluation will be counseled by the instructor prior to the next clinical experience. At this time, the student may address the evaluation in written form and attach the response to the form.
6. If a student receives two "unsatisfactory" scores on any one item, the student will meet with level instructors to address the student's inappropriate handling of clinical absences or performances. Course instructors will determine if the student's behavior warrants continuation of clinical with stipulations or a clinical failure.
7. Any one "unsatisfactory" score can result in a clinical failure.
8. Upon completion of the clinical rotation, the instructor and student will review the evaluation and both will sign the form to verify review.

PEARL RIVER COMMUNITY COLLEGE
Department of Nursing Education
Associate Degree Nursing
NUR 1210-Nursing II
CLINICAL PROGRESS REPORT
LEGEND: S=SATISFACTORY; NI=NEEDS IMPROVEMENT; U=UNSATISFACTORY; NA=NOT APPLICABLE
Student: $\qquad$ Instructor
STUDENT LEARNING OUTCOMES




## PEARL RIVER COMMUNITY COLLEGE

## Associate Degree Nursing

## CLINICAL SUMMATIVE EVALUATION

The purpose of the summative clinical evaluation is to determine satisfactory clinical performance.
At the end of each semester, the student's achievement of the expected clinical outcomes will be evaluated.

The student must receive satisfactory in every area to pass the clinical component of the course.
The following definitions will be used to evaluate each outcome:
Satisfactory (S) = The student consistently performs the expected outcome.
Unsatisfactory $(\mathbf{U})=$ The student consistently fails to perform the expected outcome.
The student is accountable for the knowledge and skills learned in all previous nursing course(s).
The following summative evaluation form is based on the philosophy of the ADN program and course objectives.

## CLINICAL ASSIGNMENTS

Written work will be evaluated as either satisfactory or incomplete. Incomplete work must be revised and returned to the instructor on the designated date.

## Clinical Summative Evaluation

Students are required to review and sign as directed by the clinical instructor.

## PEARL RIVER COMMUNITY COLLEGE

## Associate Degree Nursing

## CLINICAL SUMMATIVE EVALUATION FORM

Name: $\qquad$ Course: $\qquad$ Date $\qquad$

| EXPECTED OUTCOMES |  | ${ }^{*} \mathrm{~S}$ | ${ }^{*} \mathrm{U}$ |
| :---: | :---: | :---: | :---: |
| PROVIDER OF CARE |  | COMMENTS |  |


| Assessment: Demonstrates knowledge of patient's medical <br> diagnosis, pathology, treatments, orders, and drugs. |  |  |  |
| :--- | :--- | :--- | :--- |
| Accurately and completely assesses the patient's basic needs, <br> growth and development, and position on the wellness-illness <br> continuum. |  |  |  |
| Diagnosis: Demonstrates critical thinking skills in prioritizing <br> patient care. |  |  |  |
| Identifies appropriate nursing diagnoses for assigned clients. |  |  |  |
| Plan: Plans and organizes nursing actions to meet patient's needs. |  |  |  |
| Implementation: Safely implements appropriate and caring <br> interventions and/or skills to meet patient needs. |  |  |  |
| Communicates effectively |  |  |  |
| Provides for patient education |  |  |  |
| Acute Care_Wellness/Community |  |  |  |
| Accurately documents |  |  |  |
| Evaluatcs: Evaluates nursing care and redesigns as needed. |  |  |  |

## MANAGER OF CARE

| Demonstrates critical thinking skill in managing patient care. |  |  |  |
| :--- | :--- | :--- | :--- |
| Safely manages care of assigned patients in a timely manner and <br> collaborates with membcrs of the health care team. |  |  |  |

## MEMBER WITHIN THE DISCIPLINE OF NURSING

Maintains professional behavior and adheres to expectation of the discipline of nursing.
*S=Satisfactory *U=Unsatisfactory Clinical Component: Passed ___ Failed $\qquad$
Student's Comments:

## Instructor's Comments:

Student's Signature $\qquad$ Instructor's Signature/Date : $\qquad$ DR 4/96; Rev. 11/02

# PEARL RIVER COMMUNITY COLLEGE 

## ASSSOCIATE DEGREE NURSING

## BY-LAWS

## ARTICLE I- NAME

The name of the organization shall be The Pearl River Community College Associate Degree Nursing Faculty Organization.

## ARTICLE II- PURPOSE

The purpose of this organization shall be to create and provide a strueture for the achievement of the objeetives of the organization.

## ARTICLE III- OBJECTIVES

The objective of this organization shall be to:

- Conduet the academic affairs of the program.
- Formulate and implement rules and regulations for the organization in harmony with the policies of Pearl River Community College.
- Promote communication with administration and faculty members of Pearl River Community College and members of other professional educational and nursing organizations.
- Determine and share budget needs with the Director.
- Prepare and implement a systematic plan for periodic program evaluation.
- Maintain an environment conducive to learning in the clinical and classroom setting.
- Recommend support services for students in the areas of counseling and financial aid.
- Promote professional growth of members.
- Participate in the selection of nurse educators to complete faculty positions.
- Participate in health promotion activities on campus and within the community.


## ARTICLE IV- MEMBERSHIP

## Section 1:

The membership of this organization shall consist of the Director of Nursing Education, the Assistant Director of Nursing Education, all nursing faculty, the campus lab coordinator, and secretaries of the department.

Section 2:
All members shall have one vote. The departmental secretarics shall be non-voting members.

## ARTICLE V-MEETINGS

## Section 1:

The Associate Degree Nursing Faculty Organization shall meet a minimum of once a month during the academic school term.

## Section 2:

The Director of Nursing Education shall plan the meetings and any additional meetings as deemed necessary.
Section 3:
The business will be conducted with a planned agenda following Robert's Rules of Order.

## Section 4:

Business shall be conducted by the Director or a faculty member appointed by the Director.

## Section 5:

The agenda will be prepared by the Director, with faculty input, and distributed to members prior to the meeting.
Section 6:
A quorum is constituted by the presence of two-thirds (2/3) of the faculty.

## Section 7:

The minutes shall be attended to by the Recording Secretary.

## ARTICLE VI- RECORDING SECRETARY

## Section 1:

The Recording Secretary shall maintain the organization's minutes.

## Section 2:

The position of recording secretary will be selected at the first meeting of the organization at the beginning of each academic year.

Section 3:
Recording Secretary's responsibilities include:

- Taking minutes at each meeting. All minutes shall follow the standard format to be determined by the organization's members.
- Signing and distributing copies of the minutes with attachments to members of the organization.
- Maintaining a file for each academic year of approved minutes with attachments.


## ARTICLE VII- STANDING COMMITTEES

## Section 1:

The standing committees of this organization shall be:

- Admission
- Attendance
- Curriculum
- Evaluation
- Media
- Pinning Ceremony
- Rules and Regulations
- Social


## Section 2:

All minutes from committees shall follow the same format to be determined by the organization.

## Section 3:

- Faculty selection for committees will be based on teaching level, course, and shall be determined by the Director at the beginning of each academic year.
- There shall be a minimum of three (3) faculty members serving on each standing committee.
- The Assistant Director will be a member of the curriculum, attendance, and admission committees.
- The Director is an adjunct member to all standing committees.


## Section 4:

There shall be a chairperson appointed by the Director and secretary appointed by the committee members.

## Section 5:

The chairperson of each committee shall preside at meetings and shall give reports of recommendations at the organization's meetings.

## Section 6:

The recording secretary of each committee shall record minutes of the standing committee, disseminate the minutes to the members and the Director, and maintain a yearly file of the minutes.

## Section 7:

- There shall be student representation on the following committees: curriculum, rules and regulations, evaluation, and pinning. These students shall be volunteers and should be in good academic standing.
- Good academic standing means maintaining the present nursing class average of 80 or higher.


## Section 8:

The duties of the student representative on standing committees shall be:

- Attend all committee meetings.
- Participate in the activities of each committee.
- Disseminate information to the student body regarding the committee's activities.


## Section 9:

## ADMISSIONS

- To implement and review criteria of new and/or transfer students seeking admission to the ADN program.
- To review the status of students seeking re-admission to the ADN program.
- To recommend students for admission.
- To review procedures and criteria for admission annually for possible revisions.
- To make recommendations for changes in the admission criteria or procedure to faculty and administration.


## ATTENDANCE

- To review with students and clinical advisor reason for clinical absence.
- To make recommendations according to the rule for absences in clinical.
- To meet weekly or when necessary to review clinical absences.
- To maintain a file of absences each academic year.


## CURRICULUM

- To implement the master plan of evaluation for the curriculum (philosophy, conceptual framework, curriculum, education outcomes, and course objectives).
- To periodically review the curriculum for content of nursing courses, and relevance to NLNAC standards and criteria.
- To evaluate the curriculum, nursing courses, clinical agencies, and clinical instructors.
- To utilize instruments for data collection and analyze the data obtained.
- To recommend revisions to the nursing curriculum.
- Evaluate suggested curriculum revisions made by the faculty.
- To implement changes approved by the faculty.
- To maintain a file of curriculum minutes including revisions to the curriculum.


## EVALUATION

- To implement the master plan of evaluation in the areas of program outcomes.
- To review evaluation tools and recommend revisions as necessary.
- To create and distribute evaluations to the graduates and employers and analyze returns for statistics.
- To summarize and maintain a file of statistical evaluation results related to the program outcomes.
- To evaluate suggested program outcome revisions from the faculty.
- To maintain a file of evaluation minutes each year including statistics and changes to the program outcomes and evaluation tools.


## MEDIA

- To review, update, and share with nursing faculty the procedure for ordering complimentary copies of textbooks, required course textbooks, changing required textbooks, and ordering software and audiovisual materials.
- To assist with ordering materials.
- To notify faculty of deadlines for adoption of course textbooks for academic year.
- To contact textbook publishing company representative and order desk copies directly from the publishing companies as needed for nursing faculty.
- Order required student textbooks bi-annually by completing data Forms produced by the PRCC Bookstore Director. To inform faculty of their need to order supplemental textbooks by informing the bookstore Director.
- To perform bi-annual student evaluations of textbook/computer software and audiovisual materials used by the nursing department. To report results to specific course faculty.
- To notify the bookstore of textbook changes, and references need for each semester.
- To maintain a file of media minutes including changes to mcdia utilized by the program.


## PINNING

- To plan and execute pinning ceremony.
- The Director will have input into the ceremony.


## RULES and REGULATIONS

- To periodically review all rules and regulations of the organization.
- To recommend changes in rules and regulations as necessary.
- To evaluatc suggested rule and regulations changes made by faculty.
- To revise and maintain the ADN student handbook.
- To maintain a file of rule and regulation minutes with ncw rules and regulation changes to existing rules and regulations.


## SOCIAL

- To plan and organize social functions throughout the academic year.
- To obtain volunteers to assist with the planned function(s).


## ARTICLE VIII- HOC COMMITTEE

## Section 1:

The Director shall appoint AD HOC committees as needed.

## Section 2:

Members of the committce shall be appointed by the Director or volunteer to serve.

## Section 3:

Amendments to the By-Laws shall be submitted to faculty one week in advance.

## Section 4:

By-Laws may be amended at any general faculty meeting by two-thirds (2/3) vote of members.
Revised: 11/02, 1/03, DR
$12 / 10, \mathrm{QW}$

# STEERING COMMITTEE AND SUB-COMMITTEE MEMBERS 

## Steering Committee

Queen Walters- Co-Chair<br>Pam Waddle- Co-Chair

Belinda Holden
Cathy Clark
Jerryl Collins
Verena Johnson
Arlene Jones
Marlene Shivers
Melinda Spiers

## Subcommittees

Standard IPeggy Dease- ChairBelinda Holden
$\underline{\text { Standard II }}$
Arlene Jones- Chair
Elaine Kersh
Jennifer Laborde
Rebecca Pullens
Standard III
Marlene Shivers- Chair
Jessica Hemba
Lindsay Loustalot
Christie Meador
Standard IV
Queen Walters- Chair
Holly Carney
Jerryl Collins
Amanda Estes
Belinda Holden
Verena Johnson
Standard V
Melinda Spiers- Chair
Joyce Buie
Brenda Lee
Sharon Nightengale
Standard VI
Pam Waddle- ChairCathy Clark
Candace Entrekin
Pat Ladner
Kelli McGehee
Exhibits
Candace Entrekin
Amanda Estes
Jennifer Laborde

# Pearl River Community College 

## Appendices

## Strategic Planning Policy

## Major Committee Minutes

Institutional Effectiveness Newsletters
Program Performance Indicator 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; Assistant Dean for Student Life; 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; Assistant Dean of Enrollment Management; Director of Counseling, Advisement, and Placement Center; Director of Financial Aid; Director of Retention and Adult Services; Director of Extended Education and Instructional Design; Director of Physical Plant; Director of the QEP; Director of Hancock Center; Director of Athletics; Title III Director; 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, Director of Hancock Center, 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.

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 Council 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); Assistant Dean of Enrollment Management; Director of College Libraries; Director of Counseling, Advisement, and Placement Center; the Director of Extended Education and Instructional Design; Director of Nursing 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 Institutional Research Specialist, Vice President for Instruction, Chief Planning Officer, Director of Hancock Center, five faculty representatives, five staff members, and others as appointed by the President.

Section VII Student Services Committee is chaired by the Dean of Student Services. Its members are the Assistant Dean for Student Life, Director of Student Life, Director of Financial Aid, Assistant Dean of Enrollment Management, faculty representative(s), 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. It members are the Director of Adult Education Services, Workforce Training Project Manager, WIN Job Center Computer Instructor and Technician, Dislocated Worker Program Coordinator, GIS Training Manager, Construction Equipment Operation Instructors, Workforce and Economic Development Specialist, Utility Lineman Instructor, Commercial Driver's License Instructor, Leadership Development, and Secretary to Workforce Education.

## REVIEW, REVISION, AND EVALUATION PROCESS

Annual steps in the review, revision, and evaluation process are as follows:
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

| July - September |  | October - November |  | November |
| :---: | :---: | :---: | :---: | :---: |
| Complete and Review Previous |  | Review Present Year's Fall |  | Review Previous Year's |
| Year's Assessment Charts and Prepare Present Year's Fall Semester | $\longrightarrow$ | Semester Assessment Charts. | $\longrightarrow$ | Assessment Charts and Accomplishments. |
| Assessment Charts based on Mission |  | Planning and Effectiveness |  | ---- |
| Statement and Strategic Goals. $\qquad$ |  | Committee and Administrative Council |  | Board of Trustees |

## Pearl River Community College

## Appendices

Major Committees' Minutes<br>Administrative Council / Management Committee<br>Planning and Effectiveness Committee<br>Policy and Procedure Committee<br>Fiscal Management Committee<br>Instructional Council<br>Professional Development Committee<br>Student Services Committee<br>Workforce Education Committee

# PEARL RIVER COMMUNITY COLLEGE Administrative Council Meeting Minutes 

September 1, 2010


#### Abstract

The Pearl River Community College Administrative Council held its regular quarterly meeting at 8:30 a.m. on Wednesday, September 1, 2010, in the President's Conference Room in the Alexander Administration Building. This meeting was previously scheduled for Wednesday, August 11, 2010, but due to calendar conflicts with several council members, the meeting was rescheduled to September 1 , 2010. The following council members were in attendance or were absent:


## Attendance:

Dr. William Lewis, President
Mr. Roger Knight, Dean of Business Services
Dr. John Grant, Vice President for Instruction
Dr. Martha Lou Smith, Director of Extended Education and Instructional Design
Ms. Maggie Smith, Director of Hancock Center
Mr. Don Welsh, Director of Career \& Technical Education Programs (Poplarville)
Ms. Caycee Simon, Assistant Dean for Student Life
Dr. Adam Breerwood, Dean of Student Services
Mr. Steve Howard, Chief Technology Officer
Mr. Ernie Lovell, Director of Development Foundation \& Alumni Association
Dr. Barbara Gandy, Director of Retention and Adult Services
Mr. Craig Tynes, Director of the Physical Plant
Ms. Valerie Horne, Director of Financial Aid
Dr. Jennifer Seal, Director of QEP
Mr. Scott Alsobrooks, Director of Workforce Education
Mr. Richard Mathis, Director of Athletics
Dr. Cecil Burt, Dean of Forrest County Center
Dr. Becky A.skew, Chief Planning Officer
Dr. Amy Townsend, Title III Director
Ms. Robin Nix, Faculty Association President, Poplarville Campus
Dr. Ryan Ruckel, Faculty Association:President, Hattiesburg Campus
Dr. Ann Moore, Director of Counseling Center (Poplarville)
Absent:
Mr. Chuck Abadie, Director of Public Relations
Mr. Dow Ford, Assistant Dean of Enrollment Management
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)
Dr. Lewis opened today's meeting by welcoming all council members. Departmental reports were then provided by council members.

## Instruction

- Reported on recent meetings (held in Poplarville and Hattiesburg) of instructional department chairs and directors. The purpose of these meetings was to discuss the assessmint of student learning outcomes.
- The Policy and Procedure Committee will meet on September 21, and the Instructional Council will meet on September 1.
- The 2010-2012 college catalogs should be arriving soon. Dr. Grant reninded council members that the catalog has been available for some time online and that people are using the online catalog more frequently. Consequently, far fewer catalogs may be printed in the future.


## Planning and Research

- The Office of Planning and Research is beginning to prepare for the Fall Semester Evaluations of Instruction and will be requesting updates from supervisors regarding all instructional personnel.
- All 2009-2010 Administrative Institutional Effectiveness Assessment Charts. should be completed and submitted to the Office of Institutional Research before the end of this week. The 2009-2010 Instructional Institutional Effectiveness Assessment Charts will be sent to the appropriate personnel this week for completion.


## Hancock Center

- The Hancock Center is experiencing continued growth. The facility has expanded to 14,810 square feet. The textbook store is now open, and the students are enjoying the amenities of buying textbooks, supplies, computers, and articles of PRCC clothing. Thank you to Roger.
- The GED program is continuing to grow.
- The Library/Learning Lab has moved to Room 100, and the new furniture and shelving should be delivered by November.
- The new QEP Lab is being used by our students. A special thank you is extended to Dr. Jennifer Seal and Judy Roane for working hard with us to make this a reality.
- Per discussion with Roy Ruhr, Stennis computers are available to be picked up.


## Retention and Adult Services

- Thursday, September 23, will be Military Recognition Night. Volunteer assistance will be needed to help serve the 155 .
- GED Tour day is scheduled for Thursday, September 30.


## Administrative Council Meeting Minutes

September 1, 2010

- An Adult Learning Services brochure has been finalized and submitted for printing.


## Development Fourdation and Alumani Services

- The Wildcat Club/Booster Club has been reformed. Officers are Josh Mars of Hattiesburg (President), Frank Branch of Picayune (Vice President), Craig Franklin of Picayune (Secretary), and Dr. Jim Barnes of Poplarville (Treasurer).
- On Thursday, September 2, the Wildcat Club and College alumni Association will be hosting the first tailgate party of the football season. It will begin at 6:00 p.m. on the practice field.
- On Thursday, September 9, a tailgate party will be held at 6:00 p.m. prior to the kickoff of the Itawamba game.
- The second annual Wildcat Picnic will be held on Thursday, September 30, prior to the Gulf Coast game. Additional information will be sent via email and interoffice correspondence.


## Career and Technical Education Programs (Poplarville)

PRCC will be hosting the district secondary CTE directors meeting at the Woodall center on September 10 at 9:00 a.m. Invitations have been extended to the secondary CTE directors from the JCJC district along with JCJC CTE administrators. The guest speaker is Dr. Jean Massey who is the Deputy State Superintendent for Career and Technical Education.

## Business Seryices

- Roger Knight shared with the Administrative Council that the textbook ISBN information is now available on the college's web site as required by new federal regulations.
-. He also shared information concerning the new rental book web site provided by Follett Book Company. To date, the site has experienced over 1700 hits, with 107 actual transactions totaling over $\$ 10,650.00$.
- He also shared the results of the four-day work week implemented this summer, a savings of over $\$ 32,000$ for a four week period compared to the same period of time last year.


## Athletics

- Announced that Josh Hoffpauir is the new head baseball coach. Josh replaces Jamie McMahon who recently resigned and accepted a position with Nicholl's State University.
Two soccer: games will be held today at 2:00 and 4:00 p.m: Pearl River will host Holmes Community College at Poplarville.
- The first football game of the season will be held on Thursday, September 2, at 7:00 p.m. Pearl River will host Northwest Mississippi Community College in Poplarville.


## Quality Enhancement Plan (OEP)

- During the fifth year, the Quality Enhancement Plan has expanded into Beginning Algebra at the Forrest County Center. Due to student increases, the Poplarville campus has added a new computer laboratory and increased operation time while the Forrest County Center is now utilizing the Computer Science room. The Hancock Center has entered the QEP with College Algebra.
- The following data represents the total amount of QEP sections taught per campus:

$$
\text { Poplarville . } 42
$$

Forrest County Center ..... 12
Hancock Center ..... 1

- As part of the QEP, course redesign is now being implemented on the Poplarville campus in an effort to increase success rates while decreasing withdrawal rates especially targeting the developmental mathematics courses.


## Physical Plant

- Discussed the progress on Shiver's gym, the second floor is being converted to visitor locker rooms.
- The concrete foundation for the new addition to Moody Hall should be complete by the first week of October.
- The concrete foundation for the new Men's Dorm should be complete during the first week of October.
- The elevator installation for Crosby Hall is expected to begin near the latter part of October.


## Extended Education and Instructional Design

- Distributed and discussed the Fall 2010 Provided and Hosted Online Courses.


## Workforce Education

- Informed the Administrative Council that the Construction Equipment: Operation Program is offered as a credit program which gives the student the opportunity to earn a one year certificate. The program has 12 students in this first year.
- The Welding Technology Program at the Hancock Center is also a one year certificate program. While this program is operating under Department of Labor National Emergency Grants, only students that are eligible under NEG guidelines
can enroll; the student can still earn a certificate. This program is also offered as a non-credit, open entry/open exit for those that wish to enter the job market sooner.
- The Utility Lineman Technology Program now has a modular classroom located at the Woodall Advanced Technology Center. Upon completion, a complete outdoor physical skills laboratory will developed for this program.


## Title III

- The Student Success Center hosted an open house on August 12. The SSC computer lab is open with variable hours. The full design and services of the center is still under development. As we progress through the fall semester, we will be developing the "operation" of the center.
- Training of faculty/professional staff on best advisement practices is underway. Four sessions were designed by the ILSS Advisory Team and three have been conducted.
- The College Success Course is launched. Intrusive advising strategies are being implemented with students enrolled in course. Faculty/staff in the focus group are working with this group of students. We are also in the process of hiring peer mentors to work with students enrolled in course.
- Dr. Maggie Culp, an expert on advisement and retention, made her site visit this month. Her report will be submitted next week. Over the next few monthis we will be finalizing our advisement model and implementing several of Dr. Culp's recommendation.
- Dr. Lou Ann Norman, the external grant evaluator, will make her site visit on September 15. The Title III grant year ends September 30 at which time we will have to assess progress we have made toward meeting our year one goals.


## Student Life

- Men's housing is completely full with just over 40 students on a waiting list.
- There are less than 10 beds available in women's housing.
- SGA elections and homecoming nominations will be taking place within the next week
- In an effort to increase retention, numerous student activities are planned for the upcoming year.
- . Intramural volleyball and flag football sign-up is going on this week.
- Intramural volleyball and flag football play begins next week.
- A pep rally will be held tomorrow, September 2, at 11:00 a.m. in Centennial Court; the Wildcat. Walk will take place at $4: 45$ p.m. beginning in Centennial Court and ending on football practice field where student tailgating will take place until 7:00 p.m.
- Fill the Stadium event will be held September 23.
- Online orientation has been very successful with 2,335 students enrolled for this semester.


## Forrest County Center/Career and Technical Edncation Programs (Hattiesburg)

- The Forrest County Center had a record high of 2,035 students enrolled for the 2010 Fall semester.
- The new and expanded parking lot was completed in time for the first day of class.
$100 \%$ of the Physical Therapist Assistant class passed The National Registry. The national average is about $85 \%$.
Allied Health tour day has been scheduled for September 29. Most of the high schools (with Allied Health Programs) within the PRCC district will participate in a tour of the programs.


## Information Technology

- Distributed the current 2010 fall semester Enrollment Report.
- Provided an updated report Luminis portal project.
- Notified administrative council that students had been emailed a reminder to update their contact information for the emergency alert system. Faculty and staff will be sent an email reminder in the next few weeks. Council members were encouraged to update their contact information and remind those who report to them to also update their contact information.


## Student Services

- $\quad$ The Office of Student Services has put in place a recruitment team made up of faculty, staff, and administration for FY11.
- Led by Dr. Bob Escudero, the Office of Student Support Services has been awarded an additional five year extension to their current grant.


## Faculty Association (Poplarville/Hancock County)

- The first regularly scheduled meeting is September 2, 2010, at 11:00 a.m. in the Special Events Room of the Olivia Bender Cafeteria.
- A membership drive features a $\$ 100$ cash prize drawing for those with current membership.


## Faculty Association (Hattiesburg)

- In keeping with Dr. Lewis' goal of encouraging the greatest possible faculty participation in the Faculty Association's and the College's efforts to press our case with state officials, the Forrest County Center Faculty Association has set a goal of $100 \%$ faculty enrollment.
- Reported how many career-technical faculty are members of the Faculty Association. There are approximately 24 academic faculty members who are
classified as either part-time, full- time, or temporary/permanent. There are approximately 79 adjunct instructors many of whom have advanced degrees, are retired university professors, or have distinguished themselves in other ways, such as the adjunct instructor who has a degree from the University of London.
- Announced that the first meeting will be held Thursday, September 2, at 12 noon in the Multipurpose Room at the Forrest County Center. Due to a generous gift from the Poplarville-Hancock Faculty Association, a $\$ 100$ prize drawing will be held for faculty members who have registered before the first meeting. Faculty Association dues are $\$ 20$ per year, but adjunct faculty members will pay only $\$ 15$ per year.
- The Association's motto this year is "Striving for Excellence." The Association will strive to raise awareness of its excellent work at the FCC by publishing its events through college-wide mail and by organizing a college-wide approach to participation in college events. Also, the FCC Faculty Association, along with the new PTK chapter, Beta Tau Gamma, will be participating in the Alzheimer's Memory Walk on October 16. It is a college-wide fund raising event with a goal of $\$ 2500$ and is spearheaded by Randy Johnson, PRCC Instructor of Criminal Justice (Poplarville and FCC), and whose wife suffers from Alzheimer's.
- Also mentioned the Association's plan to promote students' awareness of the College's 100 -year heritage by having old photos of PRCC enlarged and mounted to place in the hallways and library at the FCC. These plans have been discussed with Ronn Hague.


## Counseling Center

- Announced that the 2011 Career Fair will be held on March 2, 2011.
- The Job Placement Workshop will be held February 16, 2011.
- Reported that ACT extended the use of the CPAT as an ability to benefit test through December 31. Beginning January 1, 2011, ACT Compass will replace the CPAT for those students who apply for admission who have neither a high school diploma nor passing scores on the GED. Compass will not replace PRCC's National or Residual ACT Testing Program.


## Financial Aid

- $\quad$ No report provided.


## Public Relations

- No report provided.


## Admissions

- No report provided.


## President's Report

Distributed a flyer from the American Association: of Community Colleges outlining the availability of professional liability insurance through the A.ACC. I suggested that each member of the Council evaluate their individual need for such coverage.
Discussed the national and state trends for evaluating the student completion rates at each higher education institution. It is most important that we begin serious evaluations of our own institution's student completion trends. I expect funding to be tied to completion rates rather than solely appropriated on enrollment in the future.
Once again, I emphasized the importance of having instructors verify class rolls. Expressed my appreciation for the way our employees have "stepped up" to meet the challenge of more students and less state funding. Many employees are taking. on an increasing workload and are handling the situation in a most professional and productive manner.

There being no further business to come before the administrative council, the meeting adjoumed at 10:00 atm.


William Lewis, 9 resident


# PEARL RIVER COMMUNITY COLLEGE 

## Administrative Council Meeting Minutes

December 15, 2010


#### Abstract

The Pearl River Community College Administrative Council held its regular quarterly meeting at 8:30 a.m. on Wednesday, December 15, 2010, in the President's Conference Room in the Alexander Administration Building. The following council members were in attendance and/or absent:


## Attendance:

Dr. William Lewis, President
Mr. Roger Knight, Dean of Business Services
Dr. John Grant, Vice President for Instruction
Mr. Chuck Abadie, Director of Public Relations
Dr. Martha Lou Smith, Director of Extended Education and Instructional Design
Ms. Maggie Smith, Director of Hancock Center
Mr. Don Welsh, Director of Career \& Technical Education Programs (Poplarville)
Dr. Adam Breerwood, Dean of Student Services
Mr. Ernie Lovell, Director of Development Foundation \& Alumni Association
Dr. Barbara Gandy, Director of Retention and Adult Services
Dr. Scott Alsobrooks, Director of Workforce Education
Dr. Cecil Burt, Dean of Forrest County Center
Dr. Bccky Askew, Chicf Planning Officer
Dr. Amy Townsend, Title III Director
Dr. Ann Moore, Director of Counseling Center (Poplarville)
Dr. Jennifer Seal, Director of QEP
Ms. Valerie Horne, Director of Financial Aid
Ms. Caycee Simon, Assistant Dean for Student Life
Mr. Steve Howard, Chief Technology Officer
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)

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## Adıninistrative Council Meeting Minutes

Dr. Lewis chaired and opened today's meeting by welcoming council members. He also introduced and welcomed Lee Reid to today's meeting.

Dr. Lewis stated that the first item of business is the approval of the October 13, 2010, Administrative Council Meeting Minutes. These minutes were previously emailed to all council members for review prior to today's meeting. Upon Dr. Lewis's recommendation for approval, a motion was made by Dr. Breerwood, and seconded by Chuck Abadie, to approve said minutes. The motion was unanimously approved.

Lee Reid was then again introduced by Dr. Lewis to Council members. He informed the Council that Lee will implement a Leadership Coaching Program during the 2011 Spring Semester. At Dr. Lewis's request, Mr. Reid distributed a flyer and a list of course objectives with all council members. He then shared the following course information with council members:

- Leadership Coaching is a course designed to develop and enhance the leadership abilities of first level supervisors and managers;
- Program will begin March 16, 2011 and will end with graduation in December 2011 (16 to 18 sessions);
- Class will meet on the Poplarville Campus every other week for two hours;
- Participants will be required to attend at least 13 meetings; and
- Class size will be limited to a maximum of 15 participants.

After the course overview, Dr. Lewis expressed his appreciation to Mr. Reid for attending today's meeting and for sharing the program information with council members. Mr. Reid then exited the meeting and Dr. Lewis provided a short break before continuing with the council meeting.

When the meeting reconvened at 9:20, Dr. Lewis held a discussion on the presentation of Mr. Reid's Leadership Coaching Program. The primary topic of discussion was who should attend the program. It was suggested that two sessions be held - one for professional faculty/staff and one for support staff. Dr. Lewis informed council members that in January, he will contact all council members and ask for three to five recommendations for this program. Council members may recommend self if desircd. He added that a selection committee will be appointed to make the final recommendations for the program.

As requested by Dr. Lewis, the following reports were provided by council members:

## Instruction

Dr. Grant stated that the semester is official over and that grades are being submitted. Graduation evaluations are now underway.

## Administrative Council Meeting Minutes

December 15, 2010

## Plauning and Research

- An Institutional Review Board report regarding grants awarded to the College during the first half of the school year was shared.
- Plans for the Women's Health Symposium which is scheduled for January 29, 2011, were discussed.
- Information regarding the PRCC Honors Institute was reviewed.
- The schedule of evaluations of supervisors was reviewed, updates regarding personnel were requested, and policy information was distributed.
- Updates regarding Internal Performance Indicators were requested from those chairing committees.
- Those responsible for updating the Higher Education Opportunity Act information requirenrents were reminded to do so and to send their updates to the Office of Institutional Research as soon as possible.
- Since the SACS Fifth-Year Report (responses, documentation, etc.) is in progress, everyone responsible for areas being reviewed was reminded to be prepared to provide additional information as needed.


## Forrest County Center/Career and Technical Education Programs (Hattiesburg)

- Practical Nursing program received full accreditation for 8 years at both campuses.
- We were awarded two grants which were written by Dr. Janet Thornton; one for non-traditional recruitment for approximately $\$ 4,900$ and one for Dental Hygiene for approximately $\$ 159,000$. The Non-traditional grant came from Carl Perkins funds and the Dental Hygiene grant came from the Asbury Foundation.


## Hancock Center

- The December art show was a successful event with 104 in attendance. Plans are to expand this program in 2011.


## Quality Enlancement Plan (OEP)

- The QEP to date has met with mixed success. Student success rates have only slightly improved in College Algebra, but not in Intermediate Algebra and Beginning Algebra while withdrawal rates have not decreased significantly as originally hoped.
- The faculty curriculum evaluation found that the curriculum has actually been strengthened by the QEP. Much of this is a result of the faculty's comfort-level with the technology, which has only increased each year.
- In an effort to improve student success rates and decrease withdrawal rates coupled with the faculty's comfort with the technology, decisions have been made to make wholesale changes to the developmental mathematics pedagogy. In order
to have a successful course redesign, the faculty has enlisted support throughout the college community. Some of the areas in which support is needed to make course redesign successful:
A. Expansion of the mathematics lab on both campuses.
B. Information Teclnology to allow batch-enrollment of students.
C. Business Office for batch-enrollment and a clange to student fees and multiple courses.
D. Admissions Office to allow multiple course enrollment and the ability of faculty to make changes to student's course schedules as needed.
E. Financial Aid Office to address issues with part-time students.
F. President's Office and Vice President's Office.
- Course redesign's pilot phase will begin Spring 2011 on the Poplarville campus and expand to the Forrest County Center in Fall 2011.


## Career and Technical Education Programs (Poplarville)

- Reported that the Welding Progrann is now an AAS degree program.


## Workforce Education

- Announced that the College has been accepted as a Host Site Award for an AmeriCorps VISTA placement through the Corporation for National and Community Service (CNCS) and the Mississippi Commission for Volunteer Service for the 2010-2011 program year.


## Development Foundation aud Alumni Services

- The Foundation Board hosted the aunual Scholarship Donor Recognition Dinner on November 18 with 275 in attendance. 150 scholarships were recognized.
- The Marion/Jeff Davis Alumni Chapter hosted their steak dinner fundraiser for scholarships in November. This event raised over $\$ 5,000$ for scholarships in their counties.
- The Forrest/Lamar Alumni Chapter hosed their annual Christmas Fellowship Dinner at Logan's in Hattiesburg on December 14. Joe Drennan was recognized as the incoming Chapter President.


## Retention and Adult Services

- EAS reports worked well this semester
- $\quad 289$ students used the Adult Student Services facility
- 99 Students joined the Adult Student Organization

Administrative Council Meeting Minutes

December 15, 2010

- Posters have been developed and distributing to local Wal-Mart stores
- 3 GED programs are available to register new students for spring semester


## Business Services

- Roger shared with the council that the Bookstore is bringing the Nebraska Book Company point of sale system to the college during the spring semester, and hopes to have it up and running for the summer term. He also commented on the Hancock Center Bookstore now being opened.
- Roger also shared that a few of the outstanding Project Worksheets are now being addressed by FEMA and hopes that some will be concluded in the near future.


## Counseling Center

- A business luncheon was held October 26 with PRCC department chairs to instruct them in advisement and to distribute materials for the November early advisement and registration of returning students and for new students in January. Early advisement and registration began in the Counseling November 1 and continued through the first two weeks of December.
- The online MS-CPAS examination was administered November 1 through 5 to all Career Technical students who expected to graduate in Decenber 2010. The results of the examinations were distributed to faculty and students on December 3, 2010. Ninety-four percent of the students who took the examination passed. Six programs had passing rates of 100 percent.
- College Fair was held November 17 in the Great Hall where information was provided for students planning to transfer in December 2010 or May 2011.
- A training session for administration for ACT COMPASS was held at no expense to the College on November 19. Two examiners from Hinds Community College came and provided a wealth of information. An appreciation luncheon was held in the Counseling, Advisement, and Placement Center for their service. Cutoff scores were set through the cooperation of PRCC and ACT COMPASS on December 8, 2010.
- The annual luncheon and meeting on PRCC's community outreach for mental health services was held, at no expense to the College, on November 30 in the Counseling, Advisement, and Placement Center.
- The annual subscription to SIGl (a career and educational software program) was renewed at a negotiated reduction of $\$ 200$ with 20 percent more services.
- PRCC is now serving 13 different populations with GED test administrations at nine different locatious. The 2011 test booklets and materials have arrived.


## Extended Education and Instructional Desigin

- Reported that enrollment numbers have increased by 10 percent fiom last week. This is a 2 to 3 percent increase from one year ago.


## Administrative Council Meeting Minutes

December 15, 2010

- Registration will be held January 4 and 5 at the Forrest County Center. Hoping for a smooth process since registration will begin the day the College re-opens from being closed for the Christmas Holiday.
- Students are being entered into the Banner system for dual enrollment and night classes. The dual enrollment program will continue to expand.


## Financial Aid

- Reported that February 11 will be the disbursement date for all Federal monies including Pell grants and loans. Stressed the importance of no-show students and drop-out students be reported in a timely manner so that financial aid is not awarded to those students who have quit school.


## Student Life

- Counselor's Day will be held on Friday, January 21, in the large room in the back of the cafeteria. An information session will be held at 9:15 a.m., and lunch will be served at 11:15 a.m.


## Title III

- Hired new Title III Tech Support - Rhonda Ladner
- Working on e-portfolios for PRCC students; pilot this spring semester
- Design marketing materials for Title III projects
- Enhancing our web presence and portal
- Completed first leg of our Y2 with the piloting of success course; student feedback has been positive; will re-pilot in spring
- Peer mentoring program launched and will be expanded for spring semester
- Site visit to Holmes Community College to discuss Banner, CAPP - degree evaluations, and to discuss possible ways to share data
- Transfer Evaluation Software is in place and entering students with transfer credit are being entered into Banner; this will dramatically improve an advisor's ability to advise because all needed information will be available online - see our website for other online advising tools
- Dr. Lewis has appointed a Presidential Taskforce that is charged with finalizing our new advising model; this is a work in progress; intent is to be ready to go live with the new model by end of spring semester for influx of entering freshmen; Bimodel - regularly admitted students and at risk students
- Held an Appreciation Luncheon for all faculty and staff who have participated in Title III activities this past year
- $\quad$ Plans for the new Student Success Center on the FCC are underway; this will be available for FCC students by Fall 2011 semester
- Will begin to work with English faculty during the spring semester to incorporate Supplemental Instruction into 3 English courses that will be piloted in Fall 2011


## Information Technology

- Handed out spring semester enrollment data
- Informed council that Tommy Strahan had been hired as Systems Analyst (position formerly held by Brenda Windham)
- Informed council that position of Systems Analyst II is open for internal transfer


## Public Relations

- $\quad$ The final 2010 RiverSide edition was printed and mailed this week to all alumni, faculty and staff.
- Report on our new television commercial featuring Jimmy Buffett and Whitney Miller. Currently running in the WDAM and WLOX markets, will soon be running on Comcast networks later this month.
- $\quad$ Plans are in the works to do some last-of-the-month advertising registration for the spring semester.
- We are in the final stages of putting together our annual 30-minute Christmas Special that will air on WDAM, WLOX and Comcast during the Christmas holidays.


## Student Services

- Dorms closed December 14 at 3:00 p.m.
- $\quad$ Spring dorms numbers are up 68 students from last Spring.
- Men's basketball currently ranked \#8 in the nation.
- The Board of Trustees approved a bid to have security cameras installed at the dormitories.


## Admissions

- No report provided.


## Faculty Association (Hattiesburg)

- No report provided.


## Faculty Association (Poplarville/Hancock County Chapter)

No report provided.

## Physical Plant

- No report provided.


## Athletics

- No report provided.


## President's Report

- The Asbury Foundation has provided the College with a $\$ 200,000$ gift for student scholarships. The requirements are that the selected students live in one of the eight counties served by Asbury and that they be studying in an Allied Health or Nursing program.
- Provided an update on new construction progress: Moody Hall addition, new men's dormitory, FCC Career Education Center.
- $\quad$ Bids for the Performing Arts Center will be opened December 16 at 2;00 pm. in Jackson.
- Requested names of potential graduation speakers for the spring graduation ceremony.

There being no further business to come before the administrative council, the meeting adjourned at 11:00 arm.


William Lewis, Pres dent


# PEARL RIVER COMMUNITY COLLEGE 

## Administrative Council Meeting Minutes

February 9, 2011

The Pearl River Community College Administrative Council held its regular quarterly meeting at $8: 30 \mathrm{a} . \mathrm{m}$. on Wednesday, February 9, 2011, in the President's Conference Room in the Alexander Administration Building. The following council members were in attendance and/or absent:

Attendance:
Dr. William Lewis, President
Mr. Roger Knight, Dean of Business Services
Dr. John Grant, Vice President for Instruction
Mr. Chuck Abadie, Director of Public Relations
Dr. Martha Lou Smith, Director of Extended Education and Instructional Design
Ms. Maggie Smith, Director of Hancock Center
Mr. Don Welsh, Director of Career \& Technical Education Programs (Poplarville)
Dr. Adam Breerwood, Dean of Student Services
Mr. Ernie Lovell, Director of Development Foundation \& Alumni Association
Dr. Barbara Gandy, Director of Retention and Adult Services
Dr. Scott Alsobrooks, Director of Workforce Education
Dr. Cecil Burt, Dean of Forrest County Center
Dr. Becky Askew, Chief Planning Officer
Dr. Jennifer Seal, Director of QEP (Quality Enhancement Plan)
Ms. Caycee Simon, Assistant Dean for Student Life
Mr. Steve Howard, Chief Technology Officer
Mr. Richard Mathis, Director of Athletics
Ms. Robin Nix, Faculty Association President, Poplarville Campus
Mr. Craig Tynes, Director of the Physical Plant
Mr. Dow Ford, Assistant Dean of Enrollment Management
Ms. Casey Rawls, Attending for Dr. Amy Townsend, Title III Director
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)
Absent:
Dr. Ann Moore, Director of Counseling Center (Poplarville)
Dr. Amy Townsend, Title III Director (Represented by Casey Rawls)
Dr. Ryan Ruckel, Faculty Association President, Hattiesburg Campus
Ms. Valerie Horne, Director of Financial Aid
Dr. Lewis chaired and opened today's meeting by welcoming council members. The following reports were then presented by Council members.

Dr. Lewis stated that the first item of business is the approval of the December 15, 2010, Administrative Council Meetiug Minutes. These minutes were previously emailed to all council members for review prior to today's meeting. Upon Dr. Lewis's recommendation for approval, a motion was made by Chuck Abadie, and seconded by Adam Breerwood, to approve said minutes. The motion was unanimously approved.

## Instruction

- $\quad$ Schedules for summer and fall are being prepared.
- Graduation applications are being processed.
- Requested suggestions for Policy and Procedures.
- Briefly discussed the SACS Fifth Year Report.


## Planning and Research

- The 2010-2011 Strategic Plan and Internal Performance Indicators Interim Report has been sent to all members of both the Planning and Effectiveness Committee and the Administrative Council for review. The recommendations for the proposed 2011-2012 Strategic Plan were reviewed and approved by the Planning and Effectiveness Committee and the Administrative Council. The 2011 - 2012 Plan was presented to the Board of Trustees at the February 8, 2011 meeting.
- Honors Institute applications and brochures have been sent to all high schools within this district.
- Updates regarding personnel evaluations are to be submitted to the Office of Planning and Research this week in order for evaluations to begin according to the policy.
- The 2011 Women's Health Symposium was a great success with approximately 340 participants. Evaluations are currently being finalized for distribution and review.
- The SACS Fifth Year Report is being prepared for submission during the 2011 Fall Semester.


## Forrest County Center

- The Forrest County Center's Faculty Association held its first version of "Pastries and Politics" with four of Forrest County's legislators in attendance. It was a very positive meeting.
- Mayor Johnnie DuPree was the speaker at our Black History Day event. Dr. DuPree spoke to a standing room only crowd.


## Hancock Center

- The Hancock Center experienced an increase in spring enrollment.
- Preparations are underway to bcgin preparing the summer and fall schedules.


## Retention and Adult Services

- Gave a brief report on the Home Savers Program. Mr. Joe Garvin has been selected to fill the grant-funded recruiter position for the Home Savers Program.
- The Early Alert System list is being finalized.
- An advisement team is being planned for the Athletic Program.
- Dr. Lewis reported that the Board of Trustees approved the purchase of the Grades First Software. It has an Early Alert component that will enhance the College's Early Alert System. The program will require faculty to report nonattending and dropout students. Pearl River Community College is the state's first community college to implement use of this software.


## QEP (Quality Enhancement Plan)

- Pearl River Community College's Quality Enhancement Plan has completed one semester of course redesign implementation. The most significant difference was apparent in the amount of students failing a mathematics course and enrolling in a mathematies course during the subsequent semester. The following chart displays this data:

Failing Students that Return the Next Semester

|  | 2000-2006 | Redesign |
| :---: | :---: | :---: |
| College Algebra | $44 \%$ | $63 \%$ |
| Intermediate Algebra | $38 \%$ | $78 \%$ |
| Beginning Algebra | $32 \%$ | $54 \%$ |

Course redesign was implemented in an effort to improve developmental mathematics course success rates as well as student learning outcomes. The QEP has documented no effect within College Algebra with a slightly negative effect in the Intermediate Algebra and Beginning Algebra. With the introduction of the National Center for Academic Transformation (NCAT) supporting course redesign effort, these three courses have seen a lower withdrawal rate. The following charts compare the baseline data (2000-2006) and the QEP data (after pedagogy change during similar semesters) and the first semester of course redesign which further illustrates the need for change.

Success and Withdrawal Rates in Algebra Classes

| College Algebra |  |  |  |
| :---: | :---: | :---: | :---: |
|  | 2000-2006 | Fall 08,09,10 (QEP) | Fall 2010 (Redesign) |
| \# students | 6800 | 899 | 331 |
| A, B, C | 63\% | 59\% | 63\% |
| D, F | 20\% | 25\% | 26\% |
| W | 17\% | 16\% | 10\% |
| Intermediate Algebra |  |  |  |
|  | 2000-2006 | Fall 08,09,10 (QEP) | Fall 2010 (Redesign) |
| \# students | 4300 | 457 | 219 |
| A, B, C | 50\% | 49\% | 27\% |
| D, F | 30\% | 35\% | 57\% |
| W | 20\% | 16\% | 15\% |
| Beginning Algebra |  |  |  |
|  | 2000-2006 | Fall 08,09,10 (QEP) | Fall 2010 (Redesign) |
| \# students | 3300 | 159 | 194 |
| A, B, C | 50\% | 33\% | 34\% |
| D, F | 30\% | 45\% | 57\% |
| W | 20\% | 22\% | 9\% |

## Workforce Education

- No new program information to report.


## Development Fonndation and Alumni Services

- Foundation had 75 people in attendance for the Foundation Pacesetter Fund Raising Dinner. The dinner was held in the back dining room of Bender cafeteria.
- PRCC Alumni Association will be hosting the "Little Black Dress" fundraising luncheon at the President's Home on Saturday, March 26, from 11:00 a.m. until 1:00 p.m. Tickets will be $\$ 50$ per person and available through Candace Harper at the Alumni Office on campus. Proceeds benefit the Alumni Association and Save-a-Life Organization.
- Hancock County Alumni Chapter will host their annual golf tournament at "Bridges" Golf Course in Bay St. Louis, on Friday, May 6, 2011. Anyone interested in playing in this tournament should contact Mr. Frank Ladner at 251-680-9114.


## Career and Technical Education Programs (Poplarville)

- Reported that the Skills USA Competition will be held on February 22. As of this date, 225 students are registered to attend.


## Business Services

- Reminded council members that Needs Assessment Forms are to be submitted by the end of the month.


## Athletics

- Basketball regular season coming to an end. Both men's and women's teams are trying to qualify for the tournaments.
- $\quad$ Softball started its season yesterday with two wins.
- Baseball season starts next week.
- Football and soccer are now recruiting.


## Admissions

- Reported that Valerie Horne will email the Satisfactory Academic Progress Policy to all employees in the near future.
- Reminded council members that financial aid is not available to students who have earned higher degrees (Master's degree, Bachelor's degree, and/or Doctoral degree).


## Physical Plant

- Reported that the Moody Hall Addition is progressing on schedule with completion expected August 2011.
- New men's dormitory is also progressing on schedule.
- The elevator installation for Crosby Hall is underway with conupletion expected March or April 2011.
- Dr. Lewis stated that once the new men's dormitory is completed, current plans are to renovate the first floor of Pearl River Hall into administrative office space. A state proctoring center will be housed in the first floor area. Council members were invited to submit suggestions or ideas for the additional office space of the first floor area. The second floor will serve as an overflow for additional student housing.


## Extended Education and Instructional Design

- Distributed the MSVCC Spring 2011 Enrollment Data Chart and the Summer and Fall Schedules.
- On-line classes continue to experience an increase in enrollment.
- Dual enrollment continues to progress very well.


## Title III

- Work is underway to institutionalize several of the Title III projects. Title III staff are meeting with several administrators and staff members to outline the process of integration.
- E-portfolios for students are currently being designed and will be tested with students in the pilot cohort.
- The re-piloting of the success course is underway and appears to be more successful this semester with the adjustments made to assignments, lab time, and peer mentor.
- The Presidential Taskforce met January 18 and is now ready to make recommendations to the Executive Committee this month.
- An initial meeting with English faculty and Dr. Grant was recently held to discuss the Y2 grant objective of incorporating Supplemental Instruction into four English courses. Participating faculty will be selected by the end of February.
- Permission to purchase GradesFirst has been submitted to the PRCC Board of Trustees for approval. If approved, implementation will begin immediately. This product will serve as the Early Alert System as well as other fcatures that will enhance tracking and communication with students, particularly at-risk students.


## Student Life

- Have received numerous requests to do a FAFSA night at area high schools; Financial Aid and student services are working together to accomplish this.
- Work is in progress on a Frequently Asked Questions list.


## Faculty Association (Poplarville/Hancock County Chapter)

- Announced that a number of faculty and students from all campuses will be attending Capital Day in Jackson on February 17.


## Information Technology

- Distributed Spring semester enrollment report.
- Discussed work of Information Technology developers regarding data interfaces between Banner and other external systems.
- Discussed server virtualization and reported that four years ago we had approximately forty physical servers. Due to the advances in virtualization technology that number is currently down to fourteen. New servers have arrived to begin Banner virtualization and migration from HP-UX to Windows. Total number of physical servers should be less than ten by summer.
- Reported that there will be a network outage on Sunday, February 13, 2011, between 7:00 a.m. - 4:00 p.m. due to the installation of a diesel generator that will impact the network at the SBCJC.


## Public Relations

- Reported that the February edition of the Drawl will be released this week.
- The next edition of the RiverSide is in the preparation stage.


## Student Services

- Announced that a winter storm has the potential to affect the College by the end of this week. The storm system is being closely monitored.


## Counseling Center

- No report provided.


## Financial Aid

- No report provided.


## Faculty Association (Hattiesburg)

- No report provided.


## President's Report

- PRCC's week to represent the MACJC during the legislative session is the week of March 14-18.
- A group will be convened soon to discuss plans for recruiting and advertising for summer enrollment.
- Discussed the new Home Saver Program sponsored by the Mississippi Home Corporation. PRCC will be the lead institution for this program in the Gulf Coast CC, Southwest CC \& PRCC region. Mr. Joe Garvin has been selected as the recruiting coordinator.
- Application for Re-Employment forms will be e-mailed next week. All full-time, permanent employees are requested to complete this form and submit it to their immediate supervisor.

There being no further business to come before the administrative council, the meeting adjourned at 9:20 a.m:


# PEARL RIVER COMMUNITY COLLEGE 

## Administrative Council Meeting Minutes

April 13, 2011<br>The Pearl River Community College Administrative Council held its regular quarterly meeting at 8:30 a.m. on Wednesday, April 13, 2011, in the President's Conference Room in the Alexander Administration Building. The following council members were in attendance and/or absent:<br>\section*{Attendance:}<br>Dr. William Lewis, President<br>Mr. Roger Knight, Dean of Business Services<br>Dr. John Grant, Vice President for Instruction<br>Dr. Martha Lou Smith, Director of Extended Education and Instructional Design<br>Ms. Maggie Smith, Director of Hancock Center<br>Mr. Don Welsh, Director of Career \& Technical Education Programs (Poplarville)<br>Dr. Adam Breerwood, Dean of Student Services<br>Mr. Ernie Lovell, Director of Development Foundation \& Alumni Association<br>Dr. Barbara Gandy, Director of Retention and Adult Services<br>Dr. Scott Alsobrooks, Director of Workforce Education<br>Dr. Cecil Burt, Dean of Forrest County Center<br>Dr. Becky Askew, Chief Planning Officer<br>Dr. Jennifer Seal, Director of QEP (Quality Enhancement Plan)<br>Mr. Steve Howard, Chief Technology Officer<br>Mr. Richard Mathis, Director of Athletics<br>Mr. Craig Tynes, Director of the Physical Plant<br>Mr. Dow Ford, Assistant Dean of Enrollment Management<br>Dr. Ann Moore, Director of Counseling Center (Poplarville)<br>Dr. Amy Townsend, Title III Director<br>Dr. Ryan Ruckel, Faculty Association President, Hattiesburg Campus<br>Ms. Valerie Horne, Director of Financial Aid<br>Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)

Absent:
Ms. Caycee Simon, Assistant Dean for Student Life
Ms. Robin Nix, Faculty Association President, Poplarville Campus
Mr. Chuck Abadie, Director of Public Relations
Dr. Lewis chaired and opened today's meeting by welcoming council members. He then recognized retirees Dr. Grant and Mr. Welsh. Maggie Smith was also recognized for her position transfer as Director of the Hancock Center to Instructor of the Learning Lab. The following reports were then presented by Council members.

Dr. Lewis stated that the first item of business is the approval of the February 9, 2011, Administrative Council Meeting Minutes. These minutes were previously emailed to all council members for review prior to today's meeting. Upon Dr. Lewis's recommendation for approval, a motion was made by Valerie Horne, and seconded by Ernie Lovell, to approve said minutes. The motion was unanimously approved.

## Instruction

- Reported an increased number of applications for graduation
- Announced that an Instructional Council meeting will be held tomorrow, April 14
- Announced that a Policy and Procedure Committee meeting will be held Thursday, April 28


## Planning and Research

- Personnel lists with the date and time of each evaluation meeting should be sent to the Office of Planning and Research.
- Personnel evaluation files will be reviewed during the next few months in a number of randomly selected offices.
- College committee lists are to be returned to the Office of Planning and Research by Friday, April 15.
- $\quad$ Spring evaluations of instructions are currently taking place.
- Honors Institute information is being distributed to district high schools, and applications are being accepted.
- Updates regarding forms found in the Policy and Procedure Manual will be requested this month.


## Forrest County Center

- Recently attended the PTK President's Breakfast hosted by the AACC Annual Convention in New Orleans. Lee Kinabrew, PRCC student, was recognized for being selected as one of the nation's top 20 students for the PTK All-USA Academic Team.
- Awards Day will be held May 5.
- $\quad$ Spring Fling will be held today at 11:00 a.m.


## Faculty Association (Hattiesburg)

- Announced that the Forrest County Center now has its own PTK chapter.
- Working toward $100 \%$ faculty member participation at the Forrest County Center
- All faculty members are active participants in the Faculty Association.


## QEP (Ouality Enhancement Plan)

- The following counts represent student visits to the MathPower Lab on the Poplarville campus since course redesign implementation:

Fall $2010=169$ visits per day
Spring 2011 $=180$ visits per day
As of 04/13/11, 68 students have completed a course redesign mathematics course during the Spring 2011 semester.

- Reported that the 2010-2011 Administrative and Instructional Assessment charts were previously emailed to council members for review. Dr. Seal's then made a motion for the council's approval of the charts, and the motion was seconded by Dr. Breerwood. The motion was unanimously approved by the Administrative Council.


## Workforce Education

- Gave a report on the AMERICORPS Program/grant. Students can sign up for service learning by submitting an application with Tom Smith or Whitney Everett. Students that are eligible can receive a stipend to be applied to tuition and other college fees.


## Retention and Adult Services

- Adult Student Services Meeting is April 18. The guest speaker will be Frankie Lee.
- Home Savers Program is still waiting on the application and announcement to start.


## Development Foundation and Alumni Services

- Alumni Scholarship Golf Tournaments to be held:

Hancock County Chapter Tournament is Friday, May 6, at Bridges Golf Course in Bay St. Louis. Lunch is at noon and tee time at 1:00 p.m.

Pearl River County Chapter Tournament is Friday, May 27, at Millbrook Country Club in Picayune. Lunch is at noon and tee time at 1:00 p.m.

Forrest/Lamar County Chapter Tournament is Saturday, June 4, at Pine Creek Country Club in Purvis. Tee time is 7:30 a.m.

- PRCC Employee Appreciation and Recognition Dinner is Thursday, May 5, at 6:00 p.m. on the grounds of the President's Home. It will be the "River Roundup", a western theme barbeque.


# Pearl River Community College <br> Page 4 

Administrative Council Meeting Minutes
April 13, 2011

- $\quad$ Sidney and Ritchie Malone will be hosting a fish fry at their camp in Hattiesburg Tuesday, May 17, at 6:00 p.m. This is a membership fundraiser for the PRCC Wildcat Club. Monies will support the athletic programs at the college.


## Career and Technical Education Programs (Poplarville)

- Reported that the Skills USA Competition advanced to the state level at MGCCC.
- Announced that the (national) DECA conference and competition is being held in Orlando, Florida, this week.


## Business Services

- $\quad$ Reminded council members that the Hazard Mitigation Open House is scheduled for Tuesday, April 26, from 2:00 to 5:00 p.m.


## Athletics

- Baseball and softball are in the middle of their season and currently both teams are in the top four teams in the south division which would qualify them for the playoffs.
- Football and soccer are involved in spring training.
- Both basketball teams are actively recruiting.


## Physical Plant

- Reported that the Moody Hall Addition and the new men's dorm are progressing on schedule with completion expected August 2011.
- New men's dormitory is also progressing on schedule.
- The Crosby Hall elevator installation is expected to be completed during May 2011.
- During May 2011, the modular classrooms will be moved to the parking lot next to the Alumni House. They will be used for a soccer field house and the GED program.


## Extended Education and Instructional Design

- Online class registration is underway for both summer and fall. Summer registration is approximately $15 \%$ ahead of where it was last year at this same time.
- In an effort to address retention in online classes, an orientation session for new online students will begin this summer.


## Counseling Center

- The Job Placement Workshop was held Feb. 16, 2011, with over 200 students attending this event. They learned skills in interviewing, resume writing, and managing budgets/credit.
- Career Fair was held March 2, 2011. Sixty-three employers exhibited for the event and approximately 1,000 students participated.
- State exit examinations for graduating career and technical Students were administered March 21 through March 29 at the Poplarville and Forrest County locations.
- $\quad$ Transfer week for graduating academic students was held March 28 through April 1 in the Great Hall. University of Southern Mississippi, University of Mississippi, Mississippi State University, Mississippi College, and William Carey University departmental representatives assisted PRCC students with transfer procedures.
- Advisement and early registration for returning students began April 4 and will continue throughout the summer.
- Advisement and early registration for high school graduating students whose composite ACT score is 18 or higher is being conducted April 11, 12 and 14 from 4:00 to 7:00 p.m.
- Resubmission of the State Final Enrollment report which includes tracking information on PRCC students enrolled in 2009-2010 was finalized April 13 to be forwarded to the Mississippi Board for Community Colleges.
- The 2009-10 follow-up study on career technical students who graduated from the Poplarville and Forrest County locations was finalized April 13.
- Updates on computer workstations for the State Testing Program were conducted, and ACT Compass updates are in progress.
- $\quad$ Chevron is interviewing PRCC students April 13, 2011.


## Admissions

- Plans are underway to have all district high school award days attended and represented by the College.


## Hancock Center

- Early registration is in process and flowing smoothly. An increase in enrollment is anticipated.


## Title III

- Continue with pilot group in Success Course; will transition this summer
- Currently working to revamp Essential Skills
- Will host training for those who will teach College Study Skills in the future
- Presidential Taskforce will meet again on April 14; making great progress
- Will interview for Learning Specialist at FCC on May 6; hire by mid-May
- English faculty participating in Supplemental Instruction project are in planning stages and will travel to UMKC in May for training; pilot 5 sections this fall on both campuses
- Working with GradesFirst, Dr. Gandy, Dr. Breerwood, and IT to customize aspects of GradesFirst for communications (cutouts, withdrawals, EAS)


## Information Technology

- Reported that the re-writing of the Banner Attendance Module is in its final stages. Council members were encouraged to submit their input for this module.
- Provided an updated enrollment report


## Financial Aid

- Discussed availability of summer pell grants; waiting for a decision from Congress on this issue.
- Announced that the summer financial aid application is now on-line.


## Student Services

- Reviewed and discussed a procedure change to the Student Due Process policy. On motion by Ernie Lovell, second by Scott Alsobrooks, the procedure change was unanimously approved.


## Public Relations

- No report provided.


## Student Life

- No report provided.


## Faculty Association (Poplarville/Hancock County Chapter)

- No report provided.


## President's Report

- Discussed the Fine Arts Department's Spring Arts Series
- FY 2011 Retirees will be honored with a luncheon on May 2
- Announced that the PRCC Board of Trustees did approve the 2011 Summer Work Schedule that will allow the college to be closed on each Friday during June and
Pearl River Community College

July. On that schedule, employees will work from 7:30 a.m. to 5:00 p.m. Monday through Thursday with a reduced lunch break of 45 minutes.

- The 2011 Graduation Commencement Program will be held at 10:00 a.m. on May 17. Council members were invited to a luncheon (to honor graduation speaker Dub Herring) immediately following graduation.
- A Master Plan for the Forrest County Center is now being prepared by Larry Albert and Associates Architects.
- Reported that some changes to the college's organizational structure will be implemented in the near future. Details on the ideas and concepts are still in the planning stage.
- Reported on the 2011-2012 school year budget. The legislature has passed level funding, but numbers have not been finalized at this time.

There being no further business to come before the administrative council, the meeting adjourned at 10:05 a.m.

# PEARL RIVER COMMUNITY COLLEGE <br> Administrative Council Meeting Minutes 

June 15, 2011


#### Abstract

The Pearl River Community College Administrative Council held its regular quarterly nieeting at 8:30 a.m. on Wednesday, June 15, 2011, in the President's Conference Room in the Alexander Administration Building. The following council members were in attendance and/or absent:


Attendance:
Dr. William Lewis, President
Mr. Roger Knight, Dean of Business Services
Dr. Martha Lou Smith, Director of Extended Education and Instructional Design
Ms. Maggie Smith, Director of Hancock Center
Mr. Don Welsh, Director of Career \& Technical Education Programs (Poplarville)
Dr. Adam Breerwood, Dean of Student Services
Mr. Ernie Lovell, Director of Development Foundation \& Alumni Association
Dr. Barbara Gandy, Director of Retention and Adult Services
Dr. Cecil Burt, Dean of Forrest County Center
Dr. Becky Askew, Chief Planning Officer
Dr. Jennifer Seal, Director of QEP (Quality Enhancement Plan)
Mr. Steve Howard, Chief Technology Officer
Mr. Richard Mathis, Director of Athletics
Mr. Dow Ford, Assistant Dean of Enrollment Management
Dr. Ann Moore, Director of Counseling Center (Poplarville)
Dr. Amy Townsend, Title III Director
Dr. Ryan Ruckel, Faculty Association President, Hattiesburg Campus
Ms. Valerie Horne, Director of Financial Aid
Ms. Marjory Thrash, Faculty Association President, Poplarville Campus \& Hancock Center
Mr. Chuck Abadie, Director of Public Relations
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)
Absent:
Dr. Scott Alsobrooks, Director of Workforce Education
Mr. Craig Tynes, Director of the Physical Plant

Dr. Lewis chaired and opened today's meeting by welcoming council members. He recognized and welcomed Marjory Thrash, the 2011-2013 faculty association president
for the Poplarville Campus and Hancock Center. The following reports were then presented by Council members.

Dr. Lewis stated that the first item of business is the approval of the April 13, 2011, Administrative Council Meeting Minutes. These minutes were previously emailed to all council members for review prior to today's meeting. Upon Dr. Lewis's recommendation for approval, a motion was made by Valerie Horne, and seconded by Maggie Smith, to approve said minutes. The motion was unanimously approved.

## Business Services

- Reported that the College's FY 2012 Budget was approved at the June 14, 2011, meeting of the PRCC Board of Trustees; approved also was the 2012 Student Fee Schedule.
- Announced that the FY 2012 budget provides a 2 percent salary increase for all employees.
- Announced that the FY 2010 Audit received an unqualified opinion and had no findings or recommendations.
- Employee contracts will be emailed before the end of July 2011.


## Athletics

- Reported that 70 football players are enrolled in summer school and basketball will have 11 enrolled in the second term.
- Men's and women's soccer camps were held in June.
- All sports are actively recruiting at this time.


## Counseling Center

- Early advisement and registration for returning students began April 4 and continues throughout the summer.
- Advisement and registration began May 18 for new students for summer and fall classes. The one on one advisement and registration sessions replace the former four days in July where large groups were advised.
- The report from the State GED Administrator on PRCC's onsite evaluation conducted April 26, 2011, stated that our performance was "exemplary and exceeded expectations."


## Enrollment Management

- The Fall 2010 Headcount Enrollment Audit is complete.
- Banner training was held last week and again this week.
- Plans are being finalized to create an area of self-service for students who need to order transcripts, print schedules and enrollment verifications, etc. It is anticipated that this self-service area will be ready for use by August 2011.


## Extended Education and Instructional Design

- Provided an updated report on Fall 2011 on-line summer and night class registration.


## Financial Aid

- Reported that the Office of Financial Aid is busy preparing for the 2011 Fall registration.


## Hancock Center

- $\quad$ Reported on activity at Stennis Space Center - Contract employees are offered an incentive to get a certificate in order to transfer over to government positions. Several of these students have come through the Hancock Center but they do not need to be in a certificate program. One student has a Bachelor's degree, and another is within 12 to 15 hours of having an Associate of Arts degree. PRCC advisors need to question and be mindful of what will be best for these students since they have to personally pay for these classes.
- Expressed appreciation to Jennifer Seal and Judy Roane for their help in getting the Hancock Center QEP classroom on the right path toward growth.
- Reported that LeAnn Walton, Rotary President for the Bay/Waveland Rotary Club, has expressed interest in beginning ROTARACT club at the Hancock Center. The Rotary club is also interested in sponsoring several scholarships to students who attend the Hancock Center; this is being referred to Ernie Lovell.


## Title III

- Hosted Banner training for Self-Service Admissions - online applications
- Continue to work on GradesFirst customizations; will be live by fall semester for target population
- Presidential Taskforce continues to work toward implementing new advising model for at-risk pilot group in the fall semester
- E-portfolio project is almost complete and will be piloted in fall with several instructors as well as to any walk-in students to the SSC that are interested
- Hired new Learning Specialist for FCC - Aaryn Ward
- Worked with instructors to redesign Essential Skills to include peer mentors; unable to pilot in summer as class did not make; will pilot in fall
- Held training for instructors across all campuses for redesigned College Study Skills course (success course)
- Faculty and Learning Specialist attended Supplemental Instruction training at UMKC in May and are developing 5 sections of English to include SI to be piloted in fall.


## Information Technology

- Provided an updated enrollment report
- Announced that the PRCC portal, River Guide, is now live.


## Public Relations

- $\quad$ Staff is putting the final touches on the President's Report. It will be printed later this month and mailed to faculty, staff and alumni in July.
- Preparing mail outs to potential sponsors for the 2011 football program. Mitch is working on the updates and layout.
- Ronn Hague and staffers have spent recent weeks doing filming for next episodes of Healthy People Now.
- Department plans to meet with some local TV people to set up means to send news tapes to stations via the Internet.
- Currently working to reorganize the school's Website; it will not be uploaded until technology committee responds.


## Student Services

- Reported that the PRCC Grievance Policy has been approved by the Policy and Procedures Committee and that it is being recommended for approval by the Administrative Council. A motion was made by Ernie Lovell, seconded by Barbara Gandy, to approve the Grievance Policy as presented. The motion carried. The policy will be presented to the PRCC Board of Trustees for final approval at their July 12, 2011 meeting.
- The Employment Plan policy was then presented for approval by the Administrative Council. A motion was made by Ryan Ruckel, seconded by Cecil Burt, to approve the Employment Plan policy. The motion carried.
- The Athletic Drug Testing Policy is under further review and will be presented at a later time.


## Instruction

- Reported that the SACS Fifth Year Report is being finalized for the September deadline.
- Dr. Grant reported that his retirement is effective June 30. He took this opportunity to say a final farewell to council members.


## Administrative Council Meeting Minutes

June 15, 2011

## Planning and Institutional Research

- Summer term student evaluations of instruction are currently in progress.
- The 2010-2011 Strategic Plan and Internal Performance Indicators are being finalized, and those who coordinate the responses for the Strategic Goals will be asked to submit information within the next few weeks.
- Administrative and Student Service Assessment Charts, which will be included in the 2010-2011 Institutional Planning and Effectiveness Document, should be completed and returned.
- Five additional supervisors will be scheduled to have their evaluation files checked this month.
- At this time, sixteen applicants have been accepted as members of the first Honors Institute class.
- Writers are continuing to complete responses for the SACS Fifth Year Report.


## Forrest County Center

- $\quad$ Reported that four mobile classrooms will be moved to the Forrest County Center to house the GED program; one unit will be used for college instruction.
- Announced that Dr. Chris Lundy, Academic Counselor, will resign effective June 30, 2011.


## Faculty Association (Hattiesburg)

- Announced that the Forrest County Center now has 100 percent faculty member participation.
- Dr. Lewis complimented and commended the Faculty Association on the recent Faculty Lecture Series.


## Faculty Association (Poplarville/Hancock County Chapter)

- $\quad$ Requested a "cheat sheet" for Portals - need a one page guide for instructors and staff to help students $\log$ in this fall.
- $\quad$ Reported that it is essential that instructors and staff get list of PIN numbers when the semesters begin. Most new students do not realize they must keep up with their PIN number and they forget or lose it. This affects ability to receive email, log on to Blackboard, and get printouts from the Learning Lab.
- $\quad$ Requested an email be sent to all faculty and staff to send in work order requests this summer. This is primarily for inside the buildings. The hope is to get many of these things handled before students return.


## Administrative Council Meeting Minutes

June 15, 2011

## QEP (Quality Enhancement Plan)

- The pilot phase of the NCAT grant has been completed with the following results regarding the Spring 2011 semester:

MAT 1313 College Algebra: over $10 \%$ increase in success rates and retention rates
MAT 1233 Intermediate Algebra: over 15\% increase in success rates and slight increase in retention rates
MAT 0123 Beginning Algebra: small increases in success rates and retention rates
MAT 0113 Fundamentals: over $10 \%$ increase in success rates and similar retention rates ( $>90 \%$ )

- Construction and preparation continue for the Forrest County Center course redesign implementation for Fall 2011
- QEP faculty completed 2010-2011 instructional assessment charts.


## Development Foundation and Alumni Services

- Foundation Scholarship Donors have been notified on the status of their existing scholarship funds and endowment funds. About $90 \%$ of the foundation scholarships have been matched with a student for the fall. Students will be notified next week if they are receiving a foundation scholarship.
- Three new scholarships have been established this week for the fall.
- Three Alumni Chapters held Scholarship Golf Tournaments in the last 30 days and netted over $\$ 20,000$ for scholarship support.
- Foundation Board approved the officers and board members for 2011-12. Gene Owens of Hattiesburg was selected as Chairman of the Foundation Board.
- St. Michaels Foundation is funding 12 scholarships for the coming year and paying $\$ 500$ to each student for books.
- Pearl River Community College Foundation will host the State Inter Alumni Conference in June of 2012.


## Retention and Adult Services

- The Home Savers Program is now accepting applications.
- Early Registration for returning student athletes was held in March.
- Early registration for new student athletes was held May 23-24.


## Career and Technical Education Programs (Poplarville)

- Reported that several federally funded grant programs are closing. These include Tech Prep and Dislocated Worker Program.
- Mr. Welsh announced his retirement is effective June 30, 2011. He took this opportunity to say goodbye to everyone.


## Workforce Education

- No report provided.


## Physical Plant

- No report provided.


## President's Report

- Reported on the Forrest County Center Master Plan that is being prepared by Larry Albert and Associates Architects.
- Reported on the recently passing of Ms. Debbie Hinton, Instructor of Surgical Technology;
- Reported that the FY 2012 Budget was approved at the June 14, 2011, meeting of the PRCC Board of Trustees;
- Announced that the new organizational structure was approved by the Board of Trustees on June 14, 2011. The new structure, effective July 1, 2011, will include the following areas of supervision:

Vice President for Poplarville Campus \& Hancock Center, Dr. Adam Breerwood
Vice President for General Education \& Technology Services, Dr. Martha Lou Smith
Vice President for Business and Administrative Services, Mr. Roger Knight
Vice President for Enrollment Management, Mr. Dow Ford
Vice President for Forrest County Operations, Dr. Cecil Burt
Vice President for Planning and Institutional Research, Dr. Becky Askew
Vice President for Economic and Community Development, Dr. Scott Alsobrooks

There being no further business to come before the administrative council, the meeting adjourned at 10:00 a.m.

## Workforce Education

- No report provided.


## Physical Plant

- No report provided.


## President's Report

- Reported on the Forrest County Center Master Plan that is being prepared by Larry Albert and Associates Architects.
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Vice President for Forrest County Operations, Dr. Cecil Burt
Vice President for Planning and Institutional Research, Dr. Becky Askew
Vice President for Economic and Community Development, Dr. Scott Alsobrooks

There being no further business to come before the administrative council, the meeting adjourned at 10:00 arm.


William Lewis, President


## Workforce Education

- No report provided.


## Physical Plant

- No report provided.


## President's Report

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Vice President for Business and Administrative Services, Mr. Roger Knight Vice President for Enrollment Management, Mr. Dow Ford Vice President for Forrest County Operations, Dr. Cecil Burt Vice President for Planning and Institutional Research, Dr. Becky Askew Vice President for Economic and Community Development, Dr. Scott Alsobrooks

There being no further business to come before the administrative council, the meeting adjourned at 10:00 atm.


# PEARL RIVER COMMUNITY COLLEGE 

Planning and Effectiveness Committee
October 7, 2010


#### Abstract

Committee Members Present: Michael Bass, John Grant, Steve Howard, Dannell Roberts, Jennifer Seal, Maggie Smith, Evelyn Wallace, Brenda Wells, Judy Wells, Justin Williamson


Call to Order Jennifer Seal welcomed everyone and called the meeting to order.

| New Business | The committee reviewed the 2009-2010 Strategic Plan and Internal |
| :--- | :--- |
| Performance Indicator Report. The committee approved the |  |
| report. |  |

November meeting The next meeting of the Planning and Effectiveness Committee will be held on Thursday, November 11, 2010 at 11:00 a.m. in the Administration Building Conference Room. The committee will review 2010-2011 Fall Semester Assessment Charts which will be provided to each committee member prior to the meeting. The committee will also discuss schedules for the next meeting.

Adjournment There being no further business to discuss, the meeting was adjourned.

Respectfully submitted,

Jennifer Seal, Chair
Planning and Effectiveness Committee

# PEARL RIVER COMMUNITY COLLEGE 

Planning and Effectiveness Committee
February 15, 2011


#### Abstract

Committee Members Present: Becky Askew, Adam Breerwood, John Grant, Valerie Horne, Jennifer Seal, Karen Walker, Brenda Wells, Judy Wells, and Justin Williamson

Call to Order: Jennifer Seal called the meeting to order and welcomed everyone.

New Business: The Committee reviewed and discussed the 2010-2011 Administrative and Instructional Assessment Charts which were emailed to committee members prior to the meeting. Changes were recommended and accepted. Individual meetings with program directors, department chairs, and instructors were established to communicate the suggested recommendations and discuss the purpose of each chart. A deadline of March $1^{\text {st }}$ was set for final charts to be submitted.

Adjournment: There being no further business to discuss, the committee members were thanked and the meeting adjourned.


Respectfuilly submitted,

Jennifer Seal, Chair
Planning and Effectiveness Committee

# POLICY AND PROCEDURE COMMITTEE MEETING <br> Thursday, September 16, 2010 <br> 10:50 a.m. <br> Minutes 

Members Present: | Dr. John A. Grant, Jr. (Chair), Dr. Scott Alsobrooks, Dr. Adam Breerwood, |
| :---: |
| Dr. Cecil Burt, Dr. Glenn Dale, Mr. James Elbers, Ms. Kimberly Ellis, |
| Mr. Roger Knight, Ms. Sarah Ladner, Ms. Robin Nix, Ms. Maggie Smith, |
| Mr. Jim Walsh, Mr. Don Welsh |

Minutes from March 23, 2010, Meeting
A motion to approve was made by Dr. Adam Breerwood.
The motion was seconded by Dr. Scott Alsobrooks.
The motion was passed unanimously.
Mission Statement and Strategic Goals
Committee members reviewed and did not recommend any changes.
A motion to approve was made by Dr. Cecil Burt.
The motion was seconded by Mr. Don Welsh.
The motion was passed unanimously.
Proposed Pearl River Community College Disclaimer
A motion to approve including location in the Policy and Procedure Manual (will follow the
letter from the President) was made by Dr. Scott Alsobrooks.
The motion was seconded by Dr. Glenn Dale.
The motion was passed unanimously.
Proposed Revisionsof Procedure
Benefits
A motion to table for futher review with Financial Aid Office personnel was made by
Mr. Roger Knight.
The motion was seconded by Dr. Cecil Burt.
The motion was passed unanimously.

Meeting Adjoumed at 11:12 a.m.

# POLICY AND PROCEDURE COMMITTEE MEETING 

Thursday, April 28, 2011

## 10:50 a.m.

## Minutes

Members Present: Dr. John A. Grant, Jr. (Chair), Dr. Adam Breerwood, Dr. Glenn Dale, Mr. James Elbers, Ms. Belinda Holden,Mr. Roger Knight, Ms. Robin Nix, Ms. Jacki Runnels, Ms. Angelia Ryals, Mr. Jim Walsh, Mr. Don Welsh

Minutes from September 16, 2010, Meeting
A motion to approve was made by Mr. Jim Walsh.
The motion was seconded by Dr. Adam Breerwood.
The motion was passed unanimously.
Proposed Policy and Procedure
Grievance Policy
A motion to approve was made by Mr. Don Welsh. The motion was seconded by Ms. Jacki Runnels. The motion was passed unanimously.

Proposed Revisions of Procedures
Athletic Drug Testing
A motion to approve was made by Mr. Don Welsh. The motion was seconded by Dr. Glenn Dale. The motion was passed unanimously.

## Employment Plan

A motion to approve was made by Ms. Robin Nix. The motion was seconded by Mr. Don Welsh. The motion was passed unanimously.

Substance Testing for Students in Selected Programs
Discussion to increase list of selected programs. Dr. Grant asked Mr. Welsh to consult others to recommend programs for inclusion in the policy and procedure and submit information to Dr. Grant to present electronically to committee members.

Meeting Adjourned at 12:12 p.m.

## Fiscal Management Committee Meeting Minutes Fall 2010


#### Abstract

The institution's Fiscal Management Committee did not meet during Fall 2010 semester. Budget decisions for the year had been made and there was no urgent budgetary business to review. The committee plans to meet as often as needed during Spring 2011 in order to review necessary budget concerns, discuss allocation of funds and avenues of potential savings as the committee sets budgetary plans for the upcoming year.


## Fiscal Management Committee Meeting Spring 2011

The Fiscal Management Committee met during February 2011 to establish the Budget Process for FY 2012. This process included the initiation of the budget process during the month of February with the budget being finalized during the month of May, and presented to the Board of Trustees during the June board meeting for approval and adoption.

The established budget process was followed, and the process was completed within the allocated period of time.

Submitted by:
Roger Knight
Dean of Business Services

# INSTRUCTIONAL COUNCIL 

September 21, 2010
MINUTES

The following members of the Instructional Council were present:

Mr. Kenny Adams<br>Ms. Susan Anderson<br>Dr. Ann Moore<br>Ms. Wendy Aube'<br>Dr. Stephen Black<br>Mr. Lonnie Burchell<br>Mr. Archie Rawls<br>Ms. Judy Roane<br>Dr. Ryan Ruckel<br>Dr. Martha Lou Smith<br>Dr. Cecil Burt<br>Ms. Jeanne Dyar

## Guest: Dr. Amy Townsend

1. Dr. John A. Grant, Jr., Chair, called the meeting to order and distributed the agenda and informational materials.
2. A motion was made by Dr. Ann Moore and seconded by Dr. Martha Lou Smith that the developmental courses, Intermediate English (ENG 0123), Beginning Algebra (MAT 0123), and Intermediate Algebra (MAT 1233), no longer be counted towards graduation effective Fall 2011. The motion was carried unanimously.
3. Dr. Stephen Black made a motion to change DDT 1114 - Fundamentals of Drafting to DDT - 1113, Fundamentals of Drafting due to State curriculum review. The motion was seconded by Mr. Kenny Adams and the council voted unanimously to recommend the change.
4. A motion was made by Dr. Ann Moore and seconded by Dr. Cecil Burt to add new Honors Forum courses and the Honors Institute Instructional Program. The new courses are HON 1911 - Honors Forum I; HON 1921 - Honors Forum II; HON 2911 - Honors Forum III; and HON 2921 - Honors Forum IV. The motion carried unanimously.
5. Ms. Susan Anderson made a motion to change WLV 1123-Gas Metal Arc Welding to WLV 1124 - Gas Metal Arc Welding. The motion was seconded by Mr. Lonnie Burchell and the council voted unanimously to recommend the change.
6. Mr. Lonnie Burchell made a motion to accept the updated curriculum for Welding and Cutting to include a second year and the required general education (academic) classes to receive an Associate in Applied Science degree. The motion was seconded by Ms. Susan Anderson and the council voted unanimously to recommend the change.

## Instructional Council, MINUTES

7. A motion was made by Dr. Ann Moore and seconded by Dr. Ryan Ruckel to add three new criminal justice classes beginning with the spring 2011, CRJ 2393 - Survey of Criminalistics; CRJ 2353 - Drugs and Society; CRJ 2453 - Ethics in Criminal Justice. The council voted unanimously to recommend these new classes.
8. A motion to adjourn was made by Dr. Martha Lou Smith and seconded by Mr. Lonnie Burchell. The motion was carried unanimously.

## Memorandum

## To: File

From: John A. Grant, Jr., Chair, Instructional Council

Date: January 13, 2011
Re: Addendum to Instructional Council Minutes
On September 28, 2010 an email message was sent to members of the Instructional Council requesting a review of a proposal to add to the College curriculum a Certificate of Proficiency program in Construction Equipment Operation. This proposal was to have been considered in the September 21, 2010, meeting of the Council but was inadvertently left off of the agenda. Thirteen of the eighteen members of the Council approved the proposal; five did not respond. The proposal will be sent to the President and the Administrative Council for consideration. (Note: Approval to offer the program was received from the State Board for Community and Junior Colleges on June 18, 2010.)

# INSTRUCTIONAL COUNCIL April 14, 2011 

## AGENDA

## New Business

1. Change ATT 291(1-3) to ATT 291(1-6)
2. Add HPR 1613 Physical Education in Early Childhood.

# INSTRUCTIONAL COUNCIL 

April 14, 2011

## MINUTES

The following members of the Instructional Council were present:

Mr. Kenny Adams
Ms. Wendy Aube'
Mr. Raymunda Barnes
Mr. Lonnie Burchell
Dr. Cecil Burt
Ms. Belinda Holden (for Ms. Peggy Dease)

Dr. Ann Moore
Mr. Archie Rawls
Ms. Judy Roane
Dr. Martha Lou Smith
Mr. Don Welsh
Ms. Martha Willoughby

1. Dr. John A. Grant, Jr., Chair, called the meeting to order and distributed the agenda and informational materials.
2. A motion was made by Mr. Kenny Adams and seconded by Dr. Martha Lou Smith that we change ATT 291(1-3), Special Projects in Automotive Technology to ATT 291(1-6), Special Projects in Automotive Technology. The motion was carried unanimously.
3. Dr. Cecil Burt made a motion to add HPR 1613, Physical Education in Early Childhood. Dr. Martha Lou Smith seconded the motion and the council voted unanimously to recommend the change.

## PEARL RIVER COMMUNITY COLLEGE

Vice President for Instruction

## MEMORANDUM

TO: Dr. William A. Lewis, President
FROM: Dr. John A. Grant, Jr., Vice President for Instruction and Instructional Council Chair

DATE:April 15, 2011

## RE: INSTRUCTIONAL COUNCIL RECOMMENDATIONS

The Instructional Council met on April 14, 2011, and recommends the following actions. (All courses and their respective numbers are in compliance with the State Uniform Course Numbering System and/or Framework Curricula.)

1. Change ATT 291(1-3), Special Projects in Automotive Technology to ATT 291(1-6), Special Projects in Automotive Technology.
2. Add HPR 1613, Physical Education in Early Childhood.

Approved:
Dr. William A. Lewis, President
Date

# Professional Development Committee Meeting 

## Minutes

November 18, 2010

Attendees: Scott Alsobrooks, Becky Askew, Wendy Aube , John Grant, Scott Kimball, Archie Rawls, Casey Rawls, Maggie Smith, Karen Walker, and Brenda Wells

The following topics were discussed:

- Evaluation results of August 11, 2010, meeting
- Committee suggestions concerning format:
- Have general session on first day faculty return
- Plan breakout sessions for afternoon
- New Faculty Orientation
- Suggestions to change format of this session:
- Have new faculty meeting on a separate day from general session
- Include technology training such as (Wildcat Web, Banner, etc.)
- Report on Faculty Training
- Fall Semester 2010
- Sharing Best Practices - short sessions offered by teachers
- Course Redesign - Judy Roane and Jennifer Seal
- Classroom Management - Benny Hornsby
- Blackboard Troubleshooting - Jana Causey
- Departmental Chairs - Student Learning Outcomes - Dr. Grant
- Grant Writing Tips - Dr. Askew and Mr. Lovell
- Spring Semester 2010 - proposed session:
- Faculty - Succeeding at Classroom Management when Plan Q Fails (forming healthy teacher/student relationships; establishing rules, standards, procedures and expectations; time and activity management; communicating with positive words...
- Sponsored by Tech Prep
- Report on Support Staff Training
- Fall Semester 2010
- Technology Training Sessions - coordinated with Workforce
- Access Training -
- Spring Semester 2010 proposed session
- Teamwork - United We Stand, Divided We Need Excedrin

Leading causes of team failure; what ideal workplace should be like;
glue that binds teams together; personality inventory

## General Discussion:

Costs/Budget constraints
Campus Safety sessions for all new faculty
Request for new faculty to complete online orientation
Second day mini sessions
Travel issues for Forrest County Center and Hancock Center faculty/staff
Next meeting shortly after Creating Futures with Technology Conference (utilizeideas for topics/speakers)
Suggestion was made to coordinate with other schools to split costs on motivational speakers
Technology sessions available during January 5 and 6
Provide Advisor training for faculty members (Dr. Moore)
Training on Banner and Wildcat Web

# Student Services Committee 

Dr. Adam Breerwood, Chair

Date: ..... September 16, 2010
Location: $2^{\text {nd }}$ Floor Conference Room / Administration Building @ 10:00am
Members Present: Dow Ford, Tom Smith, Barbara Gandy, Bob Escudero, Adam Breerwood, Caycee Simon, Maggie Smith, Kelly Lumpkin
Members of the committee discussed the following issues:

1. Campus Police
A. Campus Safety
B. Campus Police Procedure
C. Connect Ed update
2. Dormitory Issues
A. Student Activity Facility Update
B. Surveys
C. Resident Assistant Program
3. Student Services
A. Meet the Wildcats Overview
B. Pep-Rally ReviewC. Technology Update
4. Improvement ideas
A. Cross Training
B. Online / Traditional Orientation

# Student Services Committee 

Dr. Adam Breerwood, Chair

Date: ..... March 21, 2011
Location: $2^{\text {nd }}$ Floor Conference Room / Administration Building @ 10:00am
Members Present: Dow Ford, Tom Smith, Barbara Gandy, Bob Escudero, Adam Breerwood, Caycee Simon, Maggie Smith, Kelly Lumpkin
Members of the committee discussed the following issues:

1. PRCC Webpage ideas
2. Update Summer Bridge Program
3. SSS Support Services Grant Renewal Application
4. Student Due Process Revised Policy
5. Addition of students to Connect ED
6. Student Athletic Advisement
7. Traditional Orientation

## MINUTES FOR WORKFORCE

December 3, 2010, 11:00 AM
Scott Alsobrooks Office
Poplarville Campus

## ATTENDEES:

Scott Alsobrooks
Lindsey Lewis
Lee Bell
Troy Teadt
Dee Dee Reid

Scott opened the meeting. He stated that Workforce will be receiving \$250,000 from SBCJC that is available now. We are going to spend $20 \%$ on equipment purchases. Workforce will be purchasing new computers for the ATC Woodall Center and updating the old ones.

Scott suggested that Project Managers close out old projects in December in order to add additional money to their projects. Lee Bell asked how to extend money if she closes out. Scott told her to use 9555 and then reimburse and to also contact Dexter and let him know the status of on-going projects.

Lindsey and Scott attended the Workforce Director's Meeting. The decision was made that the Director's are to become more formalized and try to have a better communication system by having better meetings and asking for things with a formal letter system. Scott thinks this will be a great improvement. They are also going to have three year continuity with officers.

Lee Bell suggested with the $20 \%$ equipment money to purchase a speaker system for one of the rooms with a Bluetooth Microphone in lieu of projectors. Scott agreed. Also, they would like a television for the lobby that would have the events of each day scrolling instead of the corkboard they have now.

Lindsey suggested that the old computers Workforce currently uses be sent to Columbia for their computer labs. It was decided that Workforce will purchase 24 Dell desktops, five laptops, a television, one Netbook and one I Pad. Scott directed Lindsey to write one big equipment project stating this is the $20 \%$ equipment allocation.

Lee Bell said that it would be nice to have a physical presence from IT at Woodall at least once a week to handle technical problems. Scott told her they were working on this. She also asked if she could use some of this money for CRC Testing. Scott stated that would be alright. She said the 10 person roster per class is adversely affecting the
work with the hospitals. It is difficult for the hospital to let 10 people leave their jobs for class at one time. She expects her numbers to be down due to this fact. Scott stated that we had to follow the rules regardless.

Scott asked if there were any more questions or comments. There were none. The meeting concluded.

Respectfully submitted,

Dee Dee Reid
Workforce Education Assistant

## WORKFORCE EDUCATION COMMITTEE

## Minutes for SNAP (Supplemental Nutrition Assistance Program)

May 13, 2011
9:00 AM
Workforce Office

## ATTENDEES:

Dr. Scott Alsobrooks
Valerie Horne
Gwen Smith
Dee Dee Reid

Dr. Alsobrooks opened and explained the SNAP grant program. Students that have run out of Pell Funds or are not eligible for a full Pell Grant are able to apply for SNAP. Also any students that are not Pell Grant eligible may apply. SNAP will pay one hundred percent (100\%) for the following:

- Tuition for career and technical courses,
- Program-related state/national certifications (NCLEX, EMT, NATEF, CIW, etc.) and
- Required Fees (graduation, assessment, technology, etc.)

A 50/50 match ( $50 \%$ Federal dollars and $50 \%$ state or in-kind) is required for:

- Required supplies (books, tools, uniforms, nursing kits, etc.) not included in tuition costs.

Valerie Horne said the Financial Aid program will hand out flyers (we will get Kenny Russell to print them) and then send students to MDHS to find out if they are eligible.

Dr. Alsobrooks stated that this grant is for career and technical programs only. He gave everyone a copy of the proposal and guidelines.

It was agreed upon to handle it through the business office like we do the WIA funding. Gwen Smith asked if the students would receive the money directly. Scott answered that it goes directly into the students accounts at the college. This would save the student any out-of-pocket expenses

The students will have to apply through MDHS and see if they are eligible. They will then bring their consent forms to Dee Dee. MDHS will screen all applicants. Dee Dee will be the program coordinator and her funding will be paid from this grant.

Gwen and Valerie both asked if Room and Board would be included in this. Dr. Alsobrooks asked Valerie to e-mail questions about the grant after she assesses the paperwork so he can bring these questions up at his next meeting.

Dr. Alsobrooks said they are hoping for more funding after September 30, 2011. We are going to try this and see how it works.

Dr. Alsobrooks concluded the meeting stating that He and Dee Dee would meet next with Roger Knight, Julie Ray and Brenda Burge and figure out the best system to handle this through the business office. Dee Dee would need copies of all business transactions to do monthly reporting for these students.

Respectfully submitted,

Dee Dee Reid
Workforce Education Assistant

## Pearl River Community College

Appendices

Institutional Effectiveness Newsletters

## Institutional Effectiveness Newsletter



Strategic goals

- To prepare students to transfer and be successful in their studies at baecalaureate 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 wells, and provide opportunities for professional development.
- To provide facilities, technology and support staff in order to improve student learning, cnhance faculty and staff perfornance, 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 service agencies for basic skills, specific job skills, and technical training.


## Graduate Report for 2009-2010

Pearl River Community College (PRCC) is committed to providing a quality educational experience for all students; therefore, graduating students' opinions and input are solicited concerning their educational experience at PRCC. The first online survey was piloted with a sample population of students who planned to graduate in May 2010.

Survey results indicated that 69.7 percent planned to continue their education beyond the community college, while 27.6 percent of students surveyed planned to enter the workforce after graduation.

Approximately 68 percent of students surveyed responded that they either had been employed full-time or part-time while enroiled at PRCC.

Of the students surveyed, 86 percent indicated that a sense of belonging was important or extremely important to them, and 96 percent were satisfied or extremely satisfied with a sense of belonging at PRCC.

Of the graduates surveyed, 96 percent indicated that PRCC had prepared them more than adequately or exceptionally well to either continue their education or


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enter the workforce. Of the graduating students surveyed, 88 percent indicated that they would choose PRCC if they could start college again. The entire report can be found at http:// pr10.prcc.edu/opr/OPR/ irsurveys_reports.html

## Professional Development Training Opportunities

The following professional development opportunities still have seats available. To register, call extension 1379 or email bwells@prccc.edu or kwalker@prcc.edu.

Session Date Location Deadline for

| Student Campus Climate Trends | Tues., Sept. 21 @ 12:00 p.m. | Multi-Purpose Room Building 5, FCC | Fri., Sept. 17 |
| :---: | :---: | :---: | :---: |
| Grant Writing Tips/Techniques Part I | Tues., Sept. 21 @ 11:00 a.m. | IT Training Room | Fri., Sept. 17 |
| Grant Writing Tips/Techniques Part II | Tues., Sept. 28 @ 11:00 a.m. | IT Training Room | Fri., Sept. 24 |
| Engaging Students Classroom Management | $\begin{aligned} & \text { Tues., Oct. } 5 \text { @ } \\ & \text { 11:00 a.m. } \end{aligned}$ | IT Training Room | Fri., Oct. 1 |
| Course Redesign | $\begin{aligned} & \text { Mon., Oct. } 18 \text { @ } \\ & \text { 2:00 p.m. } \end{aligned}$ | Room 103, Science Building | Wed., Oct. 13 |

## Pearl River Community College



## Institutional Research Mission:

The Pearl River Community College Office of Institutional Research is committed to working cooperatively with all others to enhance and support the Mission of the College through informed decision making.

## Institutional Effectiveness Newsletter

PRCC Mission
PRCC is a pablic
institution
committed to
providing quality
educational and
service opportanities for all who seekthem.

## Strategì 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, compeusate thern weils, and provide opportunitics for 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 requircments of business, industry, educational and public service ageucies for basic skills, specific job skills, and technical training.


## Campus Climate Survey Results

The Campus Climate Survey is administered on an annual basis to the student body to ascertain student level of satisfaction with the services offered by the College. Following an analysis of survey results, the Focus Group Committee reviews results and makes recommendations for improvement of any items that reflected less than a 70 percent satisfaction level. Select results from this year's survey are illustrated below. The entire Campus Climate Report and the Focus Group Report can be viewed online at http:// pr10.prcc.edu/opr/OPR/irsurveys reports.html

Note: Percentage refiects students who agreed or strongly agreed that they were satisfied with PRCC services.

Would recommend PRCC to others - FY10-11


Pop

- Han

Academic achievement is stressed - FY10-11


## Support Staff Professional Development



Institutional Research Mission:
The Pearl River Community College Office of Institutional Research is committed to working cooperatively with all others to enhance and support the Mission of the College through informed decision making.


Ms. Janie Walters, President and CEO of Champion Communications, addressed PRCC's support staff at the Forrest County Center on March 23 and at the Poplarville Campus on March 24. The topic title was "Teamwork: United We Stand; Divided We Need Excedrin!" Her presentation was a blend of laughter and activities to emphasize teamwork. Evaluations of the sessions are illustrated below.

Evaluation of Speaker/Topic
Forrest County Center March 23, 2011


Number of Respondents $=10$

Evaluation of Speaker/Topic
Poplarvile Campus March 24, 2011


[^1]
## Pearl River Community College

## Appendices

Program Performance
Mississippi Community and Junior Colleges
PROGRAM PERFORMANCE INDICATORS AND MEASURES FY 2010

| TARGETED OUTCOMES: | CO | CL. | EC | EM | HI | H0 | IT | J0 | ME | MD | MG | NE | NW | PR | SW | Average \& Totals |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1) Cumulative GPA of CC transfer students attending IHLs will equal or exceed GPA of native students (2.80) - Spring 2008 ${ }^{1}$ | 2.63 | 2.80 | 2.87 | 2.55 | 2.78 | 2.67 | 2.82 | 2.71 | 2.96 | 2.64 | 2.77 | 2.84 | 2.69 | 2.72 | 2.73 | 2.74 |
| 2) Average class size will be 21 studants - Fall 2009 | 31.33 | 27.38 | 29.59 | 20.59 | 19.16 | 22.72 | 19.34 | 28.55 | 20.90 | 25.41 | 23.17 | 24.19 | 20.74 | 20.48 | 28.14 | 22.28 |
| 3) 92 percent of ADN graduates will pass state nursing board on first write - 2009 | 90.3\% | 84.2\% | 83.7\% | --2 | 90.0\% | 85.9\% | 75.0\% | 81.0\% | 82.1\% | 95.8\% | 86.7\% | 89.1\% | 92.9\% | 88.4\% | 84.3\% | 86.3\% |
| 4) 100 percent of full-time and adjunct faculty will have met criteria for academic and professional preparation - Fall 2009 | 100.00\% | 100.00\% | 100.00\% | 100.00\% | 98.44\% | 100.00\% | 100.00\% | 100.00\% | 100.00\% | 100.00\% | 100.00\% | 100.00\% | 100.00\% | 100.00\% | 100.00\% | 99.74\% |
| 5) 91 percent of career-tech students who complete a program will be positively placed - 2007-08 | 80.99\% | 66.67\% | 76.92\% | 76.60\% | 82.27\% | 79.53\% | 91.37\% | 84.55\% | 100.00\% | 72.83\% | 90.20\% | 90.58\% | 72.71\% | 88.25\% | 74.86\% | 82.34\% |
| 6) Total cost per FTE student will be $\$ 5,945$ - 200910 | \$8,537 | \$6,371 | \$6,008 | \$6,097 | \$6,060 | \$6,322 | \$4,993 | \$6,043 | \$5,994 | \$5,982 | \$6,118 | \$5,202 | \$5,823 | \$6,636 | \$6,871 | \$6,028 |
| 7) There shall be 91 or fewer student injuries on community college grounds - 2009-10 | 0 | 1 | 12 | 2 | 14 | 8 | 3 | 13 | 13 | 1 | 6 | 4 | 11 | 12 | 3 | 103 |
| 8) There shall be 100 or fewer employee injuries on community college grounds - 2009-10 | 9 | 13 | 2 | 8 | 27 | 13 | 3 | 14 | 12 | 9 | 44 | 5 | 24 | 12 | 10 | 205 |
| 9) 100 percent of community colleges will have a written safety and health program - June 2010 | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% |

[^2]
## ANNUAL REPORT

The Annual Report is available for viewing in the Office of Planning and Research, as well as in the Office of Institutional Research.


[^0]:    Absent:
    Mr. Richard Mathis, Director of Athletics
    Ms. Robin Nix, Faculty Association President, Poplarville Campus
    Dr. Ryan Ruckel, Faculty Association President, Hattiesburg Campus
    Mr. Craig Tynes, Director of the Physical Plant
    Mr. Dow Ford, Assistant Dean of Enrollment Management
    Guest:
    Mr. Lee Reid, Trainer, PRCC Workforce Education

[^1]:    Number of Respondents=23

[^2]:    ${ }^{1}$ Spring 2008 is latest term available from IHL MIS.
    

