

Institutional Planning and Effectiveness Document

2013 – 2014



Pearl River Community College
Poplarville – Hattiesburg – Waveland
Mississippi

Pearl River Community College offers equal education and employment opportunities. The College does not discriminate on the basis of race, religion, color, sex, age, national origin, veteran status, or disability. For inquiries regarding the non-discrimination policies or to request accommodations, special assistance, or alternate format publication, please contact Tonia Moody, ADA/Civil Rights Coordinator, at P.O. Box 5118, Poplarville, MS 39470-1060.

Pearl River Community College
Institutional Planning and Effectiveness Document
2013-2014
Table of Contents

Introduction

Strategic Planning

Institutional Effectiveness Planning and Evaluation Calendar Annual
Planning and Evaluation Cycle

Schedules of Personnel Evaluations and Surveys Major

Committee Objectives

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

Organizational Charts

Assessment Charts

- Section I – Administrative Charts
- Section II – Student Services Charts
- Section III – Instructional Charts

Program Review

Appendices

- Strategic Planning Policy and Procedure Major
- Committee Minutes
- Institutional Effectiveness Newsletters
- Program Performance Indicators and Measures
- Annual Report

Introduction

INTRODUCTION



The underlying philosophy that Pearl River Community College (PRCC) holds regarding institutional effectiveness is that its principal mission is that of a teaching/learning institution. The College has a planning and evaluation process that is broad-based and systematic with involvement at all levels. The strategic planning process at PRCC involves the formulation of the Mission Statement and Strategic Goals which serve as the foundation for all planning at the College. The faculty and staff at Pearl River Community College realize that planning and evaluation are very important responsibilities. The planning and evaluation process is continuous and provides assurance that the Mission Statement is being fulfilled, provides a method to measure performance, and provides documentation that improvements are being made as needed.

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

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


Personnel evaluations also play a major role in evaluating and improving educational activities at Pearl River Community College. Faculty members are evaluated by students primarily during the Fall Semester. Evaluations by supervisors occur annually for employees with fewer than six years of experience at Pearl River Community College, and every three years for employees with six or more years experience at PRCC. 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 evaluation 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, personnel reviews, and survey data; therefore, improvement in services is an ongoing process.

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

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



Mission Statement and Strategic Goals

Mission Statement



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

Strategic Goals



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

Strategic Planning

STRATEGIC PLANNING



The basis for the strategic planning process at Pearl River Community College (PRCC) involves the formulation of the Mission Statement and of Strategic Goals, which serve as the foundation for all planning and evaluation at the College. In the past, the Mission Statement and Strategic Goals were reviewed annually by the Policy and Procedure Committee, which has representation from all areas of the College. In the spring of 2003, the President appointed a special committee composed of faculty, staff, administrators, student representatives, and community and alumni members to review them once again. Using historical data as a basis, this committee met, researched and reviewed data, and recommended a revised Mission Statement with Strategic Goals. The Proposed Mission Statement and Strategic Goals were presented to all College personnel and the community through email and other appropriate methods, and input was requested. After much discussion and review, several minor changes were made. Approval was received from the Policy and Procedure Committee, the President, and the Administrative Council in May, and final approval was received from the Board of Trustees in June 2003.

The Mission Statement and Strategic Goals are reviewed annually by the Planning and Effectiveness Committee with recommendations for changes being made as needed to the Administrative Council and Board of Trustees and are included in various College publications (College catalog, student handbook, etc.). Internal Performance Indicators, standards to assist in determining if a goal has been met, are written with the assistance of the Chief Planning Officer, the Institutional Research Specialist, and committees in order to assist with the documentation of progress and the development of new objectives and plans of action that should lead to even greater improvements. This provides more specific delineations for development of objectives and assessment methods at the divisional level where operational planning is performed. The composition of the working groups which develop divisional objectives is left to the discretion of the particular division. As shown on the Annual Planning and Evaluation Cycle, operational plans are reviewed by members of the Planning and Effectiveness Committee who determine if the objectives are appropriate in relation to the College's Mission Statement and Strategic Goals and transmitted to the College President and other appropriate administrators for final review and approval.

As indicated in the Annual Planning and Evaluation Cycle, each year, institutional data and measurements are collected and reviewed by College committees, the Administrative Council, the President, and the Board of Trustees in order to determine how well Pearl River Community College is meeting its Strategic Goals. This compilation assists in determining the extent to which the College is fulfilling its mission. When Internal Performance Indicators are reviewed and found to need additional effort before being met, strategies to improve the action plans are discussed, financial support is provided when budgets are considered, and the Strategic Plan and Internal Performance Indicators are updated. Requests for additional funds are identified on the appropriate Needs Assessment form and related to specific Strategic Goals. The President and Board of Trustees have final budget authority.

With this process followed annually, improvements are made based on the use of information from surveys, reports, and data. Progress is reported each year in documents that are available for review and that are used to document improvements.

Mission Statement and Strategic Goals

2013-2014

Mission Statement

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

Strategic Goals

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

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

Commitment Statement:

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

Internal Performance Indicator 1

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

Internal Performance Indicator 2

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

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

Twelve months after graduation, 79.1% of students who completed career and technical programs will be positively placed according to the State measurement definition.

Internal Performance Indicator 5

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

Internal Performance Indicator 6

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

Internal Performance Indicator 7

The percent of full-time students enrolled at Pearl River Community College during the prior three years (cohort as defined by the State Report Card) who complete an Associate in Arts degree, an Associate in Applied Science degree, or a certificate will increase each year.

Internal Performance Indicator 8

The achievement of Student Learning Outcomes will be assessed each year within specified courses in the areas of Oral Communication, Computer Literacy, Humanities, Mathematics, Natural Sciences, Social Sciences, Written Communication, and Wellness.

Internal Performance Indicator 9

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

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

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

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.

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.

Internal Performance Indicator 3

At least 70% of students participating in an annual campus climate survey will indicate they are satisfied with the services provided by various offices on campus.

Internal Performance Indicator 4

The College will designate at least six percent (6%) of the Education and General Budget for instructional support expenditures (libraries and learning labs).

Internal Performance Indicator 5

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 (2011-2012, 2012-2013).

Internal Performance Indicator 2

All high schools in the Pearl River Community College district will be informed annually of policies regarding dual enrollment opportunities in order to increase dual enrollment annually.

Internal Performance Indicator 3

During the course of a fiscal year, a total of 15 or more classes will be offered in an alternative schedule design.

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 remain among the top one-third of community colleges in Mississippi. (*This indicator previously stated: Faculty salaries will rank among the top one-third of community colleges in Mississippi by 2011.*)

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.

Internal Performance Indicator 4

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

Internal Performance Indicator 5

At least 95% of faculty and professional staff will participate in professional development activities annually in addition to annual faculty/staff orientation/professional development program.

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

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 2

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

Internal Performance Indicator 3

Improvements will be made in telecommunications, Internet services, website services, and key service areas.

Internal Performance Indicator 4

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

Internal Performance Indicator 5

The comprehensive technology strategic plan will continue to be implemented and funded by Fall 2014.

Internal Performance Indicator 6

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

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

Commitment Statement:

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

Internal Performance Indicator 1

The campus community will be informed of activities through print and digital formats.

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 county chapters will increase level of funding and scholarship endowment funding.

Internal Performance Indicator 7

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

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

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

Internal Performance Indicator 5

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

Internal Performance Indicator 6

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

Internal Performance Indicator 7

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

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

Commitment Statement:

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

Internal Performance Indicator 1

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

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.

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.

Internal Performance Indicator 4

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

Internal Performance Indicator 5

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

Internal Performance Indicator 6

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

Internal Performance Indicator 7

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

Institutional Effectiveness Planning & Evaluation Calendar

Annual Planning & Evaluation Cycle

INSTITUTIONAL EFFECTIVENESS PLANNING AND EVALUATION CALENDAR

2013 - 2014

<u>MONTH</u>	<u>ACTIVITY</u>	<u>PERSONNEL INVOLVED</u>	<u>COORDINATOR</u>
July	Accumulation of 2012-2013 Internal Committees Performance Indicators (IPI) Data		Dr. Seal
July	Completion of 2013-2014 Fall Semester Assessment Charts	Division/Department Chairs	Dr. Seal
August	Professional Development Sessions	Faculty and Professional Staff	Dr. Askew/Ms. Wells
August	Collection of Professional Development Records	Ms. Ladner	Dr. Askew
August-May	Professional Development Evaluations	Ms. Rayner	Ms. Wells
September	Preparation and Distribution of Policy and Procedure Manuals	Ms. Ladner	Dr. Askew
September	Review of 2012-2013 Strategic Plan and IPI Assessment Results	Planning and Effectiveness Committee	Dr. Seal
September	Completion of Pearl River Community College 2012-2013 Strategic Plan and IPI Document	Ms. Ladner	Dr. Seal
September	Completion of 2012-2013 Institutional Planning and Effectiveness Document	Ms. Ladner	Dr. Seal
October	Review of Mission Statement and Strategic Goals	Policy and Procedure Committee Planning and Effectiveness Committee Administrative Council	Dr. Burt/Dr. Seal
October	Review of 2012-2013 Assessment Charts and Accomplishments and 2013-2014 Fall Semester Assessment Charts	Planning and Effectiveness Committee Administrative Council	Dr. Seal
October	Review of 2012-2013 Strategic Plan and IPI Assessment Results	Administrative Council	Dr. Seal

2013-2014 IEPAEC Continued

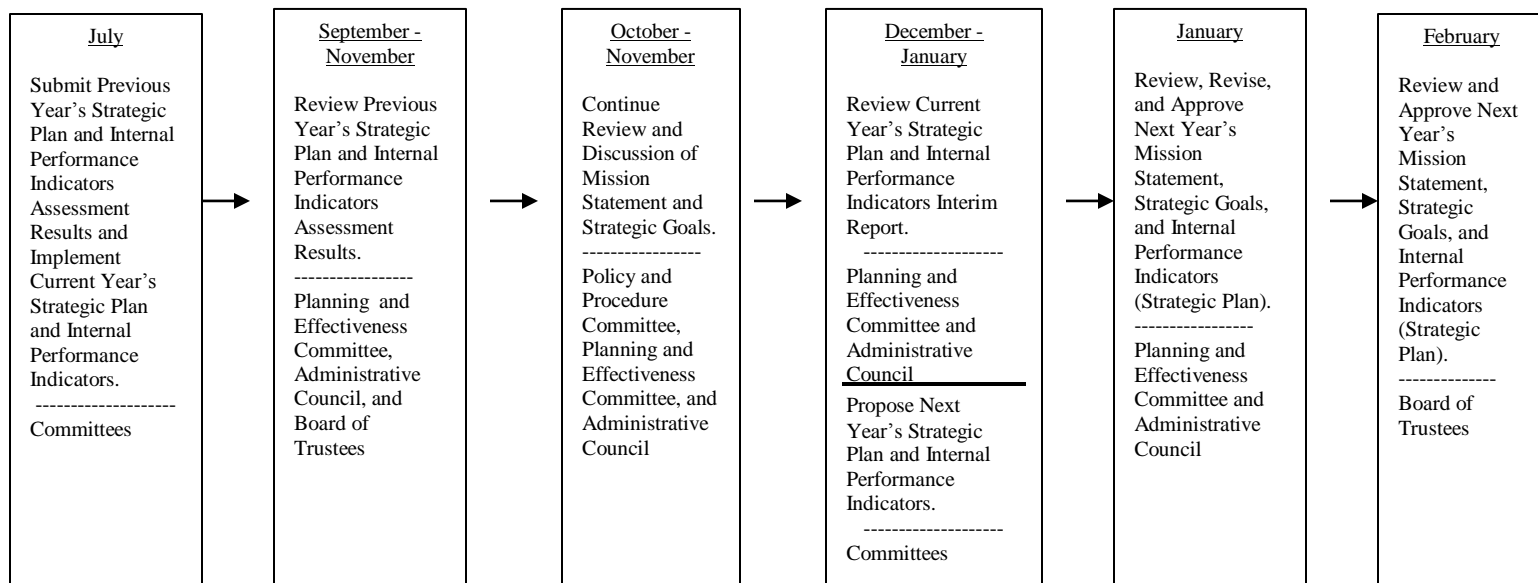
<u>MONTH</u>	<u>ACTIVITY</u>	<u>PERSONNEL INVOLVED</u>	<u>COORDINATOR</u>
October	Support Staff Professional Development Sessions	Support Staff	Ms. Wells
October/ November/ April/June/July	Student Evaluations of Instruction	Ms. Ladner Faculty	Dr. Askew
October/ November	Campus Climate Survey	Ms. Rayner	Dr. Breerwood/ Ms. Wells
November	Review of 2012-2013 Strategic Plan and IPI Assessment Results and Review of 2012-2013 Institutional Planning and Effectiveness Document	Board of Trustees	Dr. Askew
November	Publication of 2012-2013 Strategic Plan and IPI Assessment Results Document and 2012-2013 Institutional Planning and Effectiveness Document	Ms. Ladner	Dr. Seal
November	Completion of Fall Semester 2013-2014 Assessment Charts and Institutional Planning and Effectiveness Document	Ms. Ladner	Dr. Seal
November	2013-2014 IPI Interim Report Submission for Review	Committee Chairs	Dr. Seal
December	SACS Annual Conference	Leadership Team Members	Dr. Lewis
December	Development of Proposed 2014-2015 Strategic Plan and IPIs	Committees	Committee Chairs
December	Publication of Fact Book	Ms. Rayner	Ms. Wells
January	Review of 2013-2014 Strategic Plan and IPI Interim Report and Review, Revision, and Approval of Proposed 2014-2015 Mission Statement, Strategic Goals, and IPIs (Strategic Plan)	Planning and Effectiveness Committee Administrative Council	Dr. Seal
January	Performance Reviews of Supervisors	Ms. Ladner Faculty and Staff	Dr. Askew

2013-2014 IEPAEC Continued

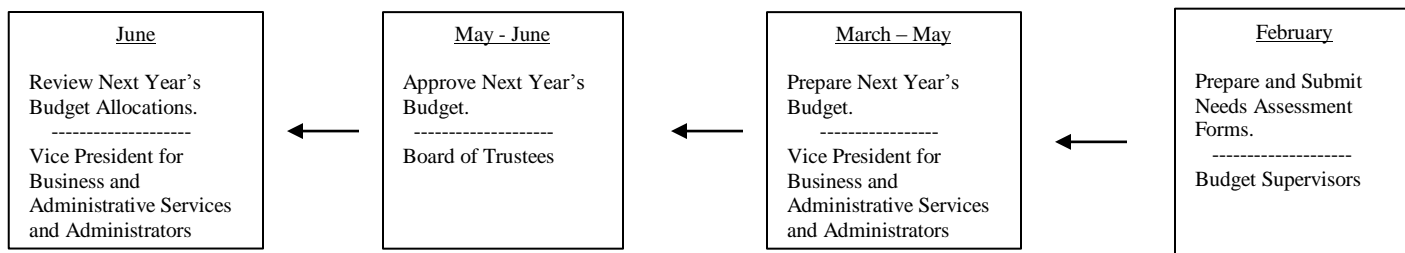
<u>MONTH</u>	<u>ACTIVITY</u>	<u>PERSONNEL INVOLVED</u>	<u>COORDINATOR</u>
January	Women=s Health Symposium	Committee	Dr. Askew
February	Review and Approval of Proposed 2014-2015 Mission Statement, Strategic Goals, and IPIs (Strategic Plan)	Board of Trustees	Dr. Askew
February	Completion of Revised 2014-2017 Strategic Plan and IPI Document	Ms. Ladner	Dr. Seal
February	Budget Requests/Needs Assessment Forms	All	Mr. Knight
March	Evaluations of Personnel	Supervisors	Dr. Askew
March	Department Chair Facilities Survey	Ms. Rayner	Ms. Wells
April	Evaluations of Office of Planning and Institutional Research	Planning and Effectiveness Committee	Dr. Seal
April	Committee Updates	Ms. Ladner	Dr. Askew/Dr. Lewis
April	Graduate Survey	Ms. Rayner	Ms. Wells
April-May	Employee Satisfaction Survey	Ms. Rayner	Ms. Wells
May	Completion of 2013-2014 Assessment Charts	Division/Department Chairs	Dr. Seal
May/June	Completion of 2014-2015 Fall Semester Assessment Charts	Division/Department Chairs	Dr. Seal
June-December	Post-Graduate (2013) Survey	Ms. Rayner	Ms. Wells
June	Completion of Nursing Education Program Review	Faculty and Staff	Dr. Jones/Dr. Seal
June	Review of Budget Allocations	Administrators	Mr. Knight
June	Submission of 2013-2014 Strategic Plan and Internal Performance Indicators Assessment Results (December to June)	Committees	Committee Chairs

PEARL RIVER COMMUNITY COLLEGE ANNUAL PLANNING AND EVALUATION CYCLE

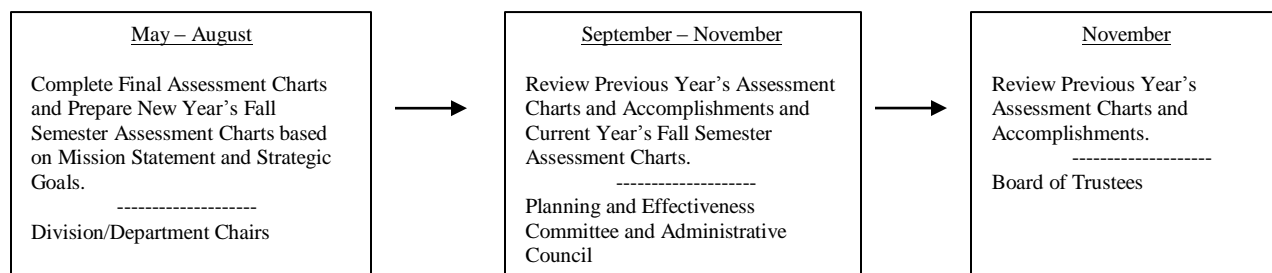
MISSION STATEMENT, STRATEGIC GOALS, AND INTERNAL PERFORMANCE INDICATORS (STRATEGIC PLAN)

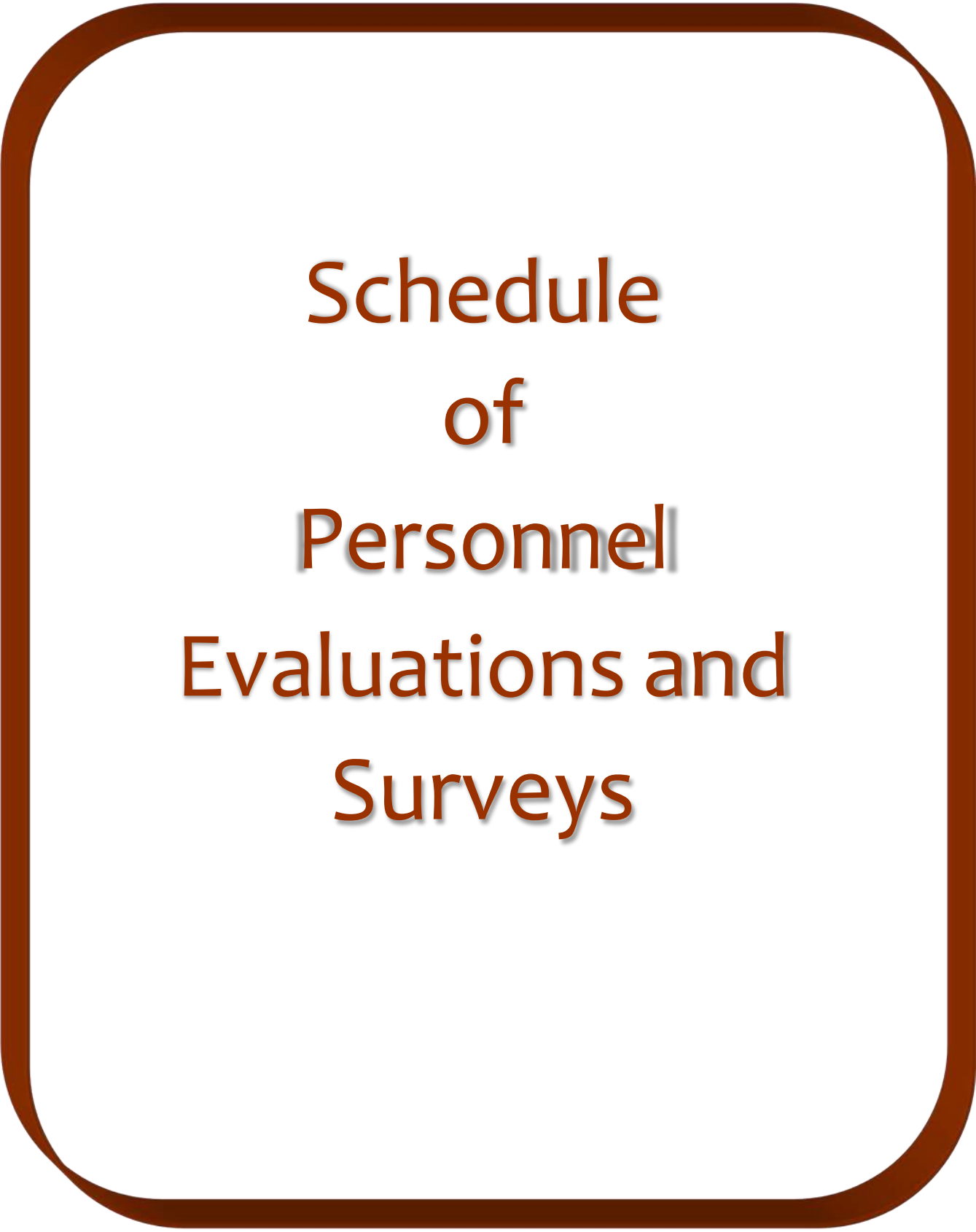


BUDGET REVIEW PROCESS



DIVISION AND DEPARTMENT INSTITUTIONAL EFFECTIVENESS ASSESSMENT CHARTS





Schedule of Personnel Evaluations and Surveys

OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH

SCHEDULE FOR EVALUATIONS

2013 - 2014

STUDENT EVALUATIONS OF INSTRUCTION

October 1 – Student Evaluations of Instruction begin

October 1 - November 1, 2013 – Student Evaluations of Instruction

January 8 – Student Evaluations of Instruction reports distributed to
administrators/supervisors

PERFORMANCE REVIEWS OF SUPERVISORS

January 22 – Performance Review of Supervisor links emailed to employees

January 22 - 29, 2014 – Performance Reviews of Supervisors

February 26 – Performance Review of Supervisor reports distributed to
administrators/supervisors

PERSONNEL EVALUATIONS

February 26 – Personnel Evaluation forms emailed to administrators/supervisors

March 5 – Schedules for Personnel Evaluations sent to Office of Planning and
Institutional Research

March 3 - 28, 2014 – Personnel Evaluations

SCHEDULE FOR EVALUATIONS AND SURVEYS 2013 - 2014

EVALUATION/SURVEY	MONTH	PURPOSE
Student Evaluations of Instruction	October-November, April, June, July	To determine students' perceptions of instruction and to make improvements as needed.
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.
Student Athletic Interest Survey	February-March	To determine the extent to which athletic interests and abilities of students are being met.
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.
Evaluations of the Office of Planning and Institutional Research	April	To determine perceptions regarding the effectiveness of the services provided by personnel in the Office of Planning and Institutional Research and to make improvements.
Student (Graduates) Opinion Survey	April	To determine perceptions of College's programs and services and to make improvements as needed.
Employee Satisfaction Survey	April-May	To determine the extent to which campus services meet the needs of employees.
Department Chair Facilities Survey	Spring Semester	To determine the extent to which the classroom facilities meet the needs of faculty and students.
Post-Graduate Survey	June-December	To determine former students' perceptions of the services offered to students.
Medical Laboratory Technology (MLT) Graduate Follow-up	July	To determine the extent to which the MLT program meets the training needs of students.
Medical Laboratory Technology (MLT) Employer Survey	July	To determine the extent to which the MLT program meets the training needs of students.
Professional Development Evaluations	Ongoing	To determine the satisfaction level of faculty/staff with professional development sessions and to obtain recommendations for future sessions.
Recruiting Tour Survey	Ongoing	To determine the extent to which the campus tours meet the needs/expectations of students and parents.



Major Committee Objectives

Pearl River Community College

Major Committees' Objectives and Accomplishments



2013-2014

Administrative Council / Management Committee

Planning and Effectiveness Committee

Policy and Procedure Committee

Fiscal Management Committee

Instructional Programs Committee

Professional Development Committee

Student Services Committee

Workforce Education Committee

ADMINISTRATIVE COUNCIL 2013--2014 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 bi-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 2013-2014:

- 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.
- Discuss program accreditation issues as well as SACSCOC issues that affect the College in general.
- 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.

- Provide a forum for the implementation of the college reorganization of administrative responsibilities.
- Discuss changes to college policies and procedures.

Pearl River Community College Planning and Effectiveness Committee Objectives and Action Plans 2013-2014

The Planning and Effectiveness Committee is chaired by a faculty member appointed by the President. Its members are the Vice President for Poplarville Campus and Hancock Center, Vice President for Planning and Institutional Research, Director of Institutional Effectiveness, Director of Institutional Research, 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.

2013-2014 Planning and Effectiveness Committee:

Jennifer Seal, Faculty, Chair; Becky Askew, Vice President for Planning and Institutional Research; Raymunda Barnes, Assistant Vice President for Hancock Center; Mike Bass, Assistant Director of Bands and Instructor of Music; Adam Breerwood, Vice President for Poplarville Campus and Hancock Center; Jana Causey, Assistant Vice President of Forrest County Operations; John Gibson, Co-Chair of Department of Occupational Training Technology and Instructor of Construction Management Technology; Valerie Horne, Director of Financial Aid; Steve Howard, Chief Technology Officer; Tara Rouse, Chair of Department of Health, Physical Education, and Recreation and Director of the Wellness Center; Gwen Smith, Director of Career and Technical Education Programs; Evelyn Wallace, Chair of Department of Medical Laboratory Technology and Instructor of Medical Laboratory Technology; Brenda Wells, Director of Institutional Research; Barbara Whiddon, Lead Instructor of Practical Nursing; Justin Williamson, Instructor of English

Objectives and Action Plans 2013-2014

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 Institutional 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 Institutional Research to campus administrators, faculty, and staff via email.

Objective 2: Continue assessment of documentation, etc., concerning the SACSCOC "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, plans for assessment, data collected, and plans for use of results.

Action Plan:

- The PE Committee will review all outcomes, 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 2013-2014 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.

POLICY AND PROCEDURE COMMITTEE OBJECTIVES

2013-2014

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 2013-2014 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.

Fiscal Management Committee FY 2013-2014

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 2015.

PEARL RIVER COMMUNITY COLLEGE
Instructional Council
Objectives for 2013 - 2014

The Instructional Programs Committee is chaired by the Vice President for General Education and Technology Services. Its members are the Vice President for Forrest County Operations; Director of Career and Technical Education Programs (Poplarville); Vice President for Enrollment Management; Director of College Libraries; Director of Counseling, Advisement, and Placement Center; Director of Nursing Education; faculty representatives; and others as 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.

Professional Development Committee Objectives and Action Plan for 2013-2014

The Professional Development Committee is chaired by a faculty/staff representative appointed by the President. Its members are the Director of Institutional Research, Vice-President for Instruction, Dean of Hancock Center, faculty representatives, 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.

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.
- Implement plans for professional development workshops for faculty and for the support staff during fall and spring semester.
- Disseminate an annual summary report form for the purpose of documenting professional improvement that faculty and staff obtain through workshops, formal training sessions, etc.
- Evaluate faculty and staff professional development activities.

Action Plan:

- Coordinate 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.
- Disseminate evaluations of sessions offered in order to ascertain effectiveness.

STUDENT SERVICES COMMITTEE

2013-2014 Objectives

This committee is chaired by the Vice President for Poplarville Campus and Hancock Center. Its members are the Director of Recruitment and Orientation, Director of Student Life, Director of Financial Aid, Vice President for 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.

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 2013-2014 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.

WORKFORCE EDUCATION COMMITTEE

This committee is chaired by the Workforce Education Center Director. Its membership consists of the Workforce Education staff. The purpose of the Workforce Education Committee is to plan and deliver workforce training to businesses, industries, educational and public service entities in the PRCC six-county district.

Workforce Training

Objective 1: Plan and deliver workforce training

Action Plan:

- Program Managers develop and execute plans for offering workforce training to area businesses, industry and agencies.
- Committee will identify emerging technologies and businesses requiring new training programs.

Objective 2: Provide effective and efficient Program Managers

Action Plan:

- Program Managers will participate in development of programs and activities which keep them on the cutting edge of workforce training.

Objective 3: Assist businesses and industry with identifying their training needs

Action Plan:

- Assist customers with the development of long range training plans.
- Provide leadership training.

Objective 4: Keep business, industry and agencies within the PRCC district aware of the benefits of Workforce Education

Action Plan:

- Create and maintain a cutting edge web presence on the internet.
- Engage organizations, agencies and societies to create a dialog of training needs and resources.

Objective 5: Make the Advanced Technology Center the premier training center in Mississippi

Action Plan:

- Solicit and integrate state and national resources into increasing the ATC curriculum development capability, increase the development of alternative training techniques and to expand its physical training capability.
- Increase the outreach to business and industry to expand the use of the ATC as their training venue

Organizational Charts

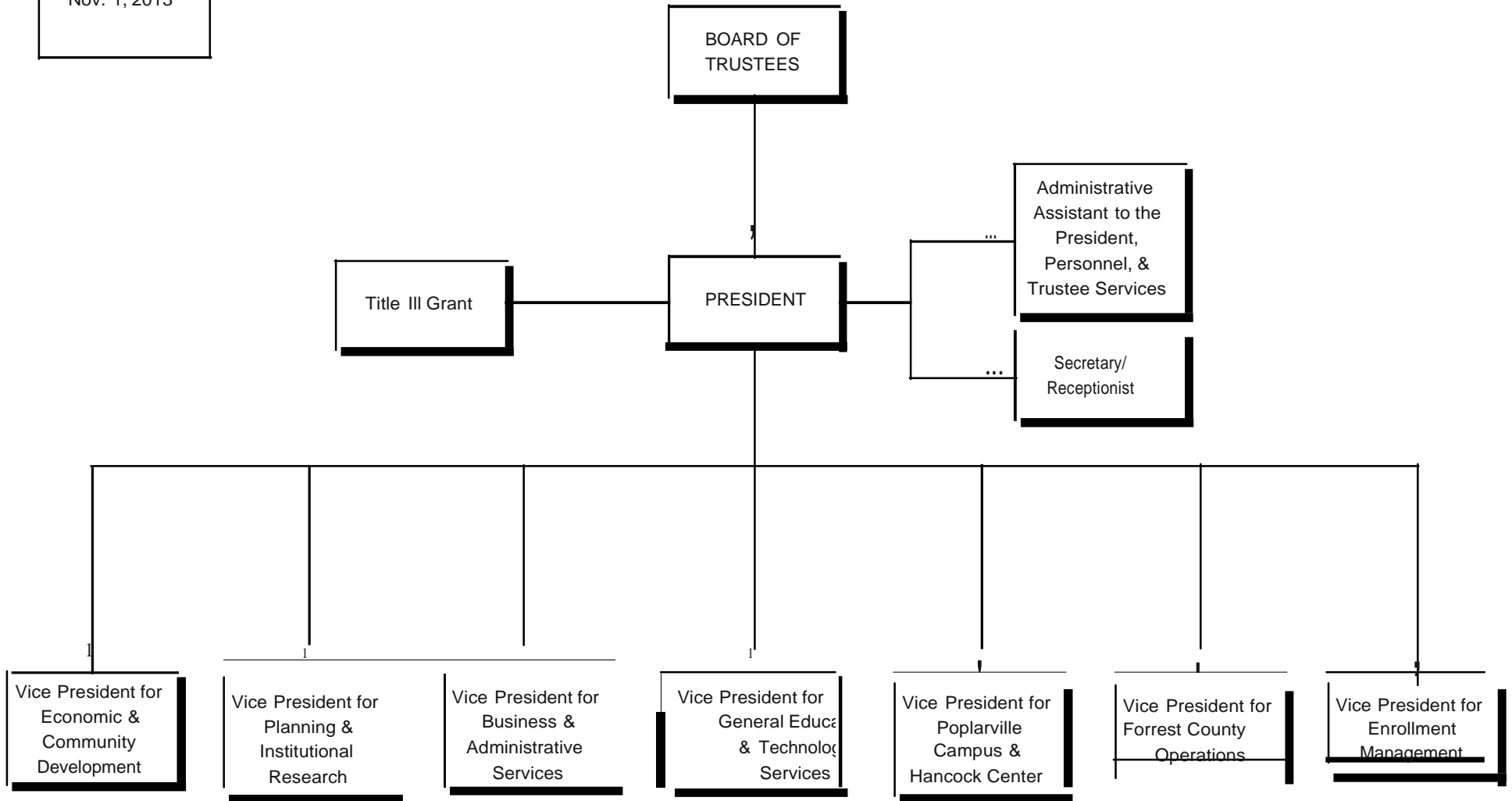
Pearl River Community College

Organizational Charts

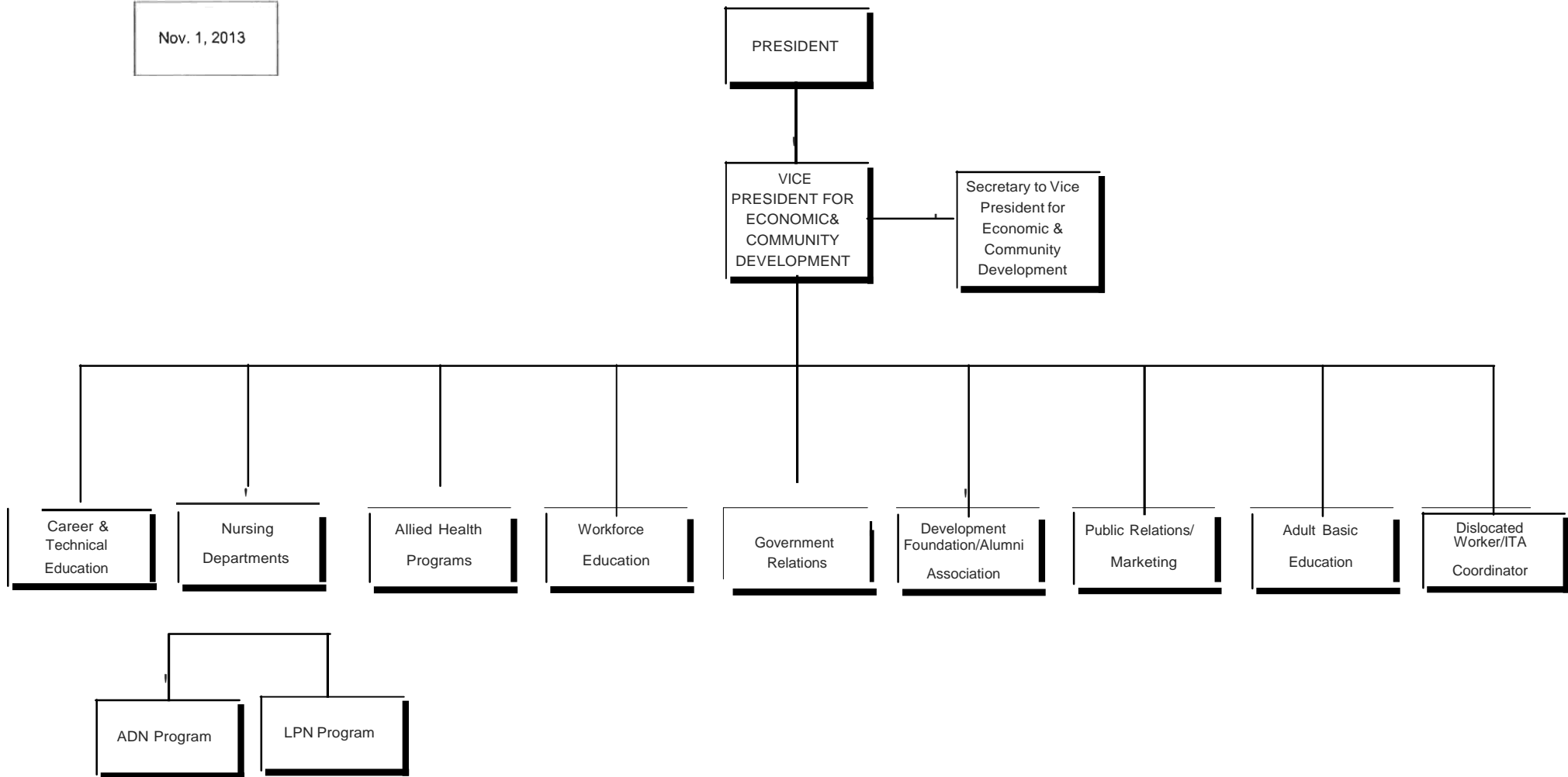


- President
 - Vice President for Economic and Community Development
 - Vice President for Planning and Institutional Research
 - Vice President for Business and Administrative Services
 - Vice President for General Education and Technology Services
 - Vice President for Poplarville Campus and Hancock Center
 - Vice President for Forrest County Operations
 - Vice President for Enrollment Management

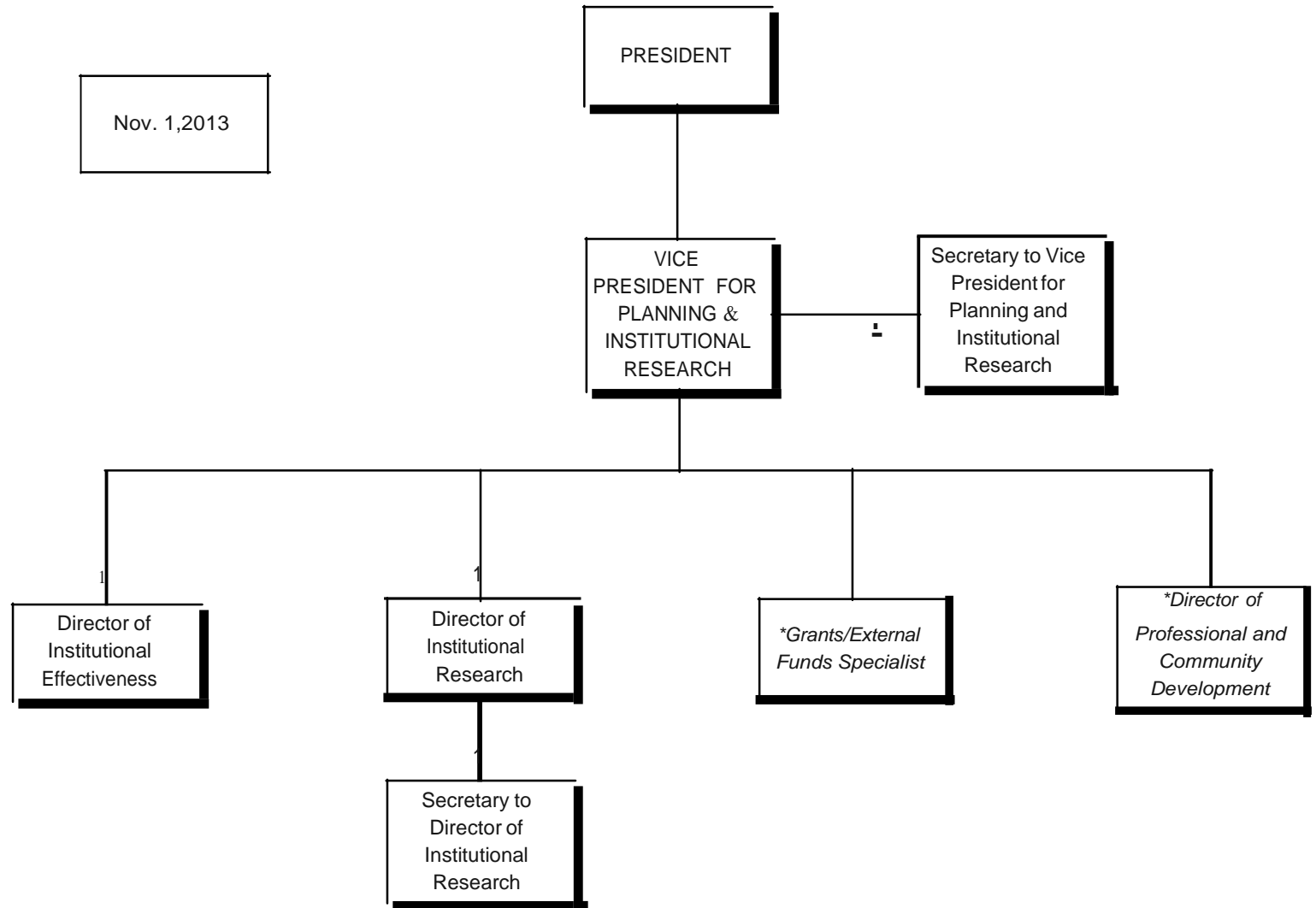
Nov. 1, 2013



Nov. 1, 2013

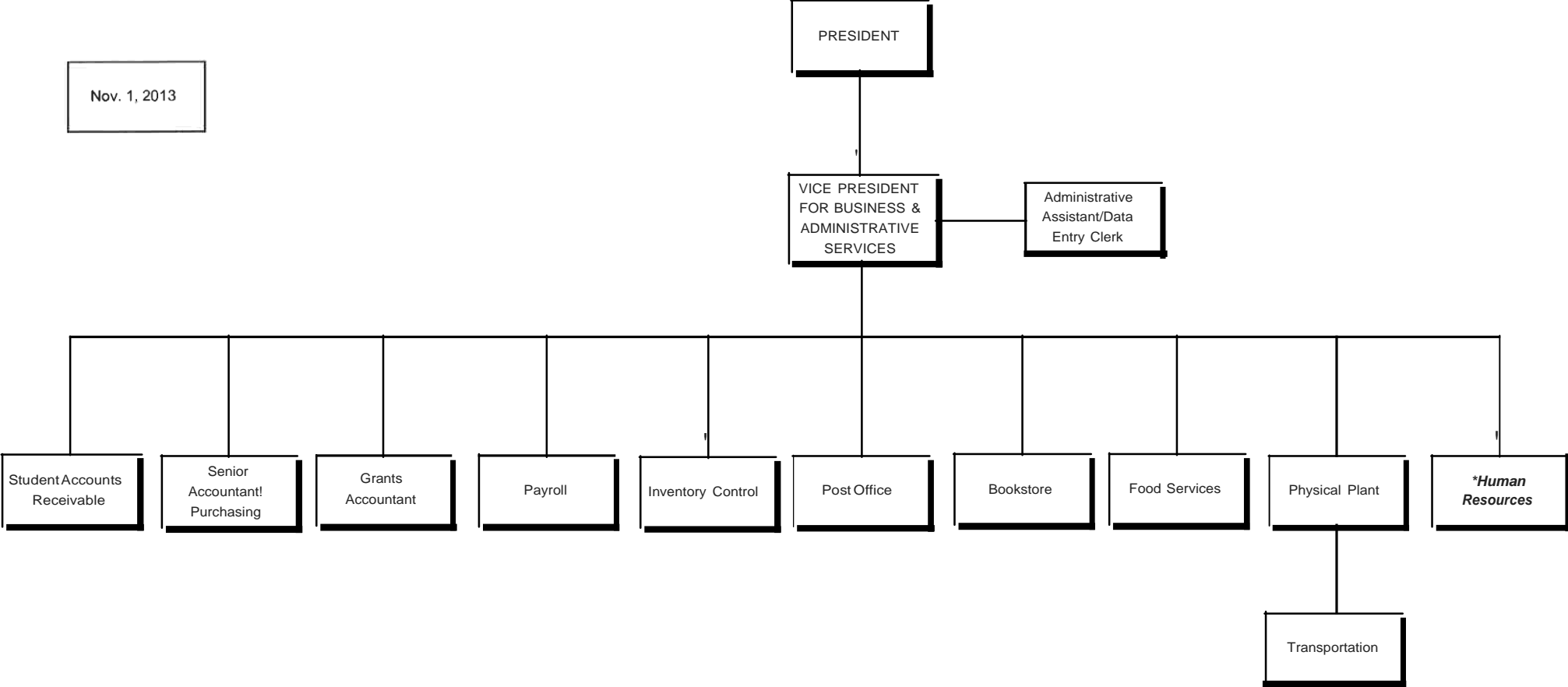


Nov. 1, 2013



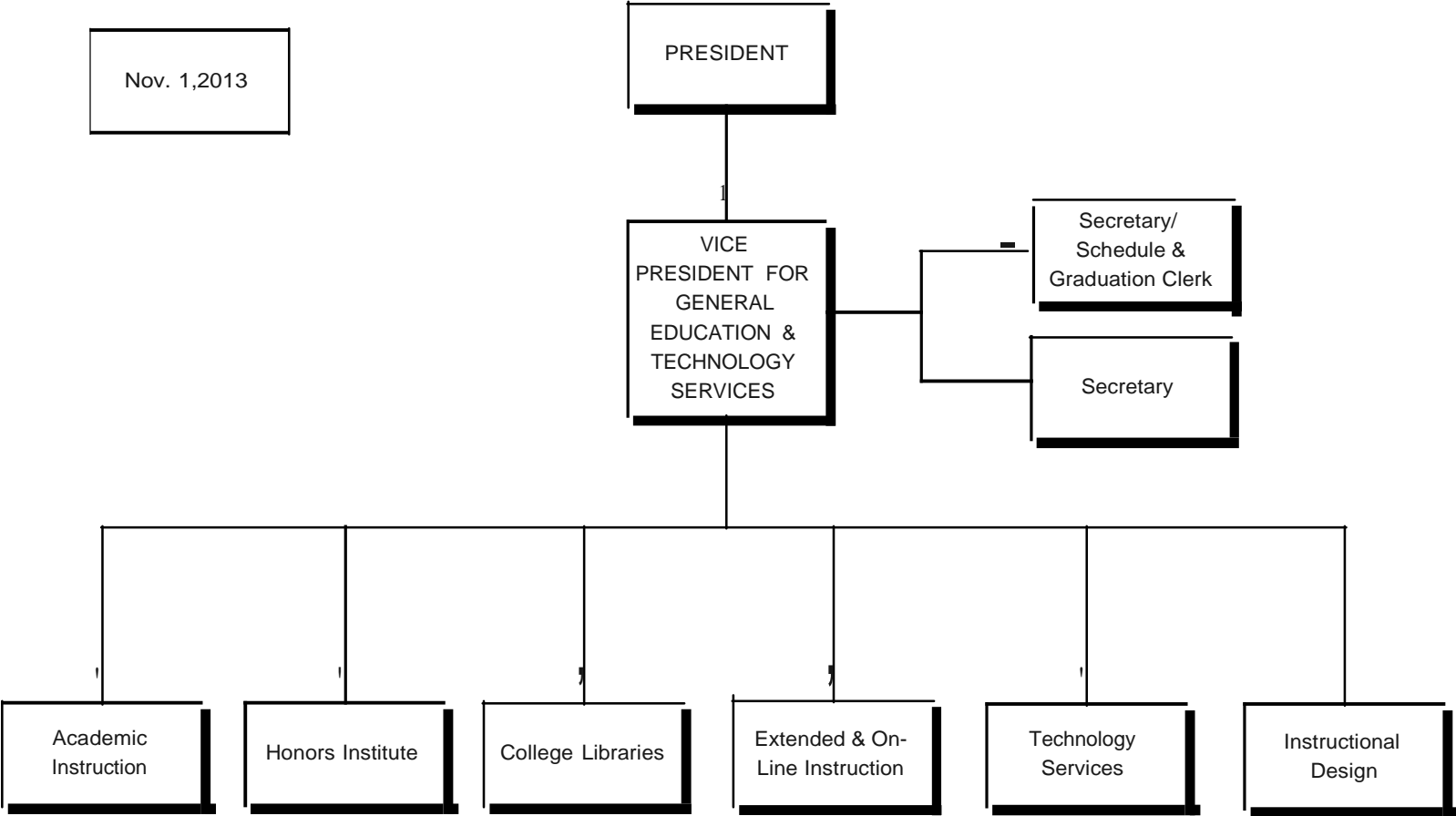
**Indicates
Position Under
Consideration*

Nov. 1, 2013

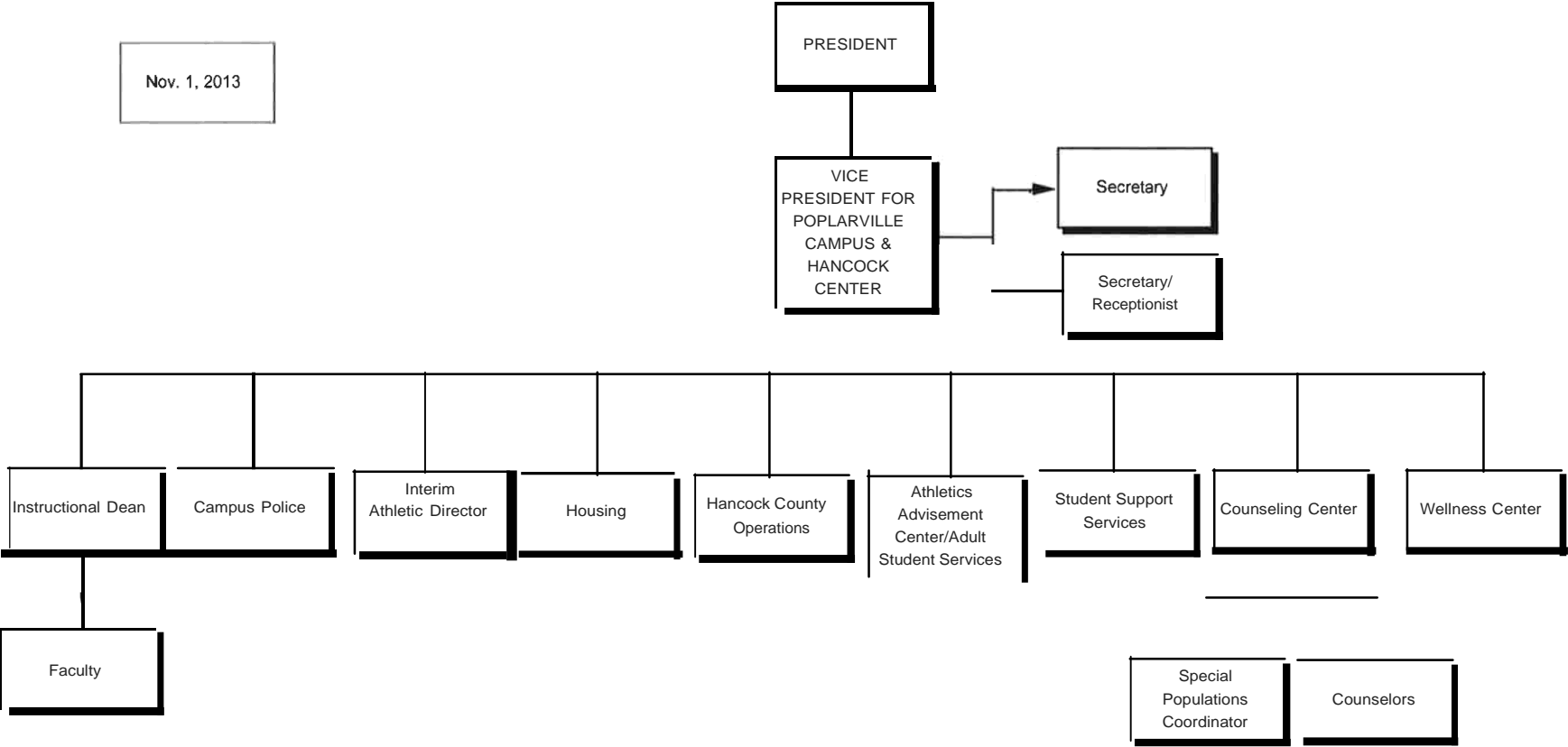


**Indicates
Position Under
Consideration*

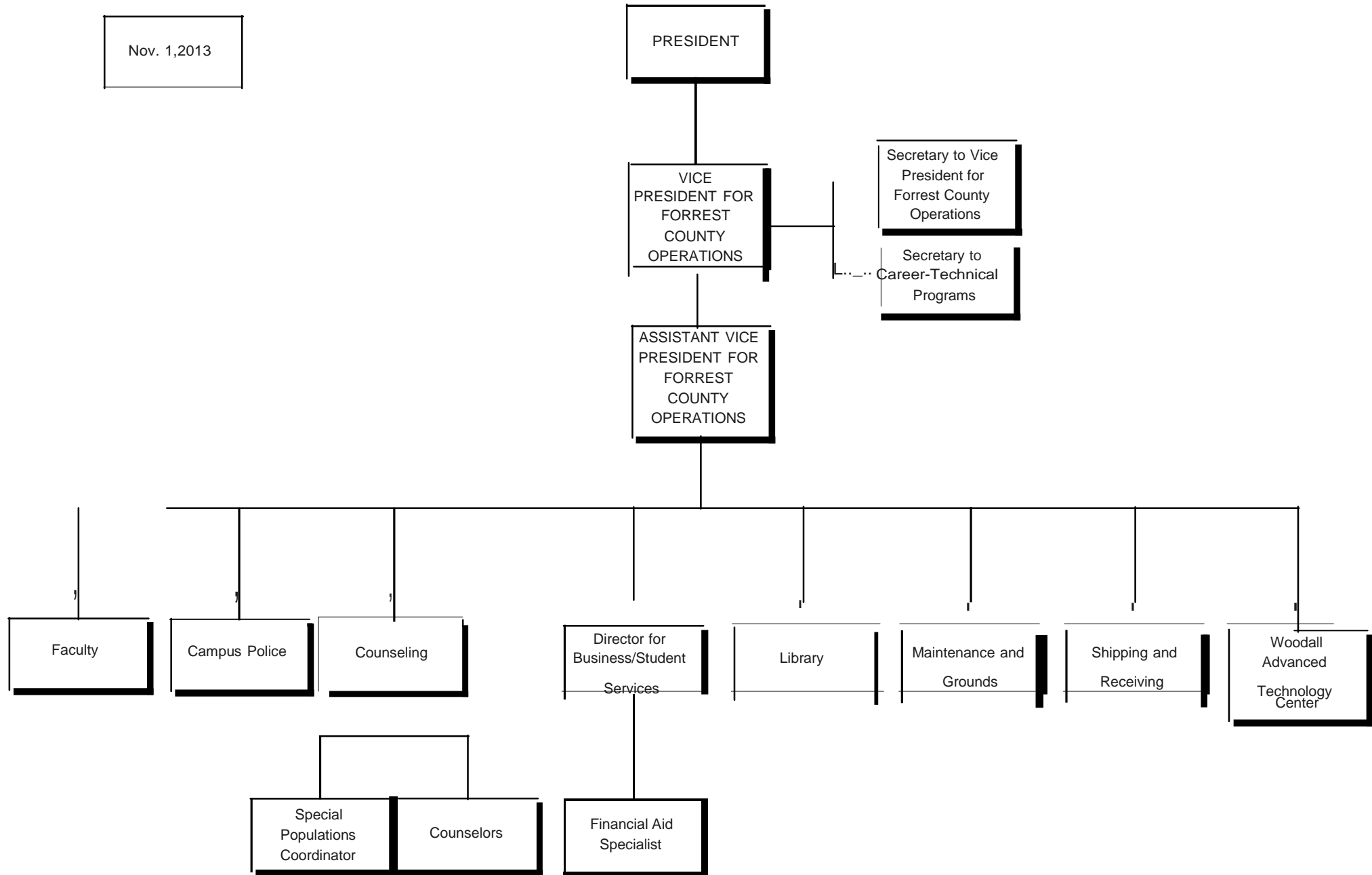
Nov. 1, 2013

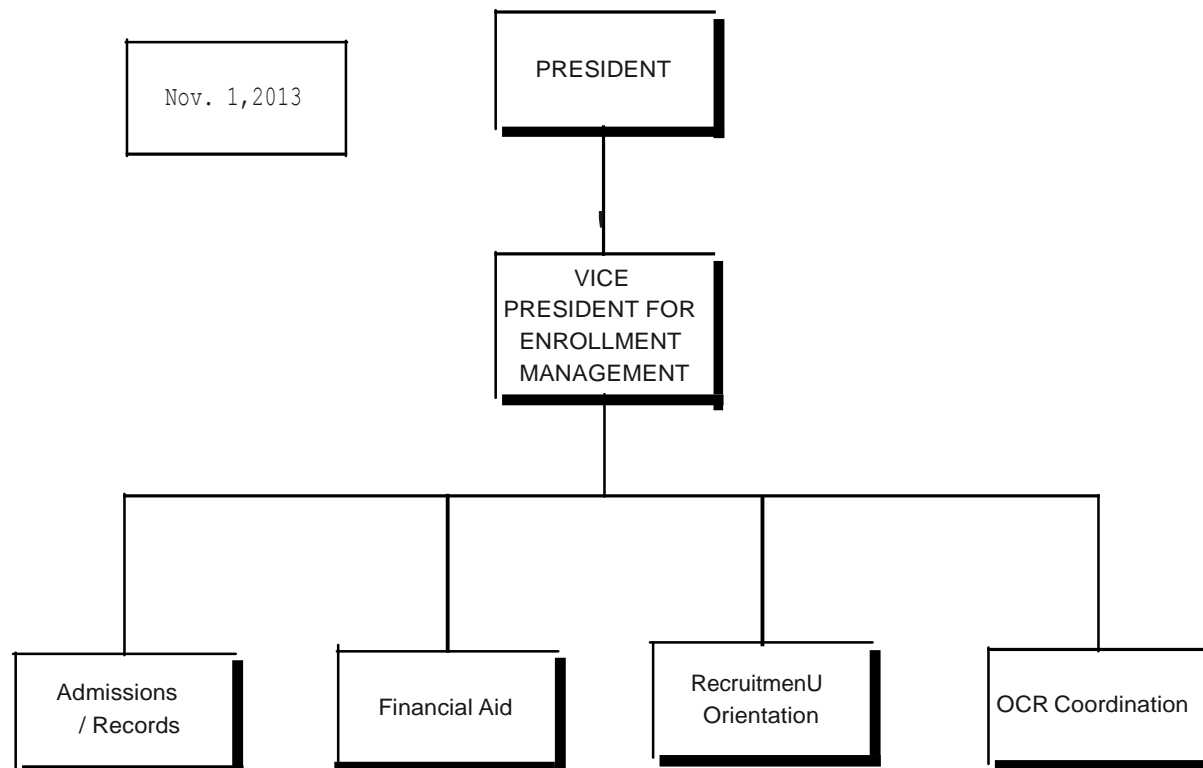


Nov. 1, 2013



Nov. 1, 2013





Assessment Charts

Pearl River Community College

Assessment Charts



Section I – Administrative

Section II – Student Services

Section III – Instructional Programs

Section I

Administrative Assessment Charts

Section I



President's Report

Administrative Charts

ADA/Civil Rights Coordinator and Admissions Specialist
Assistant Vice President for Forrest County Operations
Assistant Vice President for Hancock Center
Chief Technology Officer
Counselor
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 eLearning
Director of Institutional Effectiveness
Director of Institutional Research
Director of Physical Plant
Director of Public Relations
Director of Recruitment and Orientation
Director of Student Life
Director of Student Support Services
President
Title III Director
Vice President for Business and Administrative Services
Vice President for Economic and Community Development
Vice President for Enrollment Management
Vice President for Forrest County Operations
Vice President for General Education and Technology Services
Vice President for Planning and Institutional Research
Vice President for Poplarville Campus and Hancock Center

PRESIDENT'S REPORT AND ADMINISTRATIVE GOALS
WILLIAM LEWIS, PRESIDENT
2013-2014

Several years ago, with the notion that our institution was doing many things well, we embarked on an effort to try and move to the next level. Using the inspirational statement from the title of the former bestselling book, *From Good to Great*, authored by Jim Collins, Pearl River Community College began an effort to move the bar. We began to focus on those indicators that the literature was telling us were indicative of a great institution.

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

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

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

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

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

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

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

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: ADA /Civil Rights Coordinator and Admissions Specialist			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 complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To enhance learning opportunities through admissions, accommodations, and coordinate accessibility for students with disabilities. The office oversees regulations regarding Section 504, Title II (ADA), and Title IX (Civil Rights related to race, color, national origin, age, sex or disability) for students, staff, and faculty.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To support the College Mission by providing broader access to the educational opportunities offered by PRCC.				
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 knowledge gained will be used to improve program performance)
1	Review and update the Disability Procedure Manual as needed.	Disability Procedure Manual will be reviewed and updated annually.	The Disability Procedure Manual was updated and distributed to the designated personnel and is available online.	Disability Procedure Manual was updated and distributed to designated personnel and made available online in order to provide the appropriate procedures for Disability Services for students, faculty, and staff.
2	Review disability documentation to determine reasonable accommodations in accordance with Americans with Disability Act and Section 504.	100% of documentation of disability will be reviewed.	100% if disability documentation submitted by students was reviewed to determine if reasonable accommodations were appropriate.	Based on documentation, requests for reasonable accommodations are approved or denied. If approved, individualized accommodations were approved and letters distributed to instructors. If denied, students were notified in writing.
3	Track students with disability performance records.	Students with disability performance will be reviewed twice each semester (following midterm and final grade posting).	Midterm and Final grades of students in Disability Services is obtained by ADA/Civil Rights Coordinator.	Planned for individual meetings to be held with students enrolled in the Disability Program who made a D or F at midterm and final grades to discuss class performance.
4	Comply with federal laws pertaining to disability and discrimination.	Attend two meetings or conferences related to discrimination or disability related issues as defined in Americans with Disability Act, Civil Rights	Attend two conferences on disability related issues.	Information regarding ADA Law and Technology was obtained at Disability Conferences attended this year. Planned to attend conference throughout the next year.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		Act, and Title IX during an academic school year.		
5	Review student grade point average for academic probation and suspension.	100% of student's grade point average will be reviewed and students falling under a minimum grade point average will be placed on academic suspension or probation.	Midterm and Final grades of students in Disability Services was obtained by ADA/Civil Rights Coordinator and reviewed.	Planned for individual meetings to be held with students enrolled Disability Program who made a D or F at midterm and Final grades to discuss class performance.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Assistant Vice President for Forrest County Operations		Supports PRCC Strategic Goal(s): 1, 2, 4, 5, 6		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 General Education and Technology Services' Office on the Hattiesburg Campus.				
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 knowledge gained will be used to improve program performance)
1	To secure a full time IT specialist for the FCC	To communicate with Administration to discuss adding this full time position	The addition of this position is not feasible at this time. However, Technology Liaisons have been appointed to help direct IT	The need for consistent IT support still exists and is planned to be consistently communicated to appropriate administrators.
2	To work to secure one new faculty member in Science (A&P), one new faculty member in Sociology, and one new faculty member in Developmental education.	To communicate with Administration to accomplish adding these new faculty members	As a result of a changing economic climate and decreasing student enrollment, the need to secure these positions is not necessary.	The faculty needs will be re-evaluated and reported to the appropriate administrators.
3	To work to assure that support staff in every office at FCC consistently shows a helpful, concerned attitude to students.	To communicate with Administration to set the goal of achieving a 90% favorable rating on the Campus Climate Survey in Fall, 2014	The campus climate survey indicates that overall students are 97.3% satisfied with the FCC PRCC experience. The Business Office, Financial Aid, and the Learning Lab show are slightly lower than the 90% goal.	Professional development and training relative to student support continue to be implemented and the entities that fall below 90% will be notified, encouraged, and supported to increase this rating.
4	To work to increase department budgets in three of the four divisions that will be sufficient to replace/upgrade technology and meet department needs	Communicate with Administration and assess the 2014 budget for percentage increase in these areas	The Budget for Math, Business, and Computer Science as well as Science and Health are adequate. The English budget increased \$100 and the Social Science remains the same.	English and Social Science needs and budget shortfalls will be explored relative to program performance and communicated in the Needs Assessment. As funds increase, these needs will be met.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Assistant Vice President for Hancock Center		Supports PRCC Strategic Goal(s): 1, 2		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To provide quality post-secondary education and workforce development training to students within Hancock County and Stennis Space Center.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide integrated, innovative, and comprehensive services to students and communities within Hancock County and Stennis Space Center. These integrated services include coordinated efforts with the College departments on the Poplarville and Hattiesburg campuses to support the College mission.				
OBJECTIVES - 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 knowledge gained will be used to improve program performance)
1	Increase the number of full-time faculty employed at the Hancock Center.	Review the SACS Substantive Change exit report of the Hancock Center that mandated the addition of one full-time instructor over a five- year period.	Full compliance to the recommendations made in the SACS Substantive Change exit report was achieved in the 2012-13 academic year.	Compliance to the SACS recommendations, allowed for a decreased use of adjunct instructors. By following the recommendations, in fall 2014, full-time PRCC instructors were scheduled to teach 68% of all classes taught at the Hancock Center.
2	Provide prospective students information on the admission process, academic programs, and campus life that will aid in prospective students' recruitment and future enrollment.	Conduct campus visits to each area high school (Bay High, Hancock High, St. Stanislaus, and Our Lady Academy) each semester.	Attended several events at both Bay High and Hancock High that gave PRCC a presence at both high schools. Contacted counselors and provided them with Dual Enrollment information.	Dual Enrollment information for the local high school counselors and a consistent presence at Hancock County high schools provided students an opportunity to learn what academic opportunities exist here at the Hancock Center.
3	Provide technological upgrades to classrooms at the Hancock Center.	Purchase at least one interactive smart board each academic year until all classrooms have been upgraded.	Due to economic challenges and decreasing student enrollment, the need to secure these items has been repositioned on the priority list.	The need for continued monitoring and adapting to changing needs has been noted.
4	Provide current students with student activity opportunities that will support, strengthen, and increase retention percentages of Hancock Center	Conduct three student activities each semester (fall and spring) that target current students and	Through participation in other community events outside of educational venues, a broader	Strengthened the image of PRCC-Hancock Center in the local community. A strengthened presence throughout Hancock County

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	students.	involves the support of faculty and staff.	presence of PRCC to the Hancock County community. Three events include the Hancock County Fair, Crab Festival, and the annual Hancock County Teacher Appreciation Program.	increases the willingness of the citizenry of Hancock County to support the college's mission. Also, increases the possibility of increased enrollment.
--	-----------	--	--	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Chief Technology Officer		Supports PRCC Strategic Goal(s): 1, 2, 5, 6, 7		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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.				
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 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.	Install 100% of all necessary updates to Banner within a maximum of three months from date of release. Migrate 100% of all Banner modules to updated hardware. Provide Ellucian training for at least one primary service area in order to implement new or underutilized Banner functionality. Install disaster recovery site for Banner environment at the Woodall Center.	100% met. All Banner applications have been migrated from Unix platform to Windows running in a VMWare environment. The Oracle SIS database is still running on a physical server due to constraints and recommendations from Oracle. Funding was requested but not approved. IT staff worked with business office staff and made some modifications to improve Banner utilization, but Banner consulting is needed to make significant progress. DR site hardware has been purchased and configured and is replicating data.	Installation of Banner XE in test instance to prepare the next major set of Banner updates. Monitored performance and system requirements and additional memory; storage and other resources will be added when necessary. Decided to continue to seek funding. Requests were included as one of the top items in our budget needs assessment forms. The IT Committee also identified this as one of the top priority items to be funded. Decision made to upgrade bandwidth, which bandwidth upgrades are in progress and should be completed in fall of 2014. Once complete the DR site will be fully functional.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		Purchase and install diesel generator to provide backup power for IT building.	No funding approved for a generator for the IT building.	Funding was requested on budget needs assessment form but was not approved. Will continue to request funding.
2	To provide up-to-date technology to meet the need for College wide Internet access.	<p>Upgrade/replace 1/4 of older controller based wireless access points with "cloud based" APs. (approximately 30)</p> <p>Add twenty additional access points in order to provide new wireless Internet service to areas currently not served.</p> <p>Increase bandwidth by 25% for residence halls.</p> <p>Add bandwidth management appliance to increase bandwidth efficiency for residence halls.</p> <p>Increase bandwidth WAN capacity by 25%.</p>	<p>Funding was requested but none approved. No E&I funds were provided.</p> <p>Twenty-one additional APs were installed to provide wireless network coverage to areas previously without service. At least 50% of the APs were installed in the new men's residence hall.</p> <p>All dorms were added to the campus network and now share a 300Mbps circuit.</p> <p>A Meraki MX80 firewall was added to manage network traffic to and from the residence halls.</p> <p>The redundant network circuit project being implemented by the MCCB was originally scheduled to be completed last year. Do to constraints at the state level this project will not be completed until the fall of 2014. Once complete bandwidth will effectively double.</p>	<p>Funding was requested on budget needs assessment form but was not approved. Planned to continue to request funding.</p> <p>Planned to continue to seek funding to add wireless service to areas currently without coverage.</p> <p>Made a decision to continue to monitor network utilization and other resources will be added when necessary and as funds become available.</p> <p>Decided that traffic will continue to be monitored for compliance with state and federal regulations.</p> <p>Project should be completed in the fall of 2014. Funding is in place and work continues on this project.</p>
3	To provide up-to-date technology to meet the instructional needs of faculty and students.	<p>Update/replace 1/5 of all classroom and office desktops or mobile PCs.</p> <p>Upgrade/replace five classrooms with interactive white boards, projectors and other audio visual technologies.</p> <p>Migrate a minimum of 50% of all</p>	<p>Approximately 200 PCs/laptops were purchased during the past year.</p> <p>Classroom technologies were upgraded or installed in approximately eleven classrooms.</p> <p>All devices capable of being</p>	<p>Have presented leasing options, standardized and consolidated model specifications and presented bulk purchasing options to maximize the number of units purchased. Will continue to seek full funding to keep technology current.</p> <p>Relevant technologies will continue to be evaluated and installed as funding is available.</p> <p>No funding was made available to upgrade or</p>

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		student lab PCs and mobile cart devices to Windows 7 operating system.	migrated to Windows 7 or 8 have been upgraded.	replace these 200 devices. Funds were requested on the budget needs assessment form. Will continue to request funding to upgrade these devices.
4	To provide adequate technical support to meet the ever changing needs for technology.	<p>Respond and close 90% of all routine work orders within 5 business days of receipt.</p> <p>Provide technical support to the FCC on a regularly scheduled cycle.</p> <p>Add one additional technical support position assigned to the FCC by August 1, 2013.</p>	<p>73% were closed within 5 days.</p> <p>Technicians from the Poplarville campus traveled to FCC as needed.</p> <p>Position was requested but not funded.</p>	<p>Increased the efficiency of completing work orders a minimum of one additional technician is needed for the Poplarville campus and one for the Forrest County Center. While funding was not approved for these positions for the past year, we will continue to request these additional positions.</p> <p>Decided to continue to seek funding for a full-time technician at the FCC. Until funding is available, planned to seek to enlist student workers to provide some relief. IT staff will continue to travel to the FCC to complete work orders.</p> <p>While funding was not approved for this position for the past year, planned to continue to request this much needed position.</p>

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Counselor		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 complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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.				
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 knowledge gained will be used to improve program performance)
1	To perform counseling, advisement, and placement services with a goal of preparing students for careers or successful transfer to baccalaureate institutions.	Guidance, counseling, advisement, and placement activities are planned and placed on the college calendar for 2013-2014. Measurable assessment of the services is based on student participation and representation from resource persons. Some of the activities include: Advisement and registration, college fairs, career fairs, placement activities, testing services, and professional activities.	All activities were conducted on the planned dates.	Careful planning and setting dates in cooperation with the College calendar produces better participation with less overlap and less confusion. The calendar is published, and the office of the President sends reminder e-mails of events to students and faculty members.
2	Advisement, and registration are ongoing activities performed on an individual as well as group participation with the objective of assisting students to achieve success with employability and/or transferability.	Open registration is scheduled for August 8 and 19, 2013. Career Fair data will be used to measure success with employability and/or transferability.	Open advisement and registration were conducted on the Poplarville Campus August 8 and 9 and at the Forrest and Hancock County Centers August 1 and 2. Enrollment was down from the previous year which was not limited to PRCC.	Conducting open advisement and registration on different dates for PRCC's locations was an improvement over fall 2012.
3	The objective of college fairs, transfer week, job placement workshops, and career fairs is to	PRCC counselors and the center director expect at least 15	The college fair held in October on the Poplarville campus held a	The counselors at the Forrest County Center explored other options in advertising activities to

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	<p>provide students with opportunities to meet with representatives from colleges, universities, military, and businesses and industries to enhance their transferability, or to assist in reaching their employment/career goals.</p>	<p>organizations which includes colleges/universities and military representatives to participate in college fairs. At least 300 students are expected to participate for the fair on the Poplarville campus, and 200 are expected to participate at the event at the Forrest County Center.</p> <p>At least 150 students are expected to participate in the Job Placement Workshop in February 2014, and 75 percent of those participants are expected to agree that they benefited from the program.</p> <p>PRCC counselors expect 20 business with 300 students to participate in the November 2013 Career Fair at the Forrest County Center and 40 businesses and 800 students to participate in the March 2014 Poplarville Career Fair.</p> <p>Placement in jobs, military, or continued education of career and technical students is expected to meet the State's 80.10 percent requirement.</p>	<p>record participation of 37 colleges, universities, and military representatives. Student participation was excellent because the event was held in the Great Hall near the entrance to the cafeteria. College fair at the Forrest County Center was held in spring 2014 with 23 colleges, universities and military organizations participating. The academic counselor reported that the student participation was improved considerably from the previous year with over 250 students participating.</p> <p>Approximately 180 students participated in the Job Placement Workshop held February 2014, and 96 percent agreed that the program was beneficial.</p> <p>Thirty-three businesses and approximately 427 students participated in the November 2013 career fair held at the Forest County Center. Fifty-two businesses and approximately 786 students participated in the career fair held on the Poplarville campus in March, 2014.</p> <p>Job placement reported fall 2013 for the Poplarville campus was 88 percent, and for the Forrest County Center placement was 84 percent. Placement for both locations exceeded the State requirement of 80.10 percent.</p>	<p>make the event more appealing to freshmen and sophomore students. They planned to continue to be creative in soliciting student participation for the event.</p> <p>Student participation exceeded the seating capacity as well as the supply of handouts; therefore, more handouts must be prepared. Also more than one session may be required.</p> <p>The increase in the numbers of businesses participating at the Forrest County Center Career Fair was due to the untiring effort by the Counselor of FCC Career and Technical Education Programs who sent letters, e-mails, and made personal calls encouraging them to attend. Participation of businesses at the career fair held on the Poplarville campus remained stable with 52 companies and slightly fewer students attending. Student participation was down from the previous year because schedule conflicts with the ice storm, counselor conventions, and Mardi Gras, and spring break events. Plans for the 2015 career fair have been made with fewer conflicts and will be held before spring break.</p> <p>Job placement improved because of more effort by the instructors and the economy that is slowly improving.</p>
4	Counselors participate in professional development internally and externally.	Counselors are expected to participate in professional	The Director of the Counseling Center participated in the MCA	Continued participation and support in professional organizations has been planned for

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		<p>organizations such as MCA, MCCCCA . MVCA, etc. Measurement of this objective is made by the numbers of memberships and attendance to meetings A hundred percent participation in one or more professional organizations is expected.</p>	<p>Leadership conference held in Biloxi July 9-12, 2013. The Director of the Counseling Center is the president of the MCJCCA organization. Counselors at the Poplarville and Forrest County locations attended the Pine Belt Counselors' Conference in October where The Director of the Counseling Center was chosen by her peers as Community College Counselor of 2013-2014. Additionally, counselors attended MCA in Jackson in November where The Director of the Counseling Center was presented an award for excellence in leadership in the community college counselors association. The Director of the Counseling Center and the Counselor of FCC Career and Technical Education Programs participated in the workshop for MS-CPAS testing conducted in February at Mississippi Gulf Coast Community College. The Academic Counselor participated in the Mississippi Medical Advisors Conference in spring 2014. The Director of the Counseling Center and her staff conducted three professional development sessions on the Poplarville campus in mental health awareness. All PRCC counselors participated in the Suicide Prevention/Intervention workshop held at the Woodall Center in December 2013. Military personnel at Camp Shelby provided the training.</p>	<p>2014-15. The positive response from the participants resulted in planning additional sessions for 2014-2015 for faculty and students. A webinar is scheduled for September 9 where counselors will participate. Each of the counselors earned certificates for participating in the suicide prevention workshop held December 2013.</p>
5	<p>To ensure that special populations are provided equal access to recruitment and enrollment in vocational/technical programs.</p>	<p>Provide necessary information concerning special populations students to appropriate personnel. Coordinate documented,</p>	<p>PRCC's ADA coordinators and counselors provide special services to accommodate documented students with disabilities.</p>	<p>As a result of retirements of part time VA counselors, beginning fall 2014, a full time VA officer will be added to the staff at PRCC to expedite and fulfill the needs of veterans. Title</p>

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	<p>approved classroom accommodations between student and instructors. Provide faculty information reflecting educational classroom accommodations related to the needs of those identified students.</p> <p>Provide information to students eligible for military education benefits, assist and submit necessary documentation required by the VA and/or branch of service and the college to receive education benefits.</p>	<p>Additionally, counselors spend considerable <u>more</u> time advising and scheduling classes for students who are disabled. Student Support Services and Title III grants provide additional support for students through tutoring, mentoring, and supplemental instruction to encourage student success</p> <p>Counselors work with returning veterans to accommodate their schedules and to assure that adequate hours of classwork are scheduled to meet requirements for receiving tuition assistance. The Special Populations Coordinator and the Vice President for Enrollment Management are the designated VA counselors.</p>	<p>III expires at the end of September; however, the College has included funding for staffing the Student Success Centers to assist all students especially those students with disabilities. Student Support Services has received grant funding for many years, and funding is expected to continue mainly through the creative efforts of the Director of Student Support Services in grant awarding proposals.</p>
--	--	--	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Director of Athletics		Supports PRCC Strategic Goal(s): 2, 4, 5		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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.				
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 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 discipline, integrity, competitiveness, and concern for the development of the student athlete.	100% of coaches meeting the assessment criteria will be employed.	Highly qualified athletic staffs have been employed.	Knowledge gained from setting this objective will help us continue to keep this a high priority.
2	To reach out and be more involved in the community. Student athletes will visit local schools and attend community events.	On a rotating basis, each sport will provide 4-5 student athletes to visit schools each week. 100% of all athletic programs will participate throughout the academic year.	Initially had difficulty in working with local school district. Through the year have built a solid relationship with local school district, and do not expect future resistance.	The Athletic Department has formed a solid foundation and a positive relationship with local school district. Knowledge gained through this will help us target schools where our volunteering and service will be most beneficial. Through the year have built a solid relationship with local school district, and do not expect future resistance.
3	Improve game day atmosphere at all athletic competitions.	Create a student fan group that is sponsored by a faculty member. Conduct activities and events that get the crowd and students more involved. Student group will be present at 75% of all home athletic events.	Achieved nearly all desired results. Satisfied the desired percentage of presence at events.	Knowledge led to the understanding that recruiting a sponsor is an important key to the success of this objective. Planned to form a leadership model for this group.
4	Improvement to athletic facilities.	Completion of White Coliseum (basketball).	Nearing completion. Considerably behind schedule.	Knowledge gained from this building project has increased awareness of being very present and

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

				visible throughout the planning and construction phases of any athletic facility.
5	Improve emphasis on academic achievement with PRCC student athletes.	Participation with PRCC athletic advising will be crucial. 100% of athletic programs will participate in athletic academic advising.	Achieved desired results. Advising was conducted for all sports and all student athletes each semester.	The creation of the "ROAR" orientation program will further the effectiveness of this objective.
6	Improve media coverage through the use of social media outlets.	Generate attention to PRCC athletic events through the use of Facebook, Twitter, and live streaming. 100% of all athletic events to be publicized through PRCC Athletic Twitter page.	Achieved desired results. Live streaming of games was provided to each sport this year. This streaming of live athletic events can be improved upon through the addition of more modern equipment.	Having more structure and delegating assigned duties to workers in this area. Planned for scheduling workers to broadcast events for each sport long before the start of the sport's season.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Director of Career and Technical Education Programs - Poplarville Campus		Supports PRCC Strategic Goal(s): 1, 3, 4, 5, 7		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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.				
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 knowledge gained will be used to improve program performance)
1	Monitor Career Technical Programs annually to determine enrollment trends and retention rates of Career Technical Education Majors.	Compare unduplicated enrollment from previous year to determine the amount of increase or decrease of CTE Majors. Report shall include on-line CTE majors. Data will be taken from the MS Career and Technical Programs, SACS (Enrollment) Assessment Chart Information - Fall 2012-Spring 2013, Reported Fall 2013	Unduplicated enrollment for 2012-2013 was 740. Unduplicated enrollment for fall 2011-2012 was 778. We experienced a slight decrease due to nationwide decreases in enrollment, smaller high school graduation rates, constraints on Pell funding for returning students who were out of work and needing to change careers, and competition from other higher education institutions for the same pool of students.	Recruitment strategies continued to be monitored and developed to target specific CTE Programs. Instructors were encouraged to visit local HS CTE centers. Promotional materials were developed and distributed to High Schools and the public. The CTE information on PRCC website was reviewed and revised updates were recommended. Partnerships with WIN Job Centers and Military bases were strengthened to inform general public and returning troops of our skills training opportunities.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

2	Career Technical Completers/Graduates will meet or exceed the state required passage percentage rate for Skill Attainment (Skill Proficiency Exam) towards a Career Certificate (30 hours); Technical Certificate (45 hours) or AAS Degree (60 hours).	<p>74%(passage rate) of CTE students will demonstrate passage of a program skill proficiency exam, licensure or credential. (<i>The state passage rate changes from year to year.</i>)</p> <p>Data will be taken from the MS Career and Technical Programs, FY 2012-2013 (Reported Fall 2013), SACS Assessment Report, Core Req.1: Skill Attainment</p>	Skill Proficiency passage rates on MS-CPAS, State Boards, or nationally recognized exams for the program completers or graduates on the Poplarville Campus and Hancock was seventy-five percent (75%) which exceeds the State requirement.	The Director met with those instructors whose students did not pass the exams to determine the problems. Correctional measures were recommended, and monitored to improve scores. State curriculum provides blue prints for instructors to follow which provides the courses and the numbers of questions on exams in those courses where emphasis can be placed on test preparation.
3	Career Tech Programs will meet or exceed state retention enrollment requirements among CTE Concentrators (defined as Post-Secondary student with 50% program completion) who remained enrolled in their original Post-Secondary institution or transfer to another 2 or 4 year institution.	<p>75.6 %of CTE Programs will demonstrate retention of CTE Concentrators. (<i>The state passage rate changes from year to year.</i>)</p> <p>Data will be taken from the MS Career and Technical Programs, FY 2012-2013 (Reported Fall 2013), SACS Assessment Report, Core Req. 2: Completion/Graduation, Credential, Certificate or Diploma</p>	Retention enrollment of concentrators is based upon Student Concentrators defined as those who have completed 50% of their program and have not failed or withdrawn from a course. At PRCC, we are encouraged to retain students who enter as freshmen and to keep them through graduation. PRCC Career and Technical faculty members on the Poplarville campus retained 88% of the entering freshmen who had completed at least 10% of their program. The State requirement for retaining or transferring students is 75.6 percent.	The Director continued to encourage instructors to properly advise students and to retain them from the date of the student's 10% completion of their program until 100% program completion. The implementation of 30-45-60 degree/certificate options was adopted with an expectation of increasing retention rates. In addition, students will continue to be referred to college student services and community resources available to assist with academic challenges, social, family, health and economic issues that are often obstacles for the student to completing their course of study.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

4	Career Tech Programs will meet or exceed state requirements for the number of CTE Concentrators who were placed or retained in employment, military service, continued education or apprenticeship programs not more than 12 months after completion/graduation.	<p>80.10% (Current year state required placement rate) of CTE Programs will demonstrate placement of CTE Concentrators/Graduates. (<i>The state passage rate changes from year to year.</i>)</p> <p>Data will be taken from the MS Career and Technical Programs, FY 2012-2013 (Reported Fall 2013), SACS Assessment Report, Core Req. 4: Placement</p>	PRCC instructors and the placement director placed 88% of the completers/graduates in jobs or military. Under Carl Perkins, students who continued their education were not included in the 88%. The placement rate for all Poplarville completer/graduates including those who were placed in jobs, military, and continued their education was 91% which exceeds the State requirement.	Instructors were encouraged to strengthen their relationship with industry and continue to seek Supervised Occupational Work Experience and Internship opportunities for students which often results in full time employment after students complete their program.
---	--	---	---	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Director of College Libraries		Supports PRCC Strategic Goal(s): 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:																																																
<div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>																																																
PURPOSE OF UNIT: To support the College in its educational and cultural endeavors by providing primary and secondary materials, both print and non-print, to meet the needs of the curriculum, students, and faculty, both on and off campus.																																																
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide materials, both print and non-print, to support the academic, technical, and vocational programs; workforce training; and remedial education.																																																
OBJECTIVES - 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)																																													
1	To acquire, organize, and make available for use the sources of information needed to support the instructional programs of the College and the institutional and individual needs of the students, faculty, and staff.	To add at least \$85,000.00 worth of print and non-print materials to the collection each year.	<table><tr><td>GHJ Items</td><td>Adds</td><td>Total</td></tr><tr><td>Books</td><td>104</td><td>56,882</td></tr><tr><td>B. Periodicals</td><td>0</td><td>7,419</td></tr><tr><td>Microform</td><td>0</td><td>7,043</td></tr><tr><td>Cassettes</td><td>0</td><td>21</td></tr><tr><td>CD-ROMS's</td><td>1</td><td>407</td></tr><tr><td>Computer Disks</td><td>0</td><td>126</td></tr><tr><td>DVD's</td><td>26</td><td>1,179</td></tr><tr><td>Kits</td><td>0</td><td>4</td></tr><tr><td>Manuals</td><td>0</td><td>407</td></tr><tr><td>Slide Sets</td><td>0</td><td>6</td></tr><tr><td>Sound Disks</td><td>0</td><td>73</td></tr><tr><td>Transparencies</td><td>0</td><td>9</td></tr><tr><td>Videocassettes</td><td>1</td><td>2,077</td></tr><tr><td>TOTAL</td><td>132</td><td>75,653</td></tr></table>	GHJ Items	Adds	Total	Books	104	56,882	B. Periodicals	0	7,419	Microform	0	7,043	Cassettes	0	21	CD-ROMS's	1	407	Computer Disks	0	126	DVD's	26	1,179	Kits	0	4	Manuals	0	407	Slide Sets	0	6	Sound Disks	0	73	Transparencies	0	9	Videocassettes	1	2,077	TOTAL	132	75,653
GHJ Items	Adds	Total																																														
Books	104	56,882																																														
B. Periodicals	0	7,419																																														
Microform	0	7,043																																														
Cassettes	0	21																																														
CD-ROMS's	1	407																																														
Computer Disks	0	126																																														
DVD's	26	1,179																																														
Kits	0	4																																														
Manuals	0	407																																														
Slide Sets	0	6																																														
Sound Disks	0	73																																														
Transparencies	0	9																																														
Videocassettes	1	2,077																																														
TOTAL	132	75,653																																														
USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance)																																																
1. Purchased at total of 215 books in 2013-2014. Need to up this number to achieve library goal of \$85,000.00. Planned to continue purchasing at least \$85,000.00 on materials for faculty and student use. Replacing computer equipment is commandeering more of the book budget each year. More online books are available to students every year. In 2014-2015 upgraded ebrary ebook collection to add 15% more titles for students and faculty to access online.																																																

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

FCC ITEMS	Adds	Total
Books	97	6,930
B. Periodicals	0	107
CD-ROM's	3	142
Computer Disks	0	0
DVD's	0	335
Kits	0	4
Manuals	0	33
Slide Sets	0	0
Sound Disk	0	16
Videocassettes	0	398
TOTAL	100	7,965

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

PRCC ITEMS	Adds	Total
Books	215	68,156
B. Periodicals	0	7,526
Microform	0	7,043
Cassettes	0	21
CD-ROM's	4	586
Computer Disks	0	126
DVD's	26	1,787
Kits	0	10
Manuals	0	443
Maps	0	4
Slide Sets	0	6
Sound Disks	0	90
Transparencies	0	9
Videocassettes	1	2,501
TOTAL	246	88,308

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

			<table><tr><td>EBSCO, eBooks</td><td></td><td>167,647</td></tr><tr><td>Recorded Books, eAudio</td><td></td><td>822</td></tr><tr><td>Ebrary, eBooks</td><td></td><td>35,329</td></tr><tr><td>G. TOTAL</td><td>252</td><td>292,106</td></tr></table>	EBSCO, eBooks		167,647	Recorded Books, eAudio		822	Ebrary, eBooks		35,329	G. TOTAL	252	292,106	
EBSCO, eBooks		167,647														
Recorded Books, eAudio		822														
Ebrary, eBooks		35,329														
G. TOTAL	252	292,106														
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.	Provide to students and faculty a minimum of 200 orientation sessions.	<p>2. Students continue to use the Libraries, CEC 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 online. Door count for Johnston Library and Curriculum Enhancement Center (CEC) was 76,960; for Forrest County Center library and Lab, the door count was 48,879; and the door count for Hancock Library was 4,415 for a total of 130,254.</p> <p>The Johnston Library staff provided 68 orientation sessions to students, and the CEC staff provided 62 in center orientation sessions. FCC Library staff provided 39 orientation sessions to students and the FCC Lab staff provided 65 in lab orientation sessions and 4 in class sessions. The Hancock Center staff conducted 11 library orientation sessions and 11 lab sessions, for a total of 260 orientation sessions on all campuses. Orientation sessions were provided to students for English Composition I & II, World Literature I & II, General Psychology, Reading, Intermediate English, Essential College Skills, College Study Skills, Child Psychology, Human Growth & Development, Music Appreciation, Trigonometry, Statistics, Business Calculus, Beginning Algebra, Per Calculus, Calculus, Trigonometry, Computer Concepts I & II, Computer</p>	<p>2. Planned for library employees to reach out to instructors in all disciplines to inform and encourage library, CEC, and Learning Lab use. As new databases, products, and services become available, new orientations are created. Planned to continue conducting at least 200 orientation sessions and workshop during the year. Planned to continue upgrading library's web site.</p>												

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

			<p>Applications I & II, C++, Introduction to Accounting, Honors Math, Honors World Civilization, LPN, Body Structure and Function, Nursing Fundamentals/Clinical, Principles of Radiation Protection, Instructional Technology, Nursing Department, American History I & II, World Civilization I & II, Political Science, GED Bridge Program. The Johnston CEC staff proctored 5,557 online tests; the FCC Lab staff proctored 4,150 online tests for a total of 9,707 tests. Library, CEC, 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.</p>	
3	To provide audio visual, copier, microform, and computer equipment and adequate furniture on which to place them to support instruction.	Add at least 5 new computers/pieces of equipment and furniture as needed to Libraries and Labs.	<p>New technology/equipment and furniture added to all Libraries, the CEC, Online Testing, and Labs are listed below:</p> <p>Johnston Library 1 Dell Computer for CCN Room 1 Security Camera 1 Circulation Desk 2 Wooden Stools for Circulation Desk 2 Employee Desks 1 Display for Periodicals 3 Employee Chairs 7 Howard Computers</p> <p>Johnston CEC 2 Employee Chairs 17 Computer Tables 116 Student Chairs 10 Noise Cancelling Earphones 12 Wall Divider Panels</p> <p>Johnston Online Testing 5 Chairs Blinds</p> <p>Johnston Media Blinds for Office</p> <p>Forrest County Center Library 6 Headsets</p>	<p>3. Requested additional funding for equipment and furniture for 2014-2015. Planned to purchase 16 computers for the CEC in 2014-2015 to complete the third classroom. This will bring the total number of computers in the CEC to 104. Planned on adding 7 computers to the learning lab at the Forrest County Center Campus bringing the total of computers for students use to 35. Replace the existing large computers tables at Forrest County Center Learning Lab with streamlined computer tables allowing for adding the 7 additional computers. Continue to add or replace 5 computers per year in libraries and or CEC/Learning Labs.</p>

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

			Forrest County Learning Lab 1 Paper Shredder Blinds Hancock Center Library No Furniture Purchased No Equipment Purchased	
4	To increase periodical collection.	To retain 30 professional journals that are not available online along with continuing to the transition from print form to online databases.	4. Found that the Library had sufficient print periodical titles. PRCC students have access to thousands of online journals and magazines through the MAGNOLIA project, MELO, and other online databases to which the college subscribes.	4. Retained the professions journals and requested additional funding for online full-text periodicals of 2014-2015 school year since online products have the capability of serving more students than print in-house periodicals can serve.
5	To increase the Libraries budget to 6% of the school budget.	To increase the Libraries budget to 6% of the school budget. ACRL standards	5. Found that the Library needed to add 2.75% to the existing budget.	5. Requested additional funding for 2014-2015 school year. Continued working toward the libraries obtaining 6% of the school budget.
6	To increase the electronic database collection	To maintain the current 9 online databases. ACRL standards	6. Added Associates Programs Source Plus database. It is designed specifically for the research needs of two-year colleges, and provides comprehensive coverage of the most relevant associate's program level content. The database covers a wide-range of subject areas to cover key studies in two-year college settings; from cosmetology to fashion design, to biotechnology to health information technology, plus dozens more equally varied areas of study.	6. Requested additional funding in the 2014-2015 budgets for additional online databases. Continue to add 1 to 2 online databases as needed or requested. Upgraded ebrary ebook collection by 15%.
7	To provide a staff which is qualified and concerned with meeting the needs of the institution, students, and faculty.	To retain 3 librarians, 7 professionals, and 7 clerical positions. Number of staff employed with degrees or training appropriate for positions held.	7. Replaced librarian with the resignation of the Public Services Librarian. Replaced the FCC Learning Lab Instructor with the transfer of the present English/Reading Instructor to the classroom. Replaced the FCC Learning Lab Assistant/Online Testing Assistant with the resignation of the current Assistant. New Director of College Libraries has a master's degree. GHJ Public Services Librarian has a master degree.	7. Requested that the current positions be retained for the 2014-2015 school year. Requested the position of GHJ CEC Mathematics Instructor/Systems Administrator/Online Testing Proctor be changed from a 10 month contract to a 12 month contract. Request the position of GHJ Media Specialist be changed from a 9 month contract to an 11 month contract. Request the position of FCC Learning Lab Coordinator be changed from 11 months to 12 months. Request the position of FCC Instructor be moved from 2/5 10 month to 11 months.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

			<p>The Library Technical Specialist has a master's plus 15 additional hours. The GHJ CEC Coordinator has a master's degree plus 30 additional hours. The Mathematics Instructor has a master's degree plus 30 additional hours. The GHJ Media Specialist has a bachelor's degree. All GHJ support staff members are qualified by education and experience for their positions. The librarian at the FCC Campus holds a master's degree. The FCC library support staff members both hold AA degrees. The FCC Lab 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 . The Hancock Library Technical Assistant held a master's degree.</p>	<p>Requested the position of HAN Library Assistant be moved from 14 hours a week to a 3/5 or 4/5 11 month position.</p>
8	<p>To provide opportunities for faculty and staff to take part in professional development activities.</p>	<p>All employees to attend at least 2 professional development activities during each semester. Number of faculty and staff participating in professional development activities.</p>	<p>8. All professional staff members attended workshops titled "Nation Trends and Directions for Accreditation" by Dr. Nuria Cuevas. Panel Discussion – "Legislative, Legal, and Local Issue". "How to Engage and Inspire Today's Generation of students" by Andy Masters.</p> <p>All support staff attended the professional development workshop "Making PRCC the Best That It Can Be" with Dr. Lewis, Dr. Breerwood, Doug Rowel, and Cheryl May as speakers.</p> <p>The Director of College Libraries attended the Leadership Class Breakfast. Participated in a OneClick Audio webinar, the Fall Library Directors Meeting at</p>	<p>8. Planned to provide professional development activities for 2014-2015. Each staff member will attend at least 2 professional development activities during the 2014-2015 school year.</p>

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		<p>Mississippi Gulf Coast Community College, a workshop entitled, the webinar, "Mobile Circulation Training", and the FERPA training session conducted by Mr. Dow Ford. Attended ROAR training.</p> <p>The Library Technical Specialist attended a webinars entitled "Bookmyne and Social Library Administration", Symphony Training: Item Group Editor", "SIRSI: Blue Cloud Analytics", "MobileCirc", Web Services workshop, and participated in ROAR training.</p> <p>The Technical Processing Library Assistant participated in PRCC IT Call Center Training, and attended the webinar "Who Moved My Cheese: Strategies for Addressing Change".</p> <p>The Public Services Library Assistant attended Call Center training. The webinars "Academic Showcase: Online Resources from Facts on File", "Films on Demand: An Overview and Introduction for Academic Institutions", Points of View Reference Center", "EBSCO Training" conducted by Pamela Erickson, and "EBSCO Host Basics" conducted by Lisa Dennis. She attended the AEOP Fall and Meetings and the MAEOP Spring Professional Development Seminar. Participated in 4 Lunch and Learn webinars offered by the MAEOP. Attended Microsoft Office 2010 training.</p> <p>The CEC Coordinator participated in Bedford St. Martin Training, Comp Class and Writing Class, Title III, Tutor Training, Excel by 5, Informational Meeting, and</p>	
--	--	--	--

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

			<p>LIFETRACKS: Connecting Data to Power Mississippi, Statewide Longitudinal Data System.</p> <p>The CEC Math Instructor/Online Testing Proctor attended, Canvas Training, "Disability 101", presented by Tonyia Moody, and attended the self-paced class "Universal design and Accessibility for Online Learning". Participated in Title II Tutor Training, Canvas Training, Disability 101 meeting, and Proctor U presentation.</p> <p>The CEC Assistant attended the webinar "Microsoft Word Tips and Tricks".</p> <p>The CEC Assistant/Online Testing Assistant attended the webinar "Who Moved By Cheese".</p> <p>The Media Specialist attended, "Web Browser: Plugins, Security and Malware", "Basic Computer Troubleshooting and Maintenance", "Email Tips and Tricks", "What's New in Windows 8", "What's New in Office 2013", Using PRCC's Style Guide in Electronic Media", Budgeting and Getting Out of Debt".</p> <p>The FCC Librarian attended the MLA Conference held in Natchez and attended the Leadership Breakfast – "Leadership Through Developing, Empowering, and Delegating". Attended the MLA Conference held in Biloxi and attendee the ACRL Spring Meeting in Jackson. Participated in the webinar "Going Beyond Google".</p> <p>The FCC Library Assistant attended the AEOP Winter and Spring Meetings. Participated in the</p>	
--	--	--	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		<p>Word, Publisher, Access, Excel provided by the AEOP.</p> <p>The FCC Learning Lab Coordinator/Online Proctor attended, the LaMsMATYC Confernce at Hinds Community College, "Accessible Web Design", conducted by Rich Baker; and the Faculty Lecture Series, "How Computers are Used in Mathematics". Completed the MSVCC course: "Teaching Effectively Online".</p> <p>The FCC Learning Lab Instructor completed the course "Maximizing grade Center Online" presented by Jenny Baily Jones, attended "Adult, child, and Infant CPR Recertification & AED Recertification 1-3" presented by Nancy Lewis, attended "ABLE Bodies Training", Creating Futures Through Technology Conference, completed Canvas Training. Attended webinars, "Instructor Online Presence", Cool Tools in Canvas", "What are Communication 'Musts' in an Online Class", "Where Can I Find Free Tools for Holding Online Office Hours?", " Social Media Workshop", "Speaking About English Online Conference-Integrated MyLabsPlus in the Course", AdminTools Training for Pearson's MyLabsPlus How to Create Terms, Classes, Etc." Attended Canvas Web Training.</p>	
--	--	---	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Director of Counseling, Advisement, & Placement Center		Supports 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 complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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.				
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 knowledge gained will be used to improve program performance)
1	To organize and supervise counseling, advisement, and placement services with a goal of preparing students for careers or successful transfer to baccalaureate institutions.	Guidance, counseling, and placement activities have been planned, organized, and placed on the college calendar for 2013-2014. Some of those measurable services are: Advisement & registration, college fairs, career fairs, transfer week, and professional development. Participation is the form of measurement.	All activities were conducted on the planned dates.	Careful planning and setting dates in cooperation with the College calendar produces better participation with less overlap and less confusion. The calendar is published, and the office of the President sends reminder e-mails of events.
2	Advisement and registration are ongoing activities on an individual as well as group basis with the objective of helping students achieve success with employability and/or transferability.	Open advisement and registration are scheduled for August 8 and 9, 2013. Career Fair data will be used to measure success with employability and/or transferability.	Open advisement and registration were conducted on the Poplarville Campus August 8 and 9, at the Forrest County and Hancock County Centers on August 1 and 2.	Conducting open advisement and registration on different dates for PRCC's locations was an improvement over fall of 2012.
3	The objective of college fairs, transfer week, job placement workshops, and career fairs is to provide students with opportunities to meet with representatives from colleges, universities, military, and businesses and industries to enhance their transferability, or to assist in	At least 15 organizations which includes colleges/universities and military representatives are expected to participate in college fairs. At least 300 students are expected to participate in the fair	The college fair held on the Poplarville campus in October held a record participation of 37 colleges/universities and military representatives. Student participation was excellent because	The counselor at the Forrest County Center explored other options in advertising and activities to make the event more appealing to freshmen and sophomore students which resulted in the improvement. They have planned to continue to be creative in soliciting

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	reaching their employment/career goals.	<p>on the Poplarville campus and 200 are expected to participate in the event at the Forrest County Center.</p> <p>At least 160 students are expected to participate in the Job Placement Workshop in February 2014, and 75 percent of those participants are expected to agree that they benefited from the program.</p> <p>Twenty businesses with 300 participating students are expected at the Forrest County Center Career Fair in November 2013, and 40 businesses and 800 students are expected to participate in the Poplarville Career Fair in March 2014. Placement in jobs, military, or continued education of career and technical students is expected to meet the State's 80.10 percent requirement.</p>	<p>the event was held in a high traffic area. College fair at the Forrest County Center was held in spring 2014 with 23 colleges/universities and military organizations participating. The academic counselor at the Forrest County Center reported that student participation was improved considerably from the previous year. Over 250 students participated in the college fair at the Forrest County Campus.</p> <p>Approximately 180 students participated in the Job Placement Workshop held on the Poplarville campus in February, and 96 percent of those participants agreed that the program was beneficial.</p> <p>Thirty three businesses and approximately 427 students participated in the November 2013 Career Fair held at the Forrest County Center. Fifty two businesses and approximately 786 students participated in the March 2014 Career Fair held on the Poplarville campus. Placement in jobs or military for Poplarville career and technical graduates/completers was 88 percent. Placement for completer/graduates for the Forrest County Center was 84 percent. Placement for both locations exceeded the State requirement of 80.10 percent.</p>	<p>student participation in the event.</p> <p>The student participation exceeded seating capacity as well as the supply of handouts; therefore, more handouts must be prepared. Also more than one session may be required.</p> <p>The increase in the numbers of business participation at the Forrest County Career Fair was due to the untiring effort by the Counselor of FCC Career and Technical Education Programs who sent letters, e-mails, and made personal calls. Student participation increased at the Forrest County Center fair as well. Business participation at the Poplarville campus remained steady. Student participation was slightly down from the previous year because the fair was held after spring break. It could not have been held earlier in due scheduling conflicts with conferences, the ice storm, as well as Mardi Gras holiday when the College was closed. Plans for the 2015 career fair on the Poplarville campus have been made for improvement. Job placement has improved due to more effort on the part of the instructors and the economy that is slowly improving.</p>
4	Participation in professional development is expected of counselors and the director to enhance performance in all service areas	Measurement of this objective is made by the numbers of memberships in professional	The Director of the Counseling Center participated in the MCA Leadership conference held in	Continued participation and support in professional organizations has been planned for 2014-2015. The faculty members who

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	<p>including retention in a diverse population. Internal and external professional development is required.</p>	<p>organizations, attendance and participation of workshops. Memberships in organizations such as MCA, MCCA, MVCA, and MSCA are required, and 100 percent participation in one or more professional organizations is expected.</p>	<p>Biloxi July 9-12, 2013. The Director of the Counseling Center is president of the MCJCCA conference. Counselors at the Poplarville and Forrest County locations attended the Pine Belt Counselors' Conference in October where the Director of the Counseling Center was chosen by her peers as Community College Counselor of 2013-2014. Additionally, counselors attended MCA in Jackson in November where the Director of the Counseling Center was presented an award for excellence in leadership in the community college counselors association. The Director of the Counseling Center and the Counselor of FCC Career and Technical Education Programs participated in the workshop for MS-CPAS testing conducted in February at Mississippi Gulf Coast Community College. All counselors attended the suicide prevention/intervention workshop held at the Woodall Center in December 2013. Additionally the Director of the Counseling Center and staff conducted three professional development sessions on the Poplarville campus in mental health awareness.</p>	<p>participated in the mental health awareness sessions received information on referral procedures and free services for our students from community resources. Liability and legal issues were also discussed. Handouts were provided. Pine Grove Outreach Center representatives were guest speakers. PRCC school nurse provided information on drugs, medications, and symptoms of emotional instability that was informative for faculty. Additional mental health awareness sessions are planned for 2014-2015 for faculty and for students. A webinar is scheduled for September 9 where counselors will participate. Counselors refer suicidal students to professional experts.</p>
--	---	--	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

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 complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To provide resources to assist the College in accomplishing its mission.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a variety of activities, both friend-raising and fund raising, which will increase public visibility and thus increase interest and financial support in the College through the Office of the Development Foundation and Alumni Association.				
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 knowledge gained will be used to improve program performance)
1	To generate individual and corporate donations to fund student scholarships.	A net increase in five foundation scholarships from fiscal year 2011-2012 to 2012-2013 as documented in the following: Foundation Financial Software Program, PRCC Development Foundation minutes, PRCC annual audit, and PRCC Development Foundation annual audit.	The foundation had a net increase of seven scholarships from fiscal year 2013-2014 as compared to 2012-2013.	The Foundation Board will continue to emphasize giving to student scholarships and will establish a goal and campaign approach to encourage more scholarship support for the 2014-15 fiscal year.
2	To encourage giving toward the Foundation Annual Unrestricted Fund.	A net increase when compared to the previous fiscal year as documented in the following: Foundation Financial Software Program, PRCC Development Foundation minutes, PRCC annual audit, and PRCC Development Foundation annual audit.	The Foundation ended the 2013-14 Annual Campaign Funding at \$58,449.00. This is \$7,753.00 below the 2012-13 Campaign. The Foundation did however finish with the 2013-14 budget operations that were positive and within \$50 of the previous fiscal year.	The Foundation Board has planned to begin the 2014-15 Annual Campaign a few weeks earlier than it did in the previous year in hopes of avoiding some Holiday Dates that have been some conflict. This should allow for more time to contact and follow up with donors and supporters on the annual unrestricted gifts.
3	The PRCC Foundation will promote individual faculty development funding	Greater dollar amount when compared to fiscal year 2011-2012 as documented in the	The Foundation provided \$5,000 for Faculty Development in the 2013-14 Operating Budget which	The Foundation Board decided to continue providing support for Faculty Development in the 2014-15 budget. The budgeted line item for

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		following: Foundation Financial Software Program, PRCC Development Foundation minutes, PRCC annual audit, and PRCC Development Foundation annual audit.	was equal to the prior year. The Foundation encouraged faculty and staff to utilize these funds as needed.	support will remain the same.
4	To provide opportunities for alumni to continue their involvement in the programs of the College.	Show a net increase of 10% of paid members of the PRCC Alumni Association in Fiscal Year 2012-13 as compared to 2011-12. Documentation includes: PRCC Development Foundation minutes, PRCC Alumni Association minutes, Alumni magazine quarterly edition, and RiverSide quarterly publication.	The PRCC Alumni Association showed a 12% growth in the number of paid members as compared to the previous year. The amount of financial dues received increased by 8.2%.	More Alumni Activities are scheduled for the 2014-15 school year that will increase attendance at these events and should ensure growth in alumni financial support.
5	Allocate dollars raised from Alumni Chapter events toward scholarships and endowment.	Increase fiscal year 2012-2013 when compared to 2011-2012. Documentation includes: PRCC Development Foundation minutes, PRCC Alumni Association minutes, Alumni magazine quarterly edition, and RiverSide quarterly publication.	The Forrest/Lamar, Marion/Jeff Davis/ and Hancock County Alumni Chapters all increased their level of support for scholarships for students from their areas as well as increased their chapter scholarship endowments.	The county alumni chapters are seeing greater participation and support for the one or two annual events that each chapter holds in support of scholarship funding. This will certainly see a growth this year and in years to come.
6	The PRCC Foundation will promote unrestricted dollars raised through Alumni Association donations.	Enlarge unrestricted dollar amount when measured against the previous fiscal year. Documentation includes: PRCC Development Foundation minutes, PRCC Alumni Association minutes, Alumni magazine quarterly edition, and RiverSide quarterly publication.	The Alumni Association received \$5,240.00 in Alumni Dues during the 2013-2014 Fiscal Year. This is an increase of \$430.00 compared to the previous year.	Alumni financial campaign efforts are being developed to encourage the local chapter members to become more involved in the financial growth and support of the college alumni association.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

Position: Director of e-Learning		PRCC Strategic Goal(s): 1, 2, 3, 4, 5, 6, 7, 8		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To enhance learning opportunities both within and beyond the traditional classroom in order to guide students, faculty, and staff toward quality educational and service opportunities.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide broader access to the educational opportunities offered by PRCC. Through Distance Education and Instructional Technology, the Office of eLearning provides avenues of learning suited to a variety of learning-styles and lifestyles.				
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	Average retention in PRCC online classes will increase each semester.	MSVCC ET “Overall Success Rate Report” will show that retention in online classes will be 75% or better.	Overall success rate for this academic year is 82%. Summer 2013: 78% Fall 2013: 83% Spring 2014: 85%	Until Fall 2013, the MSVCC ET Overall Success Rate Report was more accurately calculated by including No Show students. After further research our office staff recalculated 2011-2012 and 2012-2013 overall retention and showed that our actual retention rate was higher than previously stated (2011-2012: previously 70%, corrected 76% and 2012-2013: previously 73%, corrected 77%). There was a 5% improvement in overall retention from the previous year. Several changes that were implemented last year were the result of the increase in retention. PRCC implemented a new Learning Management System (Canvas) that provides immediate feedback and constant communication between the students and instructors. Also the Office of eLearning started during the Fall 2013 semester calling every student prior to classes beginning to make sure they had everything they needed to begin their online classes. Fewer withdrawals occurred in the first week of class than in

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

				previous semesters. The office planned to continue this tradition. As for the new year, we are offering live orientations for online students starting Fall 2014. Currently the orientation will not be required because of the lack of personnel in our office. But the orientation will be encouraged. It is hoped that this will also help with increasing our overall retention.
2	Mentor/Support program will be created to provide support to online students.	A mentor/support program will be created to provide better support for the online students.	The only support students have is what our office provides them.	The office is in desperate need of "Support Specialist" positions to help meet this goal. The responsibility of these positions would be to help support our efforts to retain our online students by providing support such as academic/career/technical advisement, technical support, and mentor students by orienting them through the process of taking online classes.
3	An online orientation will be offered to online students each semester to help increase retention in online classes.	Comparing the retention of students who completed the online orientation to the retention rate of those who did not complete the orientation will indicate an overall higher retention for students who actually completed the orientation. (2012/2013 overall retention was 73%.)	An orientation is currently being developed.	A student orientation for online students is currently being developed. The real-time orientation will be implemented for Fall 2014 students. An orientation is needed and the Office of eLearning will be providing real-time orientation sessions to online students as the beginning stages of meeting this objective.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Director of Financial Aid		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 complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To provide those student services in the Division of Student Affairs that will promote and enhance the “comprehensive student development concept” (physical, social, recreational, and educational).				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide financial assistance to enable the achievement of personal, educational, and occupational goals of students.				
OBJECTIVES - 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 knowledge gained will be used to improve program performance)
1	To award financial aid to the PRCC student population based on federally, state, and institutionally determined eligibility and program fund availability to assist them in meeting the costs of their education.	80% of students will complete financial aid documents prior to registration. Determine student eligibility for the type of aid requested and award aid based on the availability of the funds.	Out of 4136 students who applied we had 3202 that completed prior to Fall registration and 579 to complete prior to Spring giving us an 91% completion rate.	Planned to continue to email students in addition to phoning students. The telephone response has truly helped the results.
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.	100% of office personnel will attend professional development related to guidelines. Personnel will keep abreast of federal, state, and institutional updates on policy and procedural changes related to programs through mail, electronic postings and webinars, and by attending vital policy conferences.	100% of office personnel attended some form of training.	Additional training available that would benefit the staff has been identified. The training opportunities have been added to the agenda in an effort to better serve our students.
3	To reformulate an up-to-date written policies and procedures manual to comply with the U. S. Department of Education requirements for the administration of federal assistance programs. The manual will be created as a Web-based resource, allowing for easier, more regular updates to the manual.	The completed manual will be available. Consultation with USA Fund University regarding Federal compliance implications will be acquired. In addition, a comprehensive policies and procedures manual will serve as an effective training tool for future staff members in the Office of	The policies and procedures manual is 90% complete and will serve as a training guide for employees of the Office of Financial Aid.	Planned to continue updates and revisions including pertinent information to the financial aid field.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		Financial Aid.		
--	--	----------------	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Director of Institutional Effectiveness		Supports PRCC Strategic Goal(s): 1, 2, 3, 4, 5, 6, 7, 8		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To provide the College with information, practices, and procedures to meet requirements of the Southern Association of Colleges and Schools Commission on Colleges which will lead to improvements in all areas of the institution.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide support that will assist in the improvement of instructional programs, teaching, leading, and services of the College.				
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 knowledge gained will be used to improve program performance)
1	To prepare Institutional Planning and Effectiveness documents, the Strategic Plan, and Internal Performance Indicators documents.	Collect information and print fall interim reports and final reports.	The Interim report has been printed and bound. Information is still being received for the final report and is anticipated to be bound within the month.	The Institutional Planning and Effectiveness documents, the Strategic Plan, and Internal Performance Indicators Documents have been disseminated throughout the College. The Planning and Effectiveness Committee plans to review each document for updates during Fall 2014.
2	To collaborate with administrators and support services staff, as requested, in developing assessment objectives.	Meet with every administrator and support services staff regarding assessment charts prior to Planning and Effectiveness Committee review.	Throughout the 2014 academic year, met and communicated with all administrators and support services to discuss the process of developing and assessing objectives in each area.	A need was determined to continue to meet with each individual during the Fall 2014 semester based upon requests.
3	To conduct institutional effectiveness activities to promote the improvement of programs, courses, and services.	Provide assessment workshop and timeline for all departments pertaining to the 2013-2014 assessment cycle. Print, distribute, and process all program of study, program, instructional area, and course level assessment charts.	Dropbox is the primary method assessment charts are collected. Assessment workshops were held on each campus discussing the assessment cycle timeline for each area. Individual meetings were held regarding Dropbox, as requested.	Changes were made to the 2014-2015 assessment cycle based upon the 2013-2014 timeline notes.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

4	To assist with the coordination of SACSCOC activities.	Meet with the Vice President for Planning and Institutional Research to review plans to prepare for the accreditation peer review process and reaffirmation committee visit. Attend at least one SACSCOC conference/meeting.	Attended The SACSCOC Institute on Quality Enhancement and Accreditation, SACSCOC Reaffirmation Orientation, and SACSCOC Annual Meeting. Met with the Vice President for Planning and Institutional Research to discuss preparations for the upcoming SACSCOC reaffirmation visit.	It was decided to complete reaffirmation narrative drafts by September 2014. The SACSCOC timeline will be revised as necessary.
---	--	--	---	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Director of Institutional Research		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 complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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.				
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 knowledge gained will be used to improve program performance)
1	To develop and maintain databases to support on-going assessment of College operations and services	Collect and maintain audit files, 10 th day files, grade files, and nSPARC files	FA13 and SP14 files were collected from the IT Dept to be utilized in preparation of various documents	Documents prepared with data from audit files can be utilized in the decision making process.
2	To share with campus personnel regarding assessment, data collection, and statistical analysis	Publish and distribute a minimum of two (2) newsletters. Publish annual Fact book. Disseminate fall 2012 and spring 2013 semester grade distributions	Two (2) newsletters published (Sept. 2013 and May 2014) Factbook prepared and select portions published on website Grade Distributions completed and distributed to appropriate personnel when requested	Newsletters disseminated across campus to communicate updates. Factbook utilized to fill internal/external data requests as needed. Dissemination of grade distributions provided analysis of student performance in various disciplines which can also be utilized for instructor evaluations.
3	To conduct internal surveys (Campus Climate, pre-graduate, post-graduate, etc.) , analyze data, and publish analysis of survey results	Administer annual Campus Climate survey to students and pre and post-graduate surveys	Campus Climate Survey administered in October/November 2013 Pre-Graduate (Exit) Survey administered to students applying for graduation	Campus Climate Survey results were reviewed by the Focus Group Committee and recommendations and an action timeline was completed. Participating students (95.8%) indicated that they were satisfied or very satisfied with their experience at PRCC. Campus Climate Survey planned for Fall 2014. Exit Survey results indicated that 87% percent of students participating would choose PRCC again. Planned to continue survey and try to

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

			Post-Graduate Survey administered to students who graduated in 2012-2013	<p>increase participation through continued use of social media, posted flyers and instructors encouragement for students to complete.</p> <p>Response rates has remained low, although social media avenues have been incorporated in order to reach graduates.</p>
4	To conduct external surveys as directed by the College President and Vice President for Planning and Institutional Research	Collect data and complete external surveys, as assigned	External surveys were completed when assigned.	Appropriate administrators were consulted in order to determine the need and priority for completion of surveys.
5	To collect, develop, and maintain data concerning College Performance Profile	Complete annual College Performance Profile	Annual College Performance Profile information was updated and submitted to MCCB (Mississippi Community College Board)	The College Performance Profile has been published on website and can be utilized for various data requests.
6	To assist with development and coordination of professional development sessions for faculty and staff.	Implement at least one professional development session for faculty and professional staff and one session for support staff per year.	<p>The annual August Faculty/Staff Orientation was implemented. Departmental sessions were offered for Poplarville and Hancock faculty at the Poplarville Campus, and departmental sessions were provided at the Forrest County Center.</p> <p>Three (3) professional development sessions were offered for Support Staff across campuses (FA13).</p> <p>Five (5) faculty/professional staff sharing sessions conducted for Poplarville/Hancock(FA13); Nine (9) faculty/staff sharing sessions were provided for Poplarville/Hancock SP14.</p> <p>Five (5) faculty sessions provided at the Forrest County Center.</p>	<p>Evaluations indicated that 92% of faculty/staff were satisfied with the format of the sessions and 92% were satisfied with the panel discussion/topics. The professional development committee decided to review and discuss recommendations received from faculty/staff. It was determined that the topic of instructional technology should be addressed.</p> <p>Overall evaluation of participating support staff indicated that 87% of Poplarville support staff and 82% Forrest County Center support staff found the sessions to be above average. Suggestions/recommendations of staff were reviewed by the Professional Development Committee.</p> <p>Ninety-nine percent (99%) of participating faculty/staff indicated that the information provided in these sessions was useful for instructional practices and/or their offices.</p> <p>Evaluations indicated that 99% of the Forrest County Center faculty/staff found information useful for instructional practices or office.</p>

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

				Planned to request suggested /needed topics for 2014-2015 for all areas.
--	--	--	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Director of Physical Plant		Supports PRCC Strategic Goal(s): 2, 3, 4, 5		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To provide physical resources and facilities in order to support the educational programs, support services, and activities of the College.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To increase the access to and the quality and efficiency of campus physical resources and to develop and maintain a transportation system that meets the travel needs of students, faculty, and staff at PRCC.				
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 knowledge gained will be used to improve program performance)
1	To maintain the accessibility and cleanliness of all buildings.	Inspection and evaluation by janitorial supervisor weekly.	1.Weekly inspection and evaluation process so buildings was conducted..	1. Chose to prioritize results to improve successful outcomes.
2	To provide routine preventative maintenance of all buildings.	Inspection and evaluation by supervisor of maintenance and contractors.	2. Preventive maintenance and repairs completed as needed	2. Planned to improve efficiency and minimize down time for projects.
3	To maintain campus grounds.	Inspection and evaluation by appropriate personnel.	3. Daily assessment of attractive, neat grounds	3. Evaluation of personnel.
4	To maintain all utilities.	Inspection and evaluation by appropriate personnel (Public Service Commission, Fire Marshal, etc.	4. Inspection findings repaired thereby 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.	Constant inspections leading to request for improvements.	5. Request submitted for budget approval.	5. Implemented need requests upon approval of necessary funding.
6	To plan and identify long range needs.	Inspection and evaluation by appropriate personnel (contractor, engineers, staff).	6. Plan of action ready for activation upon availability of funds.	6. Planned daily staff meetings to attend education seminars as identified.
7	To provide a safe and quality transportation	Schedule use of vehicles for	7. Published weekly travel	7. Used number travel requests, budget

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

	system as it relates to approved travel for students, faculty, and staff.	approved travel.	requests, reviewed budget monthly, and made reports related to mileage to Business Office.	expenditures, and amount of mileage to determine additional need for upcoming year.
8	To employ efficient and effective mechanic personnel.	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.	Purchase of new vehicles on regular basis as budget permits.	9. Review budget related to number of needed vehicles	9. Made changes related to requests for vehicles, amount charged for mileage, and reporting procedures related to transportation. Implemented the use of rental vehicles to reduce the pressure on fleet vehicles.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Director of Public Relations		Supports PRCC Strategic Goal(s): 2, 4, 7		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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.				
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 knowledge gained will be used to improve program performance)
1	To enhance the image of public perception of the college by sending news releases to all media: print, TV and radio on all college activities, while encouraging them to use the items in their calendars and on their media websites.	Print media are sent 20-25 news items per month for publication. TV media are sent minimum of 2 coverage items per month. School calendar of events sent weekly to media for online calendars.	More than 100 news and sports items were sent to media outlets. Some 90 percent were used in some form as full stories or brief items. TV advisories resulted in average of one visit to one of our campuses each month.	Office logs are kept to determine what publications utilize PRCC news and sports releases. Items that are not used by publications and are resent. If they are not used at all, inquiries are made to find out if they are received and to obtain a reason why they were not used. Actions are planned to see they get publicized and act accordingly.
2	To enhance the image and student perception of the college.	Increase interest in the college through video of events that include faculty, staff and students and then have them posted on the school's website and Facebook pages.	Increased visibility to potential students, as well as enhanced the public image of the College throughout the state. Latest Facebook numbers show PRCC site with more than 6,500 likes and more than 10,300 visits this year.	Planned for the school website includes the College's video broadcasts of college events, especially those in the new Brownstone Center for the Arts. Videos from school events also posted on YouTube and the school Facebook site for perspective students to view.
3	To improve and expand advertising efforts to enhance the image and student perception of the college.	Balance advertising efforts on television, newspaper and magazine ads on radio and in high-traffic areas throughout the district, as well as increase the use of online ads via media outlets.	Increased interest with potential students, resulting in an increase of applications for admission.	A decision was made to evaluate effectiveness of advertising efforts through informal discussions with faculty and students, as well as college recruiters. Changes are coming as ongoing survey of students indicates changes in how students receive news and information about the college.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

4	To participate in professional growth and information gathering opportunities.	Maintain contact with public relations organizations and attend PR seminars that can assist department in doing a better job.	Increased use of information sessions at PR seminars, resulting in a better awareness of what PRCC offers and ways to obtain the information.	Planned to evaluate effectiveness of new advertising techniques learned at these PR seminars.
5	To enhance the image and student perception of the college through the use of information brochures, news letters, magazines and the school newspaper.	Update, print, distribute literature to increase interest in the college. Then review outlets to see that materials are distributed.	Printed information distributed via local shopping mall carts, PRCC racks in local retail outlets, and mail outs to increase visibility with potential students. Materials are also made available at career and job fairs, as well as alumni functions throughout the PRCC district.	Decided to continue evaluating effectiveness of distributing print information and determined that it is a viable tool for getting information out about the College. One way this occurs is through Facebook, as well as other social media sites and posting printed materials on our website.
6	To enhance the school's social media presence through avenues such as Facebook, Instagram and Twitter.	Provide daily updates and checks to make sure materials are posted.	All news and sports releases are posted on the school's Facebook page, as well as Instagram and twitter.	Planned to evaluate effectiveness of posting news and sports releases on all social media sites. Determined that it would be effective to increase our presence on all these sites with pictures, stories and videos, making sure that the site is well monitored on a daily basis and all materials are relevant to the school's mission.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Director of Recruitment and 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 complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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.				
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 knowledge gained will be used to improve program performance)
1	To increase enrollment.	Enrollment will increase by 2.5%.	For the Fall 2013 semester, the enrollment headcount dropped by 5.7%. For Spring 2014, it decreased by 8.6%. The Office of Recruitment and Orientation instituted a phone call campaign for the Fall 2013 semester. The staff contacted 337 students who had applied to the college but had not registered for classes yet as of the week prior to classes starting. During the 2014 summer ROAR sessions, PRCC staff oriented and registered 1,003 students.	Planned to improve efforts to increase enrollment which is the primary focus of the Office of Recruitment and Orientation. These plans included a phone call campaign and expansion of the new student orientation process (ROAR). The ROAR new student orientation process was expanded to include additional faculty and staff.
2	To improve and expand recruiting efforts.	Participate in at least 15 recruitment events throughout PRCC's district each semester. Host at least 3 on-campus events for prospective students each	The Office of Recruitment organized PRCC's involvement in 44 recruitment events/college fairs at district high schools and career/technical centers. The staff also hosted/supported 7 on-campus events focused on	Participating in events at district high schools and career/technical centers is essential to making contact and positive impressions on a large number of prospective students. The office plans to continue its involvement in these events. Hosting prospective students for on-campus events is a vital way of showcasing what PRCC

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		<p>semester.</p> <p>Communicate with prospective students through at least 1 mass mail out/email newsletter each semester.</p> <p>Increase the number of campus tours provided to prospective students by 5%.</p>	<p>bringing district high school students to one of PRCC's campuses.</p> <p>The office staff also executed one large mail out in the Fall 2013 semester to 2,855 district high school seniors. This mail out was a promotional card for Wildcat Fest. Another mail out of 2,187 postcards was made in Spring 2014 promoting the new student orientation process. The staff also sent out an email campaign to 1,337 students who requested additional information while attending local college fairs/events. Of these email recipients, 387 students opened the email and 36 of them clicked on the link to submit an admissions application.</p> <p>The office staff and the student recruitment team, the River Navigators, provided Poplarville campus tours to 179 prospective students. The staff also gave four larger group tours to three high schools and one alumni group.</p>	<p>has to offer. The office plans to continue these established recruitment events and will research additional on-campus event options.</p> <p>Both physical mail and electronic mail are beneficial ways to communicate with prospective students. The office plans to continue these forms of communication and plans to include additional mail outs in the future.</p> <p>Based on previous research, survey results from campus tours, and the number of students who submit an admissions/scholarship/housing application before leaving from a campus tour, it is evident that campus tours directly impact a student's college decision. The office will strive to continue to promote and improve the campus tour process.</p>
3	To improve and update recruiting materials to attract students.	Produce and distribute at least 1 new general recruitment brochure. Create new brochures showcasing all of PRCC's programs of study.	One main two-side recruitment brochure was created and distributed at all PRCC on- and off-campus recruitment events. Over 2,750 brochures were distributed. Also, several new flyers were created to better communicate PRCC information at recruitment events.	The Office of Recruitment made plans for a new general brochure to promote PRCC during Fall 2014 recruitment events.
4	To cultivate relationships with PRCC's district high school and career/technical center counselors.	Meet with each high school/CT center's counselors at least once each year.	The PRCC recruiters successfully met with all but one counselor this year.	<p>The office plans to continue to meet with and communicate with all district high school/CTE counselors.</p> <p>Counselor's Day continues to be a success. The staff plans to continue offering this</p>

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		Host at least 1 special activity specifically for area counselors and high school personnel.	The office hosted the annual Counselor's Day on February 14 and had 35 district counselors in attendance.	program.
--	--	--	---	----------

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Director of Student Life		Supports PRCC Strategic Goal(s): 2, 6, 7		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 knowledge gained will be used to improve program performance)
1	To conduct meaningful and significant research in all areas of concern to the Student Life Division.	- Set up feedback boxes for students concerning likes, dislikes, or new ideas for student activities. - Director of Student Life will research updated ideas and activities to encourage student involvement.	New activities proved to be a success on campus this year. The office of student life received positive feedback from students.	The office of Student Life will continue to research new and exciting ideas for student activities in order to meet the changing needs of our students. It is important for students to get involved with student life on campus and student activities plays a major role in that aspect of the college experience.
2	To maintain facilities, provide services and promote programs on our campus that are responsive to student developmental needs and to the physical, social, recreational and continuing education needs of the campus community.	- Student Activities calendar will be provided to faculty and students each semester outlining all events for the entire semester - Monthly meetings with those faculty members over student organizations on campus to discuss student involvement and progress.	The student activities calendar was important and helpful to students involved on campus. The use of social media was also important in distributing information. Student organizations were more involved this year. We held our first student organization fair which proved to be a success for students that wanted to get involved.	The Office of Student Life will continue to improve on and distribute a student activity calendar for each semester. The student organization fair will be held in the Great Hall for the second year in to allow students the opportunity to get involved with campus life.
3	To provide opportunities for a variety of activities that may contribute to individual physical fitness.	- Director of Student Life will have weekly meeting to discuss	The Office of Student Life promoted involvement through	The office of Student Life will utilize Shivers Gym in the 2014-2015 school year which will

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		<p>intramural activities and upcoming events for students.</p> <p>- Seasonal intramural activities and feedback from students through email with the Intramural director.</p>	intramural activities on campus.	help with the improvement of our intramural programs at PRCC.
4	To assist institutional retention efforts through a variety of student activities that meet the needs of all students	<p>- Weekly meetings with student groups and organizations (SGA) to discuss new ideas and activities for a variety of students.</p> <p>- Provide students with an opportunity to voice their opinion about activities and events on campus each semester.</p>	<p>SGA did an excellent job with student activities this year and assisted with the implantation of new activities for student life on campus.</p> <p>SGA met weekly to discuss upcoming activities for the following month. Students were allowed to voice their opinions and give feedback for future campus activities.</p>	SGA along with other student organizations will continue to assist in the improvement of student life on campus which will be beneficial for student involvement.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Director of Student Support Services		Supports PRCC Strategic Goal(s): 1, 2		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To help disadvantaged students find success in college by offering the following services: tutoring, financial aid advising, educational, career, and personal advising, and transfer assistance.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide academic support for disadvantaged students in the areas of remedial education and student services.				
OBJECTIVES - 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 knowledge gained will be used to improve program performance)
1	To assure 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 rate of 60% for those students who persisted in their education from one academic year to the beginning of the next academic year. IT will generate data from the previous academic year.	97 % (162 out of 165).	Results were used to monitor and improve retention efforts of students in Student Support Services. New outreach strategies have been planned to implement beginning Fall 2014. The Student Support Services staff determined a need to attend workshops regarding retention.
2	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.	78% of all enrolled participants served by SSS will meet the performance level of “good academic standing” at PRCC. Mid-term and final grade reports from instructors at PRCC. IT will provide data from the previous academic year.	92% (154 out of 167) of our students served this period achieved the performance level required to stay in good academic standing. Data from IT Department.	Results were used to evaluate overall academic performance of students and create activities encouraging higher student performance.
3	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,	Two-thirds (66%) of the 160 required number of students served each year will be low-income students with disabilities and students who are low-income and first generation. SSS	More than two-thirds (2/3) of our participants (74%) were low-income individuals with disabilities and/or low-income individuals who are first generation. More than one-third (51%) were low-income	Planned to increase marketing campaign of the program with area high school counselors.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

	and students with disabilities to achieve the project enrollment. 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.	enrollment figures and number of active students served (Student Access Performance Report Generator 2011-2012). Data from the previous academic year.	individuals with disabilities.	
--	---	--	--------------------------------	--

NOTE:

Since Student Support Services graduation and transfer goals are developed for a four year period (and not annually), as required in our federally funded project, they will not be reported on in this assessment report. For this project period (2010-2015) we have until 2014 to meet these goals and report them to federal TRIO programs, US Department of Education.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: President		Supports PRCC Strategic Goal(s): 1, 2, 3, 4, 5, 6, 7, 8		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To provide visionary leadership and managerial guidance to insure the accomplishment of the published institutional goals.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To direct the fulfillment of the institutional mission.				
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 knowledge gained will be used to improve program performance)
1	Evaluate enrollment trends in light of federal financial aid changes and demise of recession-era students.	Determine potential for college-wide enrollment using demographic data.	A demographic study of the district was completed by an external consultant.	The study made enrollment projections based on population trends involving various student groups. These trends will help the college in assessing employee and facility needs.
2	Begin to finalize strategies for implementing improved retention and advisement practices based on Title III grant strategies.	Develop long-range plan of action for advisement and retention.	The Title III grant has helped the college assess advisement and retention needs especially for pre-core students.	Going forward, after the grant expires on September 30, 2014, the college planned to create a new unit to focus on servicing the needs of pre-core students. The unit will also focus on developing a first-year experience for all students.
3	Develop strategies to recruit, admit and serve new students.	Using strategies identified at Administrative Council retreat, develop plan of action to be implemented prior to the 2013-2014 school year.	Numerous discussions were held with various college groups to determine the depth of certain student markets and the focus of marketing the college in the future.	A second recruiter was added and a strategy for increasing the college's marketing efforts were incorporated into the recruiting campaign. Also, the Recruitment & Orientation Department was moved under the supervision of the VP for Community & Economic Development to align the Department more closely with the Public Relations Department.
4	Identify potential new areas for programming for the Hancock Center.	Develop action plans for new programs that will provide job opportunities for Hancock Center students.	On-going discussions with various internal and external groups indicate several program clusters that are possibilities for the future.	Program possibilities exist in aerospace, marine science, gaming and health care. A non-credit program in pipe-fitting was added at the request of the ship building industry.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

5	Develop new film production program for the Poplarville campus.	Implement new film production program for the Poplarville campus.	Based on growth of the film industry in Mississippi and the New Orleans area, the college developed a plan for the implementation of a credit program in film production.	Program approval was submitted and received from the Mississippi Community College Board and Southern Association of College Schools Commission on Colleges. The program is
6	Develop new Electro-Neuro Diagnostic Technician Program for the Forrest County Center.	Begin implementing new END program for the FCC.	Based on a request from Hattiesburg Clinic to develop this program, the college developed a plan for the implementation of a credit program for END.	Program approval was submitted and received from the Mississippi Community College Board and Southern Association of Colleges Schools Commission on Colleges. Lack of financial support for this program has caused the college to postpone implementation of the program.
7	Evaluate classroom utilization on each campus.	Determine the extent to which available classroom space is being utilized.	New Master Plans initiated for Poplarville and Forrest County Center to determine new building needs as well as renovation and utilization of existing facilities.	Based on completion of the Master Plan for the FCC, the Board of Trustees approved the Plan for future development of the campus. The Master Plan for the Poplarville Campus is still in progress.
8	Develop long-range planning process for development of the Hancock Center.	Identify and seek potential funding sources for the new Hancock Center campus.	A prospectus for the future development of a campus site for the Hancock Center was developed.	Based on the prospectus, a proposal was submitted to the Go Coast 2020 committee for consideration of funding from the RESTORE Act.
9	Pre-plan for new facilities on the Poplarville campus.	Develop initial plans and cost estimates for a new science laboratory building and cafeteria remodeling.	Proposals were received by the Bureau of Buildings for the renovation and addition to the Science & Mathematics Building on the Poplarville campus.	The Bureau of Buildings assigned the task of pre-planning the new Mathematics and Science complex to the architectural firm of Eley, Guild and Hardy. The planning is underway.
10	Pre-plan for a new academic center/library for the FCC.	Develop initial plans and cost estimates for a new academic/library building for the FCC.	A new Master Plan for the Forrest County Campus was developed by Albert and Associates. The academic/library building was included in the plan.	The location and projected footprint of the new building was included in the new Master Plan.
11	Pre-plan for the renovation/expansion of athletic facilities for softball, baseball, soccer.	Develop plans that will enlarge and enhance athletic facilities.	The Board of Trustees approved in the E&I Budget for 2014-2015 funds for a fieldhouse for the softball program.	Discussions have been initiated and preliminary plans made for the scope and layout of the fieldhouse.
12	Develop first year schedule of events for the Brownstone Center.	Determine appropriate programming and needed resources.	A year-long series of events were offered to students and the public. Sponsorships were sold for the series.	The Brownstone events were well-attended and well-received by the public and by the PRCC students. The college has received much encouragement to continue the series of programming into the future.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

13	Develop long-range plan for improving student activities program.	Define new programs and facilities to foster participation in student activities.	The delay in the completion of the new M.R. White Coliseum caused a postponement in the availability of the Shivers Gymnasium for use as a student activities facility.	The VP for the Poplarville campus and his staff have continued discussions and planning regarding the expansion of the student activities program once Shivers Gymnasium becomes available for this purpose.
14	Evaluate current level for workforce education programming.	Determine if current workforce education programming is adequate to meet needs of local business & industry.	Workforce data from the MCCB indicates that the college has the potential to expand its workforce offerings.	Discussions initiated regarding how to maximize the programming capabilities of the Woodall Center and how to better market the facility.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Title III Director		Supports PRCC Strategic Goal(s): 1, 2, 3, 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 complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: The Pearl River Community College Title III 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.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide support that will assist in the improvement of instructional programs, teaching, learning, and services of the College.				
OBJECTIVES - 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 knowledge gained will be used to improve program performance)
1	By June 2014, the percentage of students in pilot (Supplemental Instruction) SI Psychology, World Civ., & Biology receiving a grade of C or higher will be at least 10 percentage points higher than like control groups.		Objective 1 - Combined pass rates for Spring 2014 and Fall 2013 semesters were strong. SI Attendees outperformed non-attendees by more than ten percentage points in World Civilizations (70% vs 40%) and Psychology (76% vs 59%), and outperformed a like-instructor control group by at least five percentage points in all areas: World Civilizations (70% vs 32%), Psychology (76% vs 68%) and Biology (65% vs 60%). The SI courses as a whole outperformed like-instructor control courses by fifteen percentage points in World Civilizations (47% vs 32%) and eight percentage points in Biology (68% vs 60%). While the pilot course in SI Psychology's success rate was only 64% when looking at all students enrolled in the course,	SI pilot outcomes for these three gatekeeper courses were successful across both campuses. Faculty of these courses were surveyed to determine interest in continuing with SI for the upcoming academic year (2014-2015). Instructors of Biology and Psychology indicated interest. As the grant will conclude in September of this year, we are also reaching out to faculty of other courses with high DWF rates to see who might be interested in incorporating SI into their designated courses. Thus far, Spanish I, Computer Concepts, and Geography have indicated interest. Feasibility and student availability for these courses will be determined. We are also exploring other support options for helping students succeed.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		<p>those who attended SI succeeded at a rate of 76%. We consider the objective met in these areas.</p>	
	<p>1a. By December 2013, at least 72% of students in Supplemental Instruction (SI) Psychology, World Civ., & Biology succeed (grade of C or higher) baseline average 62%.</p>	<p>1a. In the Fall of 2013, 127 students participated in SI Psychology courses, and 93 passed (73.23%). We met our Performance Measure in SI Psychology. For SI Biology courses, 158 students participated in SI with 116 passing (73.42%). Biology sessions were our most consistently attended SI sessions, and many of the students who attended struggled with the class. We met our Performance Measure in SI Biology. SI World Civilization had a surprisingly low pass rate, with only 57 of 131 students passing (43.51%). We did not meet our Performance Measure in SI World Civilization. However, those students who attended SI sessions in World Civilizations passed at a rate of 68%, as opposed to 40% in the control group and 44% in the SI World Civilizations course as a whole. Such a sizable increase leads us to be optimistic about the effectiveness of SI World Civilizations.</p>	
	<p>1b. By December 2013 and June 2014, at least 75% of surveyed students in SI courses indicate SI sessions helped them succeed.</p>	<p>1b. Results: Fall 2013 For students who attended SI and completed the SI Satisfaction Survey across both campuses, 70% indicated satisfaction with World Civilization, 79% indicated satisfaction with Biology, and 71% indicated satisfaction with Psychology. While the measure was 75% and this was only realized in Biology, both World Civilization and Psychology were within 4 percentage points of</p>	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

			<p>meeting this goal.</p> <p>Results: Spring 2014 This semester, we made use of an eight-item SI satisfaction questionnaire for the first time. Questions were 5-point Likert Items, with 5 representing maximum agreement and satisfaction. Overall satisfaction is measured by the average of these eight questions, with an average score of 4 or more indicating satisfaction.</p> <p>Across both campuses, SI Sessions had high overall satisfaction: Biology (86.79%), Psychology (87.50%), and World Civilizations (93.75%). We exceeded our objective with all areas. Overall, student satisfaction with Supplemental Instruction was extremely high. The average of all satisfaction ratings was 4.64 out of 5 in Biology, 4.47 out of 5 in Psychology, and 4.60 out of 5 in World Civilizations, all excellent ratings. Note that World Civilizations was not offered at the FCC, so its combined numbers are identical to its Poplarville numbers.</p>	
2	By August 2014, at least 24.2% of the Fall 2012 Cohort (pilot) at Forrest County Center (FCC) will graduate or transfer into a four year program compared to 2007 graduation/transfer rate of 18.2%	2a. By January 2014, at least 80% of the 2010 Second Year Cohort students at Forrest County create an electronic education and career planning e-portfolio with a graduation/transfer emphasis (baseline F2007 = 0%).	<p>Objective 2 - To be reported September 2014</p> <p>2a. By January 2014, 47 out of 134 students in our cohort had applied for e-portfolio accounts (35.07%), and 38 of those had gone on to create their e-portfolios (28.36%). We did not meet our Performance Indicator in this area. An additional 69 students who were not in our cohort applied for e-portfolio accounts, and many attended</p>	<p>While the overall results of this objective were not met, we have worked to identify possible processes that will help to increase the graduation/transfer rates of students through the use of online advising tools piloted through Title III.</p> <p>All incoming freshmen enrolled in the new LLS 1313 orientation course will create an e-portfolio as a class assignment. This will allow the instructor to approve the content and assist students in understanding the value of maintaining their e-portfolio as related to future employment and transferring to senior</p>

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		<p>workshops where they began creating their e-portfolios.</p> <p>Anecdotal note: Since piloting e-portfolios in the Fall 2012 semester, we have noted that unless creating an e-portfolio is part of a course assignment, students rarely opt to create an e-portfolio. While we strive to engage cohort members to develop their account, few choose to participate. We have offered gift cards as incentives and made personal contacts in efforts to get cohort members to commit but to little avail. However, we have reached out to FCC faculty at large to incorporate e-portfolios as course assignments offering two workshops to aid in the process. Following is an account of our efforts with non-cohort members.</p> <p>Non-Cohort Students - Faculty at the FCC were introduced to student e-Portfolios during the professional development days at the beginning of the fall 2013 semester. Examples were shown and the process for utilizing this tool was explained – to increase graduation/transfer rates and to increase employment opportunities for students entering the workforce. Prior pilot experience has shown that incorporating the creation of an e-Portfolio as a course assignment is more effective than randomly encouraging students to visit the SSC to create an account. Course assignments also allow the instructor to customize the desired contents.</p> <p>During the fall semester the following groups participated: Business Office Technology,</p>	institutions.
--	--	--	---------------

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		<p>Surgical Technology, Physical Assistant Technology, Dental Assistant Technology, and one section of College Study Skills. Two workshops were conducted, the first being an introduction and in the second, the technical aspects were explained. Peer Mentors also participated in these technical workshops to assist students in uploading content to their account. Students were also encouraged to visit the SSC for additional assistance. Most participating instructors assigned a grade value for completion. A total of 44 e-Portfolios accounts were created with an overall mean satisfaction of the experience being 4.73 of 5.0.</p> <p>2b. By June 2014, at least 80% of the Second Year Cohort (pilot) at Forrest County access new online advising/support services customized for Second Year students.</p> <p>2c. By June 2014, at least 80% of the Second Year Cohort (pilot) at Forrest County report satisfaction with new advising and support services.</p> <p>Anecdotal: In the spring semester, the FCC Learning Specialist met with the peer mentors on that campus to assign them cohort members for the purpose of engaging them in services offered through the SSC. Additionally mass communication efforts were employed to reach this targeted group. The FCC Learning</p>	<p>2b. Results: Of the remaining members of the 2nd Year Cohort (38 of 134), 32 or 84.21% accessed new online advising/support services customized for second year students.</p> <p>2c. Results: For the 2nd Year Cohort members who utilized our services in the spring semester, 84.21% reported satisfaction with the new advising and support services.</p> <p>With Title III pilots, we found it very difficult to engage 2nd year students of our targeted pilot in the use of online tools for graduation and transfer services. Our goal is to work with the VP of General Education & Technology to promote these tools/services as part of graduation requirements and to incorporate in faculty advising processes. As the college begins its next SACSCOC Quality Enhancement Plan, key personnel will be informed of these tools and means of incorporating them in future services will be explored. Professional staff in the areas of student services areas will also be made aware of these tools to include the PRCC Career Guide and the PRCC Transfer Guide (print and online versions) developed as part of the grant pilots, the electronic Degree Evaluation now available for all students, online career explorations tools, and online learning styles and personality type assessments.</p>
--	--	--	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

			<p>Specialist revamped her attempts to engage the 2nd year cohort students by focusing on graduation and transfer services as opposed to specific online tools used in the first semesters. As reported since Fall 2013, the FCC 2nd Year Cohort has continued to dwindle each semester that we have tracked them. We have had little success with getting them to engage in our services. As frustrating as this has been, the good news is that things are being put in place for the fall 2014 semester that will hopefully prevent this negative scenario from reoccurring. In the fall, a mandatory summer orientation session will be required of all entering freshmen which will be the initial advising experience. All entering freshmen identified as being Pre-Core will be required to take LLS 1313 – a three hour orientation course focusing on success strategies. All Pre-Core students will be assigned a faculty advisor. Each of these new processes reflect success strategies nationally, so we are hopeful the impact at PRCC will be positive and completion/graduation rates for at risk students will significantly improve.</p>	
3	<p>By September 2014, overall retention for first-time entering students increases at least by 6 percentage points (from 47.6% to 53.6%)</p>	<p>3a. By June 2014, the average success rate (C or higher) in high risk developmental courses increases by five percentage points as a result of interventions.</p> <p>3b. By June 2014, the average success rate (C or higher) in high risk general education courses increases by five percentage points as a result</p>	<p>Objective 3 & Performance Measures 3a. and 3b - To be reported September 2014</p>	

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		of interventions.		
4	By June 2014, the overall graduation/transfer rate (18.2%) increases by 6 percentage points.	<p>4a. By June 2014, at least 70% of first year and second year cohorts develop an education and career plan.</p> <p>4b. By June 2014, 70% of second year cohorts utilize the degree audit and transfer evaluation technology</p>	<p>Objective 4 - To be reported September 2014</p> <p>4a. Results: By June 2014, 48 of the original 134 1st and 2nd Year Cohort members created e-portfolio accounts (35.82%), and 38 of those had gone on to create their e-portfolios (28.36%). We did not meet our Performance Measure in this area. Positively, in the Fall 2013 and Spring 2014 semesters, an additional 127 non-cohort students applied for e-portfolio accounts, and many attended workshops where they began creating their e-portfolios. To date 39% of the non-cohort members have completed 60% or more of their e-portfolios. Anecdotal: As noted in previous years, unless the e-portfolio is required as a class assignment, students rarely are motivated to create and build their account by choice, many citing lack of time and interest as reasons for not taking advantage of the online tool. Beginning in the Fall 2014 semester, e-portfolio creations and completion will be a required assignment of the new LLS 1313 orientation course which will heavily target incoming freshmen.</p> <p>4b. Results: As noted in the PRCCY5 2nd Semester FCC Descriptive Analysis report, 60 of the original 134 1st Year Cohort students were identified at the beginning of the fall 2013 semester. Of those 60, those now identified as the 2nd Year cohort</p>	Outcomes from Performance Measures 4a and 4b are related to measures for 2a and 2b, and thus ideas for using this knowledge are outlined above.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		<p>members, 11.67% utilized the degree evaluation technology. This Performance Measure was not met.</p> <p>While we had little success with cohort members, non-cohort students (130 in the fall 2013 semester; 166 in the spring 2014 semester) utilized the degree evaluation as part of their advising and career planning process. This was an increase of 27.7% usage over these two semesters.</p> <p>Anecdotal: Many technical problems were encountered with the software which was repeatedly reported to our IT department. IT reported that the CAPP module of Banner was no longer enhanced as it was being phased out by Ellucian as a degree evaluation module. However, IT worked to keep this process functional for the duration of the grant. The college is exploring other options for conducting degree evaluation, but at the time of this report, funding was not available for such a purchase.</p>	
--	--	---	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Vice President for Business and Administrative Services			Supports PRCC Strategic Goal(s): 2, 4	
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To provide necessary funding to support the educational mission of the college for operations and capital improvements. To coordinate the development of budgets and monitor results. To maintain financial records in accordance with national and state standards.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To support, through adequate funding levels, the mission of the College.				
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 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 where projected revenues equal projected revenues. Produce annual financial audit report with no audit findings. Produce annual financial statements that demonstrate revenue sources that exceed annual expenditures.	Balanced budget for FY 2015 presented to Board June 17, 2014. FY 2013 Financial Audit presented to Board with one finding. FY 2013 annual audit demonstrates that institution remains financially stable with annual revenues supporting annual expenditures.	FY 2015 balanced budget provided financial guidelines for institution to support operations while maintaining financial integrity. Corrective action plan instituted to remedy matter of finding. Provided institution with view of financial trends that may dictate potential need for adjustments to current financial course.
2	To assure financial stability of college	Produce annual financial statements that demonstrate positive operating fund balances.	FY 2013 financial audit supports a positive operating fund balance.	Decided that the condition of the institution's operating fund balances will determine the course of financial planning and performance throughout the fiscal year.
3	To evaluate capital improvement needs of the college and provide necessary funds to meet those needs.	Produce an annual Enlargement & Improvement (E&I) budget where projected E&I expenditures equal projected E&I revenues.	The FY 2015 E&I budget is reconciled with projected revenues equating to projected expenditures.	Made plans for a reconciled E&I budget to provide an avenue to achieve planned capital improvements within budget and financial capability of the institution.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Vice President for Economic and Community Development		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 complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To administer the career and technical programs of the College and oversee allied health programs, workforce education, government relations, and related development foundation contributions.				
RELATIONSHIP OF UNIT TO PRCC MISSION: The Office of Vice President for Economic and Community Development directly supports the College Mission of providing quality education and service opportunities.				
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 knowledge gained will be used to improve program performance)
1	Foster effective relationships with local elected officials to maintain positive governmental relations for the Pearl River Community College.	A. Schedule 3 annual events with local, regional and state elected officials. B. Attend 1 Mississippi Legislative Budget Hearings as well as any policy related hearings that affect Mississippi Community Colleges.	A. 1) MACJC Legislative Workshop on June 8-11. 2)House Appropriations Chairman Frierson and House Workforce Development Committee Co-Chair Ladner July 15 campus visit. 3) Washington DC meeting with Senators Cochran and Wicker and Congressmen Palazzo, Thompson, Harper and Nunnelee. B. 1) House Appropriations meeting February 19. 2) SWIB legislation bill March 18	A. Maintaining positive relationships with state and federal level policy makers, between government offices, local campuses and our neighbors, and working collaboratively with community groups improves the education experience of our students. B. Monitor legislation that is beneficial, or negative to PRCC, expand and maintain financial opportunities for the college and foster working relationships with elected officials and government agencies. Ensure understanding of college programs and initiatives, policy makers' attitudes toward issues in education, and identify the educational expectations for their students.
2	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, leadership, etc. B. Number of workforce training projects administered should	A. Annual professional development conference for CTE and Workforce August 12-13. B. A total of 53 workforce projects were administered by the	PRCC strives to address issues such as improving wage gains for citizens by working with local business and industry to offer training that can keep employees' salary level as high as possible. PRCC does both place based training that is

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		<p>exceed 40.</p> <p>C. Number of participants should exceed 5000.</p>	<p>Workforce Education Department.</p> <p>C. Total participants served for FY 2013 exceeded 6,525.</p>	<p>industry specific as well as sector based training that is specific to an industry to help match individuals to high demand, high wage jobs.</p>
3	<p>To create short term demand driven training opportunities for individual experiencing career changes or for industries that have high demands for skilled workers.</p>	<p>A. WIN Job Center Computer Program training to at least 150 participants..</p> <p>B. Provide WIA Dislocated Worker Counseling opportunities to a minimum of 250 of those in need.</p>	<p>A. WIN Job Center offered Office Technology Training to 177 individuals</p> <p>B. A total of 602 adult and dislocated workers were served under the Workforce Coordinator Program. For fiscal year 2014, PRCC served 116 WIA students enrolled in 30 different Career, Technical, Allied Health, and Workforce programs.</p>	<p>Workforce development is a necessary component of economic and community development. When the skill levels for crafts, trades, and professions changes rapidly, citizens need an avenue to learn at an aggressive pace in order to stay abreast of the field.</p>
4	<p>To provide an Adult Education Program that serves the needs of persons attempting to acquire the basic skills necessary to become employable, advance their educational level and/or receive a GED.</p>	<p>A. Grant more than 300 GED's.</p> <p>B. Enroll at least 50% of the GED graduates in credit or non credit skills classes at PRCC.</p> <p>C. Classes to prepare individuals with the academic skills necessary to pass the GED test offered in all six counties served by PRCC.</p>	<p>A. The total number served in Adult Education for the 2013-14 schoolyear was 831. 208 students earned their GED.</p> <p>B. A total of 541 ABE graduates are enrolled in credit programs at PRCC.</p> <p>C. Each county in PRCC's district is currently provided with at least one Adult Basic Education Center. PRCC also has ABE classes in 4 correctional facilities. Marion-Walthall County Correctional Facility (Men and Women), Pearl River County Jail (Men and Women), and Hancock County Jail.</p>	<p>PRCC's ABE program strives to assist those with no high school diploma. Learning opportunities are offered to prepare students for the GED test. Students are also offered information and counseling that can assist with finding educational and training opportunities at the post-secondary level so that the student can achieve their personal learning and earning goals.</p>
5	<p>Assist partners with projects that enhance the community. Construction and maintenance of youth ball fields is a good example of community development efforts.</p>	<p>A. Number of projects > 4.</p>	<p>A. Installed new lighting for the Pearl River Central Middle School Baseball team</p> <p>B. Repaired numerous Pearl River County Sheriff Dept Cars with the Pearl River County Jail's Inmate Automotive Training Program.</p> <p>C. Continued to assist the Mississippi Humanities Council by moving exhibits with the PRCC Commercial Truck</p>	<p>Community projects help students with project based learning and help local communities throughout PRCC's district.</p>

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

			Driving Program. D. Boy Scout Welding Merit Badge Program delivered by Welding Technology Program.	
6	Continue pursuit of external grants to help offer new programs and opportunities for the underserved.	A. Submit at least 1 proposal annually.	A. Two Department of Labor Grant Proposals was submitted. Both consortium based projects; one with SMAWS and the other with MCCB.	New program development and startup costs are not available at the local level. To alleviate this, federal grants are sought to fund programs that offer educational opportunities to local citizens that match local job growth.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Vice President for 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 complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To assist in the fulfillment of the mission of the College as it is related to admission and record keeping of students				
RELATIONSHIP OF UNIT TO PRCC MISSION: The Office of Admissions and Records serves as the primary access point between the College and the student related to the admission of students to Pearl River Community College.				
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 knowledge gained will be used to improve program performance)
1	To assist applicants in the process of formal admission to college.	Increase applicant to enrollment ratio by 10% for the Fall term of 2013.	Applicant to Enrollment ratio was not increased for Fall term of 2013.	Decided to implement an aggressive email/telephone campaign was initiated.
2	To initiate and complete the scheduling of classes in a timely and efficient manner.	Increase registration and scheduling days by 12 full calendar days in 2013	Registration and Scheduling days were increased by allowing online registration to run for 90 days in the full terms, including during holidays	Planned to increase registration and scheduling days to provide more quality time with advisors during registration periods and reduce the lines for service in financial aid and the bookstore. Decision was made to continue the ROAR program.
3	To provide continual and immediate access to permanent academic records for students.	Create 2 kiosks for immediate access to records for current students. Increase online transcript orders by 15%.	Access to records was increased by providing one kiosk.	Planned to continue access to one kiosk in the admissions office which proved to be sufficient to increase student access.
4	To complete accurate and timely enrollment audits as required by state and federal authorities.	Reduce enrollment audit errors by 50%. Improve audit roll completion by instructors to 95% of all instructors.	During the period in question, state audits have not been performed due to staff issues at the state office.	Results of the Fall 2013 audit will be available in late Fall 2014 and information gleaned from that audit will be evaluated.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Vice President for Forrest County Operations			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 complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To administer operation of the College's activities in Forrest County.				
RELATIONSHIP OF UNIT TO PRCC MISSION: The unit provides state of the art occupational training as well as college transfer programs for the students within the college district.				
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 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.	100% of new faculty will be evaluated annually by the Supervisor and students. Assessment criteria in each department chart will be reviewed.	100% of all new faculty were evaluated by their supervisors and students. Assessment Criteria was reviewed	Planned to use evaluations to support sound instructional techniques and recommend improvements as needed. Assessment criteria will be modified if needed.
2	To encourage and assist all departments in the process of budget planning and utilization	Review and approve 100% of all budgets and requisitions for purchases submitted by faculty.	Budgets were submitted on Needs Assessment forms. All legal requisitions were approved.	Budget requests and Needs Assessments will be submitted to the VP of Business Services for financial planning. Any equipment and supplies purchased will be used to improve educational outcomes at the FCC.
3	To encourage departments in all areas of planning	100% of instructional program changes will be submitted for review annually. If approved, those changes will be recommended to the Instructional Programs Committee.	All request for program changes were reviewed and submitted to the Instructional Council	LPN to RN Bridge Program was approved for the Forrest County Center.
4	To encourage all departments to stay abreast of up-to-date instructional methodologies and equipment	Allocate 100% of Carl Perkins funds for the purchase of program training aids and equipment.	Carl Perkins funds were allocated to Career and Technical programs requesting equipment.	\$133,522.00 was spent on equipment and software to enhance instruction.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

5	To supervise the activities of the office of student services which includes Admissions, Financial Aid, and Business Office at the Forrest County Center	Meet weekly with the Director of Student Services to review and approve services provided for student admissions and assistance.	Meetings were held with the Director of Student Services to review services provided.	Planned for additional training to meet personnel needs due to changes which should increase student relations.
6	To supervise daily operations of the Woodall Center Annex	Meet monthly with the director of the Woodall Annex to review activities	Meetings were held at the Woodall Center or the Forrest County Center regarding the activities at Woodall.	It was decided to develop a new fee structure for charges at Woodall.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Vice President for General Education and Technology Services		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 complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To administer the General Education instructional programs of the College and oversee the academic instruction, College Libraries, extended and online instruction, technology services, and Quality Enhancement Plan.				
RELATIONSHIP OF UNIT TO PRCC MISSION: The Office of Vice President for General Education and Technology Services directly supports the College Mission of providing quality education and service opportunities.				
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 knowledge gained will be used to improve program performance)
1	Encourage and provide professional development opportunities for general education instructors.	At least three webinar professional development opportunities will be provided to instructors during FY 2013.	A variety of webinar opportunities were provided to instructors during FY13 including: <ul style="list-style-type: none">• Canvas Training• Lunch and Learn• Online Lab Hours• Creative Online Instruction• Teaching Effectively Online• 20-Minute Mentor sessions (quick sessions for instructors of all teaching styles)	While this objective was easily met, there is a need to better track the individuals who participate and to determine how the information was later used in instruction. There is an effort underway to establish a position which would help with these areas. When this is done, a more accurate determination can be made regarding the types of sessions that should be offered.
2	Encourage application and use of instructional technology in all instructional areas.	An anonymous survey will be administered to all instructional personnel. This survey will serve to create a baseline for the use of various instructional technology tools so that this objective can be effectively measure in the future.	A short, two-question survey was administered to faculty. The questions were asked to determine where the college is now in its use of instructional technology and what tools instructors would like to see available that are not currently.	The results of this survey are being used to assist in planning. Some of the feedback for future considerations were: <ul style="list-style-type: none">• More training (which leads to a question regarding additional webinar needs)• Lab space designed for specific needs (such as flipped classrooms)• Consist Internet for use of playing videos in classes.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

3	Support the expansion of non-traditional classes (online, night, weekend, short-term, etc.)	Weekend classes will increase by 5% in FY 2014; the College will introduce short-term classes in the online format.	<p>In FY13, 24 weekend classes met. In FY 14, 22 weekend classes met.</p> <p>6 mini-term classes were offered in between the fall and spring semesters.</p> <p>Online classes are now offered in three formats in the fall and spring semester:</p> <ul style="list-style-type: none"> • Whole semester • First short-term • Second short-term 	<p>Weekend classes are still popular, but it is difficult to ask instructors to teach these classes in conjunction with their current load. Instructors often find this format exhausting when coupled with MWF and TR teaching loads. Alternative types of scheduling for instructors needs to be explored.</p> <p>Mini terms were mildly successful. There is a demand from students, but instructors are reluctant to teach during the Christmas holidays.</p> <p>The short-term classes have proven successful and there is work being done toward adding additional online classes following even more varied schedules. This will require cooperative planning between offices and is being explored behind the scenes during FY15 in order to have a smooth implementation in FY16.</p>
4	Create year-long class schedules covering fall, spring, and summer semesters (an entire fiscal year).	In summer 2013, departments will be instructed to begin the process of planning for Spring 2014 and Summer 2014.	Schedules are created in a timelier manner than in previous years; however, there are still limitations to providing a 3 semester schedule to advisors and students.	<p>The need for year-long schedules is still evident. As the push for increased advisement is felt, both advisors and students need this information for planning. At this point, there are multiple obstacles still to overcome:</p> <ul style="list-style-type: none"> • When depending on adjuncts, planning too far in advance is virtually impossible. • Fluctuating enrollment has made it difficult to realistically anticipate needs. <p>Department chairs are meeting to discuss potential solutions to these challenges.</p>

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Vice President for Planning and Institutional Research		Supports PRCC Strategic Goal(s): 1, 2, 3, 4, 5, 6, 7, 8		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To provide the College with information, practices, and procedures to meet requirements of the Southern Association of Colleges and Schools Commission on Colleges and other accrediting agencies which will lead to improvements in all areas of the institution and to obtain additional funding to support various College programs and 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.				
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 knowledge gained will be used to improve program performance)
1	To assist with the completion of documentation regarding the College's planning and evaluation processes.	Meet with the Director of Institutional Effectiveness and the Director of Institutional Research to review plans for the discussion and completion of the Strategic Plan and Internal Performance Indicators and the Institutional Planning and Effectiveness documents and to review/discuss various research projects and surveys.	Numerous meetings and discussions (both formal and informal) regarding the Strategic Plan and the Assessment documents were held throughout the year with both the Director of Institutional Effectiveness and the Director of Institutional Research. Projects, surveys, reports, etc., were discussed as were ways to improve response timeliness.	It was decided that those who are responsible for submitting responses should be encouraged to complete their reports in a timely manner; therefore, additional communication regarding this need has been provided to those with these responsibilities.
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. Gather information and implement plans for at least two Institutional Review Board meetings.	Grant opportunities/proposals were discussed during numerous meetings with College personnel with grant proposals being submitted to the appropriate foundations and agencies during the year. The Institutional Review Board met twice (November and June) to discuss grant awards, petitions to	Once again, meetings regarding grant proposals were found to be helpful, and a general session regarding proposals was considered for next year. Reports, petitions, grand awards, etc., were reviewed by the Institutional Review Board. It was announced that the Chair of the Board will

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

			the Board, policies, etc.	<p>be the new Vice President for Planning and Institutional Research effective July 1, upon the retirement of the current Vice President for Planning and Institutional Research.</p> <p>More than \$3,250,000 in grant funds were received by the College during the year. It was decided that these funds will be used for improvements in the areas of wellness, fine arts, student support services, adult education, workforce education, etc. Sources of funding included the Lower Pearl River Valley Foundation, United States Department of Education, United States Department of Labor, Mississippi Community College Board, and others.</p>
3	To serve as the SACS accreditation liaison.	<p>Compile and submit 100 percent of documents related to SACS accreditation requirements.</p> <p>Attend at least one SACS conference/meeting.</p>	<p>All SACSCOC reports were completed and submitted at required.</p> <p>One PRCC administrator attended the Summer Institute in July, four attended the annual SACSCOC meeting in December, and five attended the Orientation in Atlanta in January.</p>	<p>Work was begun on the responses and documentation for the Compliance Certification. Also, the topic for the QEP was determined, and the QEP Director was named.</p> <p>College personnel have continued to review and use updated information from SACSCOC meetings.</p>
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 support staff, and for the Leadership Class.	<p>At least 93 percent of the faculty and professional staff participated in the annual August professional development sessions; however, 76 percent of the support staff participated in professional development activities.</p> <p>All Leadership Classes met prior to the professional development sessions.</p>	<p>Plans for the August 2014 professional development program were begun. Evaluations for 2013 were reviewed and consideration was given to suggestions regarding speakers for the 2014 program.</p> <p>Although the Internal Performance Indicator of 80 percent attendance of support staff at professional development sessions was not met, progress was made; however, it was decided to continue discussions with members of the Administrative Council regarding the importance of attendance.</p> <p>Discussions were held regarding the 2014 Leadership Class plans. It was decided to wait a year and consider having quarterly meetings</p>

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

				with all of the past Leadership Class graduates.
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.	As in the past, schedules for the evaluations of faculty and staff were submitted to this office, and random reviews of evaluations were scheduled to ensure that personnel files were up-to-date.	Random reviews of personnel files found that supervisors were following the evaluation procedures. Administrative Council members were reminded that 100 percent of the employees are scheduled to be evaluated during the 2014-2015 school year.
6	To coordinate publication of College policies and procedures.	Print and distribute the annual Policy and Procedure Manual and ensure that the online version is updated on a regular basis.	The entire Policy and Procedure Manual was reviewed by the Cabinet with updates being made as needed. Printed Manuals were made available upon request.	It was decided to continue reviewing and revising the Manual as needed.
7	To coordinate the annual Women's Health Symposium.	Implement plans for the annual Women's Health Symposium.	The eighth annual Women's Health Symposium was implemented with approximately 475 people participating.	Since the format of the program was, again, very well received, it was decided to continue this format in 2015. A new chair was also announced.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

POSITION: Vice President of Poplarville Campus and Hancock Center		Supports PRCC Strategic Goal(s): 1, 2, 3, 4, 5, 6, 7, 8		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To provide those student services in the Division of Student Services that will promote and enhance the comprehensive student development concept (physical, social, recreational, and educational).				
RELATIONSHIP OF UNIT TO PRCC MISSION: To supervise and administer those student services which promote and enhance the educational mission of PRCC.				
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 knowledge gained will be used to improve program performance)
1	To supervise the instructional faculty of the Poplarville campus and encourage high quality in all classes and programs.	Annual classroom instruction evaluations will be administered and outcomes will be reviewed for recommendations.	All instructional faculty were evaluated in FY14.	Personnel recommendations were made for FY15 at the April 2014 Board of Trustees meeting. This recommendation includes those faculty members who were non-renewed.
2	To supervise the Director of the Counseling Center and the administration of the counseling programs for the College.	The annual Campus Climate survey should indicate a satisfaction rate of 70% by our students.	The annual campus climate survey indicated a student satisfaction rate of 94.4% for the Counseling, Advisement and Placement Center	Mental health awareness workshops were held on the Poplarville Campus in an attempt to assist students in challenges that are obstacles to student learning.
3	To supervise the Director of the Wellness Center and the administration of all work related to the Wellness Center.	Annual surveys should indicate a satisfaction rate of 70% of all Wellness Center participants.	The Wellness Center received 97.6% satisfaction rate based on the Campus Climate Survey	New equipment, new programs and new personnel were implemented into the Wellness Center in the FY15 plans. The Center will have extended hours, additional student personnel and community outreach programs.
4	To supervise the Director of Student Life in the coordination and administration of a well-rounded activity and intramural program for all students.	Annual surveys should indicate a satisfaction rate of 70% of all student activity and intramural programs.	79.1% of students were satisfied with the activities offered on the Poplarville Campus, while 79.3% of Hancock Students indicated satisfaction.	Plans have been formulated to increase student activities in FY15. Shiver's Gym has been designated as a Student Activity Center. A new intramural program and schedule has been finalized for FY15.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

5	To supervise the Campus Police Department and provide focus to the safety and security of our students.	The annual Campus Climate survey should indicate a satisfaction rate in regards to safety on campus of 70% by our students.	94.89% of Poplarville Campus students were satisfied with the Campus Police Department, while 100% of Hancock Center students indicated satisfaction.	Training sessions for faculty, staff and students were held on the Poplarville Campus. An updated Emergency action plan was completed in FY14. New EAP meeting were discussed with campus leaders to evaluate and educate personnel on the details of the plan.
6	Coordinate the development of the College Student Handbook including all new policies and procedures.	The College Student Handbook is updated each year in the month of July.	The College handbook was updated in FY14.	A new Student Handbook webpage was completed in FY14. The new webpage allows the most current policies and procedures to be shared with the student body.
7	Provide supervision of the College's Athletic Director to maintain outstanding athletic programs.	Weekly attendance reports are submitted each week to all coaches to maintain academic progress of our student athletes.	Weekly and monthly athletic attendance reports were sent to all coaches.	A new athletic Student handbook was formulated and distributed to all members of the PRCC athletic department.
8	Maintain an overall positive campus climate for our faculty, staff, and students and provide leadership to accomplish the mission of the College.	The annual Campus Climate survey should indicate an overall satisfaction rate of 70% by our students.	85.2% of all Poplarville Students would recommend PRCC to other students, while 91.4% of students would recommend PRCC to other students.	The annual campus climate survey was administered in Fall FY14. New questions were developed for the evaluation of different aspects of campus, including the Learning Lab and Student Health Clinic.

Section II

Student Services Assessment Charts

Section II



Student Services Report

Student Services Charts

Campus Police

Enrollment Management

Financial Aid

Health Services


Housing

Orientation

Recruitment

STUDENT SERVICES REPORT

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



The Office of the Vice President for Poplarville Campus and Hancock Center is committed to meeting the various needs of PRCC students, faculty, and staff 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 Vice President for Poplarville Campus and Hancock Center 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 PRC family.

In accordance with its mission statement and purpose, PRCC's Office of the Vice President for Poplarville Campus and Hancock Center embraces the concept of total development-that is the intellectual, cultural, social, moral, and physical development of its faculty, staff and students-and employs it as a guiding principle in its delivery of services and programs. In doing so, it recognizes the need to understand and know the extent and levels of effectiveness and efficiency.

All campuses of Pearl River Community College became tobacco free on January 1, 2014. The policy covers students, employees and visitors and prohibits the use of tobacco products anywhere on campus, including in personal vehicles. It also prohibits tobacco use in college vehicles. The PRCC Board of Trustees approved the policy during its October 2013 meeting. The policy is part of PRCC's on-going effort to create a healthy atmosphere on all campuses and tied in closely with the completion of a half-mile outdoor walking track and other equipment at the Wellness Center. In an effort to ease the transition, the college offered free smoking cessation classes during the spring semester. PRCC joined more than 1,000 college campuses nationwide in banning tobacco, including Jones County Junior College and Mississippi Gulf Coast Community College.

Accomplishments for 2013-2014:

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

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

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

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

The Department of Fine Arts and Communication hosted the Mississippi Showchoir Contest in February in the Brownstone Center. About two dozen middle and high schools participated.

The cheerleading squad won five team awards and a first place in two-person stunt competition at Universal Cheerleading Association camp.

The Student Nurse Association raffled a quilt to raise money for an organization that provides wigs to cancer patients.

Student Government Association executive officers were president Breanna Peters of Brandon, vice president Shelby Stiglets of Hattiesburg and secretary Desmond Edmonson of Quitman. Sophomore class officers are president Kelsea Lewis, vice president Santant Howze and secretary Teran Madison, all of Hattiesburg. Freshman class officers are president Michaela Andrews of Foxworth, vice president Raygan Necaie of Kiln and secretary Jerrod Newson of Columbia.

Regan al-Jabi of Carriere won the solo competition at the American Dance and Drill Team championships in Dallas. Emily Rhodes of Hattiesburg was first runner-up.

Travis Moore of Wiggins place second in masonry in 2013 Skills USA national competition. Jeremy Cooper of Kiln place sixth in precision machining.

The Mississippi Department of Transportation awarded PRCC \$450,000 for use in expanding the courtyard area.

The Fellowship of Christian Athletes met weekly in Malone Chapel and too part in several community service projects, including the first Cross Walk.

Cats Wild indoor drum line took first place in state competition in its first place in state competition in its first season. The ensemble follows specific guidelines in putting together and performing shows in Winter Guard International Sport of the Arts competition.

The Office of Student Life sponsored movie and bingo nights throughout the year along with periodic block parties, Halloween costume contest, pep rallies and Spring Fest.

PRCC's film production students premiered "The Road Less Traveled" at the Brownstone Center in May. The movie tells the stories of six people whose lives have taken unusual turns.

The Leadership Honors Form raised funds for Brother's Keeper Ministries with a music festival/crawfish boil.

The PRCC Band Clinic brought about 200 middle and high school band students to campus in February.

Math instructor Sylvia Martinez, speech instructor James Hudson and English instructor Mari Kenney joined the Hancock Center faculty.

Jack Donovan, owner of Jack and Dianne's Tattoo Parlor in Gulfport, was the first Lecture Series speaker in October. World War II veterans presented the second in the Lecture Series in March.

Hancock Center students toured the Infinity Science Center at Stennis Space Center in November.

Workforce liaison Troy Teadt is managing a \$50,000 Mississippi Development Authority grant for Rolls-Royce training.

Aiming for excellence in the classroom as well as in the game, five of PRCC's seven teams finished the 2013-2014 year with a team GPA of 3.0 or better. Softball led the way with an impressive team GPA of 3.57, and all 13 sophomores on the softball team graduated.

**PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2013-2014**

SERVICE: Campus Police		Supports PRCC Strategic Goal(s): 2, 4		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To provide those student services in the Division of Student Services that will promote and enhance the comprehensive student development concept. (physical, social, recreational, and educational).				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide 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 professional police staff and policies to enhance the safety, supervision of students, protection of life and property at PRCC.	Evaluate each individual officer. Review officer's training records	All officers were evaluated and training records were reviewed. In service training programs and classes provided.	Officer's training provides a better response and knowledge base related to campus emergencies.
2	To provide a safe campus environment for students, faculty, staff, and visitors.	Review public safety manual (PSM) Evaluate and enhance security measures	Security measures were evaluated and enhanced. The PSM and the Emergency Action Plan (EAP) updated to current policies and placed on the website for ease of access.	Students and faculty can access the PSM online and hard copies are available in the police department and the office of public safety.
3	To compile and maintain crime statistics to be used to improve law enforcement operations.	Review all crime statistics on a regular basis Compare statistics to previous semesters to determine change	Crime statistics were reviewed on a regular basis and were compared to previous semesters. Compiled statistics in accordance with state and federal guidelines.	The results are posted in the PSM and now on the Police Department website in accordance with federal regulations.
4	To educate the students on affects of illegal activities.	Provide written education materials	Offer programs through the police department to assist	Programs provide students with opportunities to learn from other's mistakes and be educated as

**PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2013-2014**

		<p>Provide opportunities for guest speakers</p> <p>Survey students to obtain knowledge base of affects of drugs and alcohol</p>	<p>with crime education. Printed educational materials were provided. Guest speakers were invited to provide necessary information. Student survey was conducted.</p>	<p>to acceptable social behavior as it pertains to laws and rules.</p>
--	--	---	---	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

SERVICE: 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 complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To assist in the fulfillment of the mission of the College as it is related to admission and record keeping of students				
RELATIONSHIP OF UNIT TO PRCC MISSION: The Office of Admissions and Records serves as the primary access point between the College and the student related to the admission of students to Pearl River Community College.				
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 knowledge gained will be used to improve program performance)
1	To assist applicants in the process of formal admission to college.	Increase applicant to enrollment ratio by 10% for the Fall term of 2013.	Applicant to Enrollment ratio was not increased for Fall term of 2013.	Decided to implement an aggressive email/telephone campaign was initiated.
2	To initiate and complete the scheduling of classes in a timely and efficient manner.	Increase registration and scheduling days by 12 full calendar days in 2013	Registration and Scheduling days were increased by allowing online registration to run for 90 days in the full terms, including during holidays	Planned to increase registration and scheduling days to provide more quality time with advisors during registration periods and reduce the lines for service in financial aid and the bookstore. Decision was made to continue the ROAR program.
3	To provide continual and immediate access to permanent academic records for students.	Create 2 kiosks for immediate access to records for current students. Increase online transcript orders by 15%.	Access to records was increased by providing one kiosk.	Planned to continue access to one kiosk in the admissions office which proved to be sufficient to increase student access.
4	To complete accurate and timely enrollment audits as required by state and federal authorities.	Reduce enrollment audit errors by 50%. Improve audit roll completion by instructors to 95% of all instructors.	During the period in question, state audits have not been performed due to staff issues at the state office.	Results of the Fall 2013 audit will be available in late Fall 2014 and information gleaned from that audit will be evaluated.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

SERVICE: Financial Aid		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 complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To provide those student services in the Division of Student Affairs that will promote and enhance the “comprehensive student development concept” (physical, social, recreational, and educational).				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide financial assistance to enable the achievement of personal, educational, and occupational goals of students.				
OBJECTIVES - 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 knowledge gained will be used to improve program performance)
1	To award financial aid to the PRCC student population based on federally, state, and institutionally determined eligibility and program fund availability to assist them in meeting the costs of their education.	80% of students will complete financial aid documents prior to registration. Determine student eligibility for the type of aid requested and award aid based on the availability of the funds.	Out of 4136 students who applied we had 3202 that completed prior to Fall registration and 579 to complete prior to Spring giving us an 91% completion rate.	Planned to continue to email students in addition to phoning students. The telephone response has truly helped the results.
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.	100% of office personnel will attend professional development related to guidelines. Personnel will keep abreast of federal, state, and institutional updates on policy and procedural changes related to programs through mail, electronic postings and webinars, and by attending vital policy conferences.	100% of office personnel attended some form of training.	Additional training available that would benefit the staff has been identified. The training opportunities have been added to the agenda in an effort to better serve our students.
3	To reformulate an up-to-date written policies and procedures manual to comply with the U. S. Department of Education requirements for the administration of federal assistance programs. The manual will be created as a Web-based resource, allowing for easier, more regular updates to the manual.	The completed manual will be available. Consultation with USA Fund University regarding Federal compliance implications will be acquired. In addition, a comprehensive policies and procedures manual will serve as an effective training tool for future staff members in the Office of	The policies and procedures manual is 90% complete and will serve as a training guide for employees of the Office of Financial Aid.	Planned to continue updates and revisions including pertinent information to the financial aid field.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		Financial Aid.		
--	--	----------------	--	--

**PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2013-2014**

SERVICE: Health Services		Supports PRCC Strategic Goal(s): 2, 4		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And make College services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To provide those student services in the Division of Student Services that will promote and enhance the Acomprehensive student development concept.@ (physical, social, recreational, and educational).				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide health services which are adequate in meeting the health care needs of students, faculty, and staff at PRCC.				
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 professional clinical nursing services for emergent and acute illness and injury to all PRCC students/employees.	Student injuries (excluding athletic injuries) will not exceed 93 per year. Employee injuries will not exceed 102 per year.	There were 7 student injuries for the 2013/2014 school year. There were 3 employee injuries for the 2013/2014 school year.	Injuries were all accidental and safety prevention measures provided to students/staff at time of accident. Health Services planned to continue to provide safety information as needed to all students/staff upon request and/or injury.
2	To promote health and wellness by providing information and services that will assist the student/employee to make informed choices regarding their health care.	Health Services will provide a minimum of 2 yearly educational/services offerings for faculty/students/staff.	Health Services provided 5 offerings for flu/pneumonia/shingles/Tdap vaccinations (some at no cost) to staff. There were over 150 faculty/staff/students that had vaccines administered during these offerings. Free confidential STD testing was provided to students with over 25 tested for HIV/AIDS, Syphilis. Free informational handouts and counseling were provided at the time of testing. Health Services Provided 2 “Great American Smokeout”	Made a decision to continue to offer vaccination offerings and other educational services during the school year.

**PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2013-2014**

			<p>days with The ALA and the MS State Dept of Health providing information and "Quit" Bags to students/faculty/staff.</p> <p>The American Lung Association Smoking Cessation Program was offered to all faculty/staff at no charge. One faculty member participated and successfully completed the 8 week program.</p> <p>Heartsaver First-Aid/CPR classes were provided for the Utility Linesman Class and for the Child Development Day Care staff.</p>	
3	To ensure knowledge and skills sufficient to the role of the College Health Nurse.	<p>Maintains current RN licensure by 2-year renewal through MS State Board of Nursing to practice as RN in the state of Mississippi.</p> <p>Current American Heart Association Basic Life Support Healthcare Provider Cardio Pulmonary Resuscitation Instructor.</p> <p>Current American Heart Association Basic Life Support Healthcare Provider Cardio Pulmonary Resuscitation (AHA-BLS-HCP-CPR).</p> <p>Minimum of 5 nursing continuing education hours per year.</p>	<p>RN Licensure current and renewed for the upcoming year.</p> <p>AHA BLS HCP and Instructor status CURRENT FOR NEXT 2 YEARS.</p> <p>School Nurse has 30 continuing education hours for the year.</p>	RN decided to continue to use updated clinical practice procedures and knowledge to treat faculty/staff/students as needed.
4	To assist with compliance of PRCC policy regarding drug testing of college athletes and AND/LPN and vocational program students.	<p>Provide mandatory drug testing for 100% of PRCC athletic programs.</p> <p>Provide random drug testing for 20% of total student enrollment for Barbering/Cosmetology and RN/LPN programs.</p>	<p>Drug testing was provided for 100% of football/baseball/softball/soccer/basketball/cheerleading.</p> <p>Random drug screening was provided for all athletic programs through-out the school year.</p> <p>Drug testing provided for 23 pipefitting and welding students per grant requirements.</p>	Health Services planned to continue to provide drug testing for all athletic programs and academic/vocational programs and provide drug counseling and educational materials as needed and on a preventative basis. Positive drug classifications will be used to determine educational offerings needed for RN and literature to be available for faculty/staff/students.

**PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2013-2014**

			<p>Drug testing provided for 100% of RN program requiring drug testing.</p> <p>Drug testing provided for RN and LPN instructors in compliance with hospitals requiring above for clinicals.</p> <p>Random drug screening was provided for >20% of barbering/cosmetology students and LPN program.</p> <p>Random drug screening was provided for Facilities employees at request of Dept Head and for all employee workers comp claims.</p>	
--	--	--	---	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

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:				
<div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>				
PURPOSE OF UNIT: To provide those student services in the Division of Student Services that will promote and enhance the comprehensive student development concept (physical, social, recreational, and educational).				
RELATIONSHIP OF UNIT TO PRCC MISSION: To develop and maintain a residence hall environment which enhances and compliments the educational mission of the institution.				
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 comfortable living environment that meets the needs of each student.	<div>-Maintenance requests/work orders filled within one week of being turned in.</div> <div>-Monthly residence hall meetings with head residents, resident assistants, and residents to discuss dormitory issues or concerns.</div>	Results for this assessment were positive and successful. Meetings were conducted monthly with head residents and resident assistants.	<div>Communication among the Assistant Dean for Student Life, head residents, and resident assistants played an important role in addressing the needs of dormitory students.</div> <div>Based on the results, the office of Residence and Student Life has decided to schedule meetings once a month for head residents and twice a month for head residents and resident assistants. Discussions will include work orders, issues or lack thereof in the dormitory, and student activities.</div>
2	To provide an on-campus housing environment that helps to create a supportive and cohesive student community.	<div>- Director of Student Life will have weekly meetings with head residents and resident assistants to discuss events and activities provided on campus for the students.</div> <div>-Incorporate all residence halls in different activities on campus in order to get students involved.</div>	Residence halls were successful in incorporating student activities for the students and provided a cohesive student community.	<div>Students responded well to the activities offered within the dormitory throughout the year. The Office of Residence and Student Life will continue to incorporate new ideas and events that will meet the shifting needs of our students.</div> <div>Based on these results, it has been decided that resident assistants from each dormitory will plan activities monthly for their individual dorms</div>

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		- Provide each dormitory with an ideas box in order to get feedback from the students about activities to improve the cohesive student community atmosphere.		(i.e. movie, night, bingo night, game night)
3	To employ responsible and efficient head residents for each dormitory.	<p>- Weekly meetings with head residents to discuss issues and concerns for each dormitory (maintenance, discipline, resident assistants).</p> <p>-Resident Assistants will provide weekly time sheets to ensure that residence halls are supervised at all times.</p> <p>- Head resident evaluations each year.</p>	<p>The dormitory head residents did an excellent job this year in their job duties and performance.</p> <p>Resident assistants played an important role assisting head residents in the dormitory this year.</p>	<p>Both head residents and resident assistants were efficient in their duties this year. Hiring and training staff properly will help the Office of Residence and Student Life continues to improve and meet the needs of our residence hall students.</p> <p>Based on the results, the office of residence and student life will provide head residents with opportunities for training that will help them improve and understand the different types of residence hall students. They will be trained on what to do in case of emergency and who to refer students to that have a problem or need someone to talk to.</p>
4	To maintain a safe and secure housing environment.	<p>Weekly safety and security checks to ensure that all safety equipment (emergency lights, cameras, fire extinguishers, locks) are updated and working.</p> <p>-It is vital that the Office of Residence and Student Life and Campus Police stay in constant communication throughout the year.</p>	<p>All dormitory equipment was updated each semester to ensure safety in each dormitory.</p> <p>Open lines of communication between campus police and the Office of Residence and Student Life were important in different circumstances that occurred throughout the year.</p>	<p>Head residents will continue to check safety equipment in order to provide our residence hall students with the safest environment possible. Campus police will continue to assist with the safety of our dormitories.</p> <p>Based on the results, it was decided by the chief of police and assistant dean for student life to conduct a meeting each semester that includes head residents and resident assistants. The chief of police will discuss results from situations that happened within dormitory throughout the semester and possible solutions for preventing those situations in the future.</p>

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

SERVICE: Orientation		Supports PRCC Strategic Goal(s): 2, 4, 7		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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.				
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 knowledge gained will be used to improve program performance)
1	To plan, coordinate, and direct orientation activities for new PRCC students.	Increase the number of students completing an orientation by 25%. Encourage all new college students to attend a face-to-face orientation session. Encourage all transfer students to complete the online orientation module.	During the 2014 summer ROAR sessions, PRCC staff oriented and registered 1,003 students. This was a combination of both new and transfer students. This was a 21.4% increase from the previous summer orientation attendance.	The need to make the orientation process more a part of the PRCC culture was noted. The staff plans to advertise earlier next year and also incorporate the orientation information within the admission office's acceptance letter.
2	To encourage all prospective students to participate in orientation before enrolling.	Send 2,500 postcards/emails to students who have cleared admissions.	A total of 2,187 postcards were mailed to students who had applied to PRCC.	Postcards are an effective way of communication with these incoming college students. Decided that the orientation information would be publicized on the PRCC website, social media sites, radio stations, newspapers, and a digital billboard.
3	To provide students with a fundamental understanding of college life that will better equip them for their first semester at PRCC.	Involve PRCC staff from all offices under enrollment management and student services. Recruit at least 10 additional faculty members to assist with academic advisement during orientation.	All offices within enrollment management were actively involved in orientation sessions. There were 56 faculty/staff members who volunteered to assist with advisement during the orientation process. Of this total,	Planned to continue exposing students to numerous offices on campus so they will be able to connect with multiple PRCC staff members and become aware of the locations/responsibilities of these offices. Planned for students to be advised according to their majors. Therefore, students will be able to meet faculty members who will likely teach their classes and become their assigned advisors

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		<p>Collect survey feedback from at least 75% of all participating students and PRCC faculty advisors upon completion of their orientation experience.</p>	<p>15 individuals volunteered at the Forrest County Center, 30 at the Poplarville Campus, and 11 volunteered across both campuses.</p> <p>Surveys were collected from 665 students and 29 PRCC faculty advisors. This is 66% of students and 52% of advisors. Survey results indicate that students are extremely satisfied with the orientation sessions. The average student answer for all survey questions was 4.79 (on a scale of 1=Failing and 5=Excellent).</p> <p>Survey results indicate that advisors were satisfied with the orientation process. The average advisor answer for all survey questions was 4.30 (on a scale of 1=Strongly Disagree and 5=Strongly Agree).</p>	<p>throughout their time at PRCC.</p> <p>Based on these results, the Office of Recruitment and Orientation will evaluate the ROAR process and work to make improvements for next summer's sessions. The advisors made suggestions within the survey that will be considered in planning next year's sessions.</p>
--	--	---	---	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

SERVICE: Recruitment		Supports PRCC Strategic Goal(s): 2, 4, 7		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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.				
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 knowledge gained will be used to improve program performance)
1	To increase enrollment.	Enrollment will increase by 2.5%.	For the Fall 2013 semester, the enrollment headcount dropped by 5.7%. For Spring 2014, it decreased by 8.6%. The Office of Recruitment and Orientation instituted a phone call campaign for the Fall 2013 semester. The staff contacted 337 students who had applied to the college but had not registered for classes yet as of the week prior to classes starting. During the 2014 summer ROAR sessions, PRCC staff oriented and registered 1,003 students.	Planned to improve efforts to increase enrollment, which is the primary focus of the Office of Recruitment and Orientation. These plans included a phone call campaign and expansion of the new student orientation process (ROAR). The ROAR new student orientation process was expanded to include additional faculty and staff.
2	To improve and expand recruiting efforts.	Participate in at least 15 recruitment events throughout PRCC's district each semester. Host at least 3 on-campus events for prospective students each	The Office of Recruitment organized PRCC's involvement in 44 recruitment events/college fairs at district high schools and career/technical centers. The staff also hosted/supported 7 on-campus events focused on	Participating in events at district high schools and career/technical centers is essential to making contact and positive impressions on a large number of prospective students. The office plans to continue its involvement in these events. Hosting prospective students for on-campus events is a vital way of showcasing what PRCC

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		<p>semester.</p> <p>Communicate with prospective students through at least 1 mass mail out/email newsletter each semester.</p> <p>Increase the number of campus tours provided to prospective students by 5%.</p>	<p>bringing district high school students to one of PRCC's campuses.</p> <p>The office staff also executed one large mail out in the Fall 2013 semester to 2,855 district high school seniors. This mail out was a promotional card for Wildcat Fest. Another mail out of 2,187 postcards was made in Spring 2014 promoting the new student orientation process. The staff also sent out an email campaign to 1,337 students who requested additional information while attending local college fairs/events. Of these email recipients, 387 students opened the email and 36 of them clicked on the link to submit an admissions application.</p> <p>The office staff and the student recruitment team, the River Navigators, provided Poplarville campus tours to 179 prospective students. The staff also gave four larger group tours to three high schools and one alumni group.</p>	<p>has to offer. The office plans to continue these established recruitment events and will research additional on-campus event options.</p> <p>Both physical mail and electronic mail are beneficial ways to communicate with prospective students. The office plans to continue these forms of communication and plans to include additional mail outs in the future.</p> <p>Based on previous research, survey results from campus tours, and the number of students who submit an admissions/scholarship/housing application before leaving from a campus tour, it is evident that campus tours directly impact a student's college decision. The office will strive to continue to promote and improve the campus tour process.</p>
3	To improve and update recruiting materials to attract students.	Produce and distribute at least 1 new general recruitment brochure. Create new brochures showcasing all of PRCC's programs of study.	One main two-side recruitment brochure was created and distributed at all PRCC on- and off-campus recruitment events. Over 2,750 brochures were distributed. Also, several new flyers were created to better communicate PRCC information at recruitment events.	The Office of Recruitment made plans for a new general brochure to promote PRCC during Fall 2014 recruitment events and is also looking into creating a series of postcards to promote various areas of the College.
4	To cultivate relationships with PRCC's district high school and career/technical center counselors.	<p>Meet with each high school/CT center's counselors at least once each year.</p> <p>Host at least 1 special activity specifically for area counselors</p>	<p>The PRCC recruiters successfully met with all but one counselor this year.</p> <p>The office hosted the annual Counselor's Day on February 14</p>	<p>The office plans to continue to meet with and communicate with all district high school/CTE counselors.</p> <p>Counselor's Day continues to be a success. The staff plans to continue offering this</p>

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		and high school personnel.	and had 35 district counselors in attendance.	program.
--	--	----------------------------	---	----------

Section III

Instructional Programs Assessment Charts

Section III



Instructional Programs Report

Programs of Study and Programs Charts

Business and Commerce Technology

Business Marketing/Management Technology

MMT 1113 Principles of Marketing
MMT 1123 Marketing Management
MMT 1313 Personal Selling
MMT 1323 Advertising
MMT 1413 Merchandising Mathematics
MMT 2213 Principles of Management
MMT 2233 Human Resources Management
MMT 2313 E-Commerce Marketing
MMT 2333 Multimedia Presentation
MMT 2423 Retail Management
MMT 2513 Entrepreneurship
MMT 2613 International Marketing

Computer Networking Technology

CNT 2423 Systems Maintenance
IST 1134 Fundamentals of Data Communication
IST 1143 Security Principles and Policies
IST 1223 Network Components
IST 2224 Network Planning and Design
IST 2234 Network Implementation
IST 2374 C Programming
IST 2554 Advanced Network Administration Using Microsoft Windows Server

Health Care Data Technology

BOT 1613 Medical Terminology I
BOT 1623 Medical Terminology II
BOT 2523 Medical Machine Transcription I
BOT 2533 Medical Machine Transcription II

BOT 2643 Current Procedural Terminology (CPT Coding)

BOT 2653 ICD Coding

BOT 2663 Advanced Coding

BOT 2673 Medical Insurance Billing

BOT 2743 Medical Office Concepts

BOT 2753 Medical Information Management

Office Systems Technology

BOT 1013 Introduction to Keyboarding

BOT 1113 Document Formatting and Production

BOT 1123 Keyboard Skillbuilding

BOT 1133 Microcomputer Applications

BOT 1143 Word Processing

BOT 1213 Personal and Professional Development

BOT 1313 Applied Business Mathematics

BOT 1413 Records Management

BOT 1433 Business Accounting

BOT 1513 Machine Transcription I

BOT 1713 Mechanics of Communication

BOT 1813 Electronic Spreadsheet

BOT 2133 Desktop Publishing

BOT 2323 Database Management

BOT 2413 Computerized Accounting

BOT 2723 Administrative Office Procedures

BOT 2813 Business Communications

BOT 2823 Communication Technology

BOT 2833 Integrated Computer Applications

Web Development Technology

CPT 1143 Programming Development Concepts

CPT 1323 Survey of Microcomputer Applications

WDT 1123 Web Development Concepts

WDT 1414 Web Design Applications I

WDT 1434 Web Design Applications II

WDT 2214 Web Programming II

WDT 2224 Web Programming III

WDT 2263 Web Graphic Production

WDT 2823 Web Server

Construction and Transportation

Commercial Truck Driving

DTV 1114 Commercial Truck Driving

DTV 1124 Commercial Truck Driving

Construction Equipment Operation

CEV 1212 Construction Equipment Safety I

CEV 1313 Service and Preventative Maintenance I

CEV 1416 Equipment Operation I

Utility Lineman Technology

ULT 1133 Line Worker Safety

ULT 1144 AC/DC Circuits for ULT

ULT 1192 Fundamentals of Electricity

ULT 1223 Transformer Banking

ULT 1324 Truck Driving for Line Workers

ULT 1333 Basic Utility Equipment Operation

ULT 1413 Pole Climbing

ULT 1523 National Electric Safety Code

ULT 2133 Overhead Construction

ULT 2143 Underground Construction

ULT 2333 Advanced Utility Equipment Operation

Dental Assisting Technology

DAT 1111 Orientation

DAT 1214 Dental Materials

DAT 1323 Dental Science II

DAT 1415 Chairside Assisting I

DAT 1423 Chairside Assisting II

DAT 1513/DHT 1314 Radiology I

DAT 1612 Dental Health Education

DAT 1714 Practice Management

DAT 1816 Supervised Clinical Experience I

Dental Hygiene Technology

DHT 1513 Periodontics

DHT 2436 Clinic III

DHT 2612 Dental Materials

Family and Consumer Sciences**Barbering**

BAV 1118 Basic Practice in Barbering

BAV 1218 Fundamental Practice in Barbering I BAV

1318 Fundamental Practices in Barbering II BAV

1418 Intermediate Practices in Barbering I

Cosmetology

COV 1122 Cosmetology Orientation

COV 1245 Cosmetology Science I COV

1255 Cosmetology Science II COV 1426

Hair Care I

COV 1522 Nail Care I

Early Childhood Education Technology CDT

1113 Early Childhood Profession CDT

1214 Child Development I

CDT 1314 Creative Arts for Young Children

CDT 1343 Child Health and Safety CDT

1513 Nutrition for Young Children CDT

1713 Language and Literacy

CDT 2233 Guiding Social and Emotional Behavior

CDT 2915 Student Teaching I CDT

2925 Student Teaching II

Fine Arts and Communication (Academic Transfer)

ART 1113 Art Appreciation

MUA 1521 Class Piano II

MUA 2511 Class Piano III

MUS 1113 Music Appreciation

MUS 2211 Music Theory Lab III

MUS 2213 Music Theory III

SPT 1113 Public Speaking

SPT 2233 Theatre Appreciation

General Education/University Parallel (Academic Transfer)

Health, Physical Education, and Recreation (Academic Transfer)

HPR 1111/1121 and HPR 2111/2121 General Physical Education Activities I, II, III, & IV

HPR 1213 Personal and Community Health

HPR 1551/1561 and HPR 2551/2561 Fitness and Conditioning Training I, II, III, & IV

HPR 1571/1581 and HPR 2571/2581 Dance I, II, III, & IV

HPR 1613 Physical Education and the Elementary School

HPR 1751 and HPR 1761 Nutrition and Wellness I & II

HPR 2213 First Aid and CPR

HPR 2323 Recreational Leadership

HPR 2423 Football Theory

HPR 2433 Basketball Theory

HPR 2453 Baseball Theory

HPR 2493 Softball Theory

HPR 2723 Prevention and Care of Athletic Injuries

HPR 2733 Introduction to Athletic Training

Humanities and Social Sciences (Academic Transfer)

ENG 1113 English Composition I
ENG 1123 English Composition II
ENG 2423 World Literature I
EPY 2513 Child Psychology
HIS 1163 World Civilization I
HIS 1173 World Civilization II
MFL 1213 Spanish I
PSY 1513 General Psychology
SOC 2113 Introduction to Sociology

Industrial Technology

Drafting and Design Technology

DDT 1114 Fundamentals of Drafting
DDT 1123 Computational Methods
DDT 1133 Machine Design I
DDT 1313 Principles of CAD
DDT 1323 Intermediate CAD
DDT 1413 Elementary Surveying
DDT 2163 Machine Design II
DDT 2243 Cost Estimating
DDT 2343 Advanced CAD
DDT 2523 Pipe Draft
DDT 2623 Architectural Design II

Electronics Technology

EET 1113 DC Circuits
EET 1213 Digital Devices
EET 1323 Microprocessors
EET 1333 Solid State Devices
EET 1713 Drafting for Electronics Technology

Instrumentation Technology

ELT 1413 Motor Control Systems

ELT 2613 Programmable Logic Controllers
INT 1214 Fluid Power
INT 2114 Control Systems I
INT 2124 Control Systems II
INT 2214 Calibration and Measurement
MFT 1113 Introduction to Automation and Controls
MFT 1123 Electrical Wiring

Medical Laboratory Technology

MLT 1112 Fundamentals of MLT; Phlebotomy
MLT 1212 Urinalysis; Body Fluids
MLT 1314 Hematology I
MLT 1324 Hematology II
MLT 1413 Immunology
MLT 1515 Clinical Chemistry
MLT 2424 Immunohematology
MLT 2612 Parasitology
MLT 2615 Pathogenic Microbiology
MLT 2712 MLT Seminar
MLT 2724 Certification Fundamentals for MLT
MLT 2916, 2926, 2936 Clinical Practice I, II, and III

Medical Radiologic Technology

RGT 1413 Imaging Principles
RGT 1423 Digital Imaging
RGT 2911 Radiation Biology

Nursing Education

Associate Degree Nursing

NUR 1111 Fundamentals of Nursing
NUR 1210 Medical Surgical
NUR 2104 Women's Health and Newborn Nursing
NUR 2107 LPN to AND Bridge
NUR 2115 Nursing Care of Children
NUR 2203 Psychiatric/Mental Health Nursing
NUR 2209 Nursing VI

Practical Nursing

PNV 1213 Body Structure and Function
PNV 1443 Nursing Fundamentals and Clinical
PNV 1524 Therapy and Pharmacology
PNV 1682 Adult Health Nursing Concepts

Occupational Therapy Assistant Technology

OTA 1315 Kinesiology
OTA 1433 Occupational Therapy Skills II
OTA 1513 Group Process
OTA 2443 Occupational Therapy Skills III
OTA 2813 Healthcare Systems

Occupational Training Technology**Advanced Construction Technology**

CAV 1116 Foundations
CAV 1236 Floor and Wall Framing
CAV 1245 Ceiling and Roof Framing
CAV 1513 Exterior Finishing
CON 1213 Construction Materials
CON 2123 Estimation Assessment
CON 2413 Construction Safety Standards

Automotive Mechanics Technology

ATT 1124 Basic Electrical
ATT 1134 Advanced Electrical Electronic Systems
ATT 1315 Manual Drive Trains and Transaxles
ATT 1424 Engine Performance I
ATT 1715 Engine Repair
ATT 1811 Introduction Safety and Employability
ATT 2325 Automatic Transmissions and Transaxles
ATT 2335 Steering and Suspension
ATT 2444 Engine Performance III

Brick, Block, and Stonemasonry

BBV 1115 Brick and Block Laying

BBV 1215 Masonry Construction
BBV 1223 Blueprint Reading and Estimating
BBV 1313 Tools Equipment and Safety
BBV 1425 Advanced Block Laying
BBV 1525 Advanced Brick Laying
BBV 1623 Chimneys and Fireplaces Construction
BBV 1723 Arch Construction
BBV 1823 Steps, Patios, and Brick Flooring

Electrical Technology

ELT 1144 AC/DC Circuits
ELT 1192 Fundamentals of Electricity
ELT 1213 Electric Power
ELT 1223 Motor Maintenance
ELT 1263 Blueprint Reading; Planning the Residential Installation
ELT 1413 Motor Control
ELT 2424 Solid State Motor Control
ELT 2613 Programmable Logic Controllers

Heating, Air Conditioning, and Refrigeration Technology

ACT 1213 Controls
ACT 1813 Professional Service Procedures
ACT 2324 Commercial Refrigeration
ACT 2513 Heating Systems

Precision Manufacturing and Machining Technology

MST 1115 Power Machinery I
MST 1125 Power Machinery II

MST 1313 Machine Tool Mathematics
MST 1413 Blueprint Reading
MST 1423 Advanced Blueprint Reading
MST 1613 Precision Layout
MST 2135 Power Machinery III
MST 2144 Power Machinery IV
MST 2714 Computer Numerical I
MST 2725 Computer Numerical Control II
MST 2813 Metallurgy
MST 2923 Supervised Work Experience

Welding and Cutting Technology

WLV 1116 Shielded Metal Arc Welding
WLV 1124 Gas Metal Arc Welding
WLV 1136 Gas Tungsten Arc Welding
WLV 1143 Flux-Cored Arc Welding
WLV 1155 Pipe Welding
WLV 1162 Gas Metal Arc Aluminum Welding
WLV 1226 Shielded Metal Arc Welding II
WLV 1232 Drawing and Welding Interpretation
WLV 1252 Advanced Pipe Welding
WLV 1314 Cutting Processes
WLV 191(1-4) Special Problems in Welding and Cutting Technology
WLV 192(1-6) Supervised Work Experience in Welding and Cutting Technology

Physical Therapist Assistant Technology

PTA 1123 Fundamental Concepts of Physical Therapy
PTA 1213 Fundamental Skills
PTA 1224 Therapeutic Modalities
PTA 1315 Kinesiology
PTA 1325 Therapeutic Exercise and Rehabilitation I
PTA 2335 Therapeutic Exercise and Rehabilitation II
PTA 2513 Medical Conditions and Related Pathology

Respiratory Care Technology

RCT 1214 Respiratory Care Science
RCT 1223 Patient Assessment & Planning
RCT 1313 Cardiopulmonary Anatomy & Physiology

RCT 1322 Pulmonary Function Testing
RCT 1416 Respiratory Technology I
RCT 1424 Respiratory Technology II
RCT 1515 Clinical Practice I
RCT 1613 Respiratory Care Pharmacology
RCT 2333 Cardiopulmonary Pathology
RCT 2534 Clinical Practice III
RCT 2546 Clinical Practice IV
RCT 2713 Respiratory Care Seminar

Science, Mathematics, and Business (Academic Transfer)

BIO 1113/1111 Principles of Biology I and Lab
BIO 1123/1121 Principles of Biology II and Lab
BIO 1133/1131 General Biology I and Lab
BIO 1143/1141 General Biology II and Lab
BIO 1313/1311 Botany and Lab
BIO 1513/1511 Principles of Anatomy and Physiology I and Lab
BIO 1523/1521 Principles of Anatomy and Physiology II and Lab
BIO 2513/2511 Anatomy and Physiology I and Lab
BIO 2523/2521 Anatomy and Physiology II and Lab
BIO 2923/2921 Microbiology Lecture and Lab
CHE 1213/1211 and 1223/1221 General Chemistry I and II and Lab
CHE 1314 Principles of Chemistry
CHE 2423/2421 and 2433/2431 Organic Chemistry I and II and Lab
PHY 2253/2251 Physical Science Survey II and Lab
PHY 2414/2424 General Physics I and II and Lab
PHY 2514/2524 Engineering Physics I and II
MAT 0113 Fundamentals of Mathematics
MAT 0123 Beginning Algebra
MAT 1233 Intermediate Algebra
MAT 1313 College Algebra
MAT 1323 Trigonometry
MAT 1343 Pre-Calculus
MAT 1513 Business Calculus


MAT 1613 Calculus I with Analytic Geometry
MAT 1623 Calculus II with Analytic Geometry
MAT 1723 The Real Number System
MAT 1733 Geometry, Measurement and Probability
MAT 2113 Introduction to Linear Algebra
MAT 2613 Calculus III
MAT 2623 Calculus IV
ACC 1213 Principles of Accounting I
ACC 1223 Principles of Accounting II
BAD 2413 Legal Environment of Business
BAD 2713 Principles of Real Estate Law
BAD 2723 Real Estate Law
ECO 2113 Principles of Macroeconomics
ECO 2123 Principles of Microeconomics
CSC 1113 and BAD 2533 Computer Concepts

Surgical Technology

SUT 1113 Fundamentals of Surgical Technology
SUT 1216 Principles of Surgical Techniques
SUT 1314 Surgical Anatomy
SUT 1413 Surgical Microbiology
SUT 1518 Basic and Related Surgical Procedures
SUT 1528 Specialized Surgical Procedures
SUT 1538 Advanced Surgical Procedures
SUT 1703 Surgical Technology

INSTRUCTIONAL PROGRAMS REPORT

Dr. Scott Alsobrooks, Vice President for Economic and Community Development; Dr. Adam Breerwood, Vice President for Poplarville Campus and Hancock Center; Dr. Jennifer Seal, Director of Institutional Effectiveness; and Dr. Martha Lou Smith, Vice President for General Education and Technology Services



The College stresses academic excellence for all of its students and offers a variety of scheduling options. Weekend classes at both the Poplarville campus and the Forrest County Center allow students to complete a course in three weekends. In an effort to provide classes in a variety of formats suitable to the different schedules, 10 mini-term classes were successfully offered during one week in December. Students spent an entire day for a week in class with the final exam before Christmas. These classes will continue to be offered as the need exists. The growing popularity of Dual Enrollment creates opportunities for the college to reach students prior to high school graduation. Eleven high schools participated in Option 1 Dual Enrollment by providing classes during the day to their high school students. Students also participated in Option 2 Dual Enrollment by attending college classes at an approved location during the day, on weekends or online. Option 3 allows students to take one tuition-free online course per semester. This option has proven very popular. In the spring semester, more than 400 Dual Enrollment Classes were taken by high school students.

The College awarded 1,817 scholarships to high school seniors within PRCC's six district counties. Admissions, financial aid and recruitment personnel attended the National Conference on Student Recruitment, Marketing, and Retention and state workshops aimed at increasing student admission and retention. More than 800 students completed associate's degrees or certificates during the year preceding graduation ceremonies on May 14, 2014.

The Honors Institute Lecture Series brought world-renowned physicist Dr. Michio Kaku to the Brownstone Center in October and Leslie McCurdy's one woman show, *The Spirit of Harriet Tubman*, in February. Kaku met with Honors Institute students before his speech which painted a fascinating picture of how technology will impact the future. McCurdy held the crowd spellbound as she told Tubman's life story with minimal props and costume changes.

All campuses of Pearl River Community College became tobacco free on January 1, 2014. The policy covers students, employees and visitors and prohibits the use of tobacco products anywhere on campus, including in personal vehicles. It also prohibits tobacco use in college vehicles. The PRCC Board of Trustees approved the policy during its October 2013 meeting. The policy is part of PRCC's on-going effort to create a healthy atmosphere on all campuses and tied in closely with the completion of a half-mile outdoor walking track and other equipment at the Wellness Center. In an effort to ease the transition, the college offered free smoking cessation classes during the spring semester. PRCC joined more than 1,000 college campuses

nationwide in banning tobacco, including Jones County Junior College and Mississippi Gulf Coast Community College.

With funding through a U.S. Department of Labor Grant, PRCC is adding an allied health program to meet the changing needs of the medical records field. Classes in the Health Information Technology program will begin with the Fall 2014 semester. The need for health information technologists is being driven by the federal government's push toward electronic medical records and away from the traditional paper and pencil records. Program director Amy Branch is a registered health information associate through the American Health Information Management Association, and holds a degree from East Carolina University. The program will include course work in medical billing and coding, medical terminology, computer application and electronic file storage. PRCC already offers some of the courses, which will be folded into the new program. Both traditional classroom courses and on-line classes will be included, along with a new video link that will allow the teacher to interact with students at the Forrest County Center.

Medical Radiology, Physical Therapist Assistant and Respiratory Therapist programs at Forrest County Center had 100 percent pass rates on 2013 licensure/certification tests. The Associate Degree Nursing program completion rate went from 65% to 76% in two years. Graduates recorded a 91% pass rate on the NCLEX certification exam in 2013. Commercial Truck Driving students had a 100% pass rate. The Practical Nursing program recorded a 95 percent pass rate on the state licensing exam. Most of these licensure agencies allow students to challenge an exam again if success was not achieved. Some of these rates are subject to escalate as students reapply for their examination. Eleven charter members were inducted into Alpha Delta Nu nursing honor society in the fall semester and another 17 top students were inducted during the spring semester.

Naval Oceanographic technicians at Stennis Space Center took a 40-hour heating and air conditioning course through Workforce Development. PRCC is offering core academic courses to soldiers training in the drone program at Camp Shelby who are working toward aviation technology degrees from Hinds Community College. Students taking drafting for electronics began using a numerically-controlled circuit board router to design and make circuit boards. PRCC is believed to be the only community college using the equipment. Twelve inmates from the Pearl River County jail learned the basics of automotive technology through a summer program taught by PRCC. It was partially funded through the Workforce Enhancement Training Fund.

PRCC had 541 students enrolled in Adult Basic Education in 2013-2014. Graduation ceremonies were held May 22, 2014 at the Forrest County Center for those who received the GED. NCCER Electrical and NCCER Welding courses were added to the programs at the Lowery A. Woodall

Advanced Technology Center. Both were taught in semester-length forms and a condensed course will be taught during the summer. The Mississippi Community College Board provided funds for new equipment, including an ambulance, for the Emergency Medical Technician program at the Woodall Center. Twenty-one students graduated in December 2013 and 17 finished in June 2014. Workforce added a commercial driver's license program at the Woodall Center to meet increasing industry demand. Eighteen students have completed the program. Training for existing industry has focused in the healthcare field. Projects were conducted by the Woodall Center for Forrest General Hospital, Wesley Medical Center, Hattiesburg Medical Plaza and Pine Belt Mental Healthcare Resources. New employee training projects have included two General Dynamics call centers.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce 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 complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Business and Commerce Technology to students within the PRCC district.				
	PROGRAM OUTCOMES– 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 knowledge gained will be used to improve program performance).
1	Insure that each program is following our statewide standardized curriculum in order to properly prepare 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.	Each Career-Technical program is evaluated at the end of every school by completing our Final Enrollment and Follow-up reports to the state.	The instructors decided to participate in curriculum revisions which are completed on a five year rotation schedule with the Mississippi Community College Board. We successfully implemented the 30-45-60 curriculum redesign.
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 Pearl River Community College 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.	Department chairs meet with all instructors who are evaluated to discuss the results of their students and supervisor evaluations.	The Career-Technical Chairs decided to create a plan of improvement for any instructor who has below a 65% on any items in the evaluation. If a plan of improvement is needed, a follow-up meeting will be held. The plan of improvement was very beneficial to those instructors and helped to carefully think about their plan of action.
3	To train students to be successfully and gainfully employed in the field trained.	80% of the students enrolled in the program of study will successfully complete the desired student learning outcomes. It should be noted that 2012-2013 student learning outcomes will continue to be assessed. The following student learning outcomes will be among those included for	85% of the students enrolled in the following programs successfully completed the desired student learning outcomes.	The instructors decided to continue to stress importance of each student learning outcomes as outlined below. The successful completion of the SLO will help the students become a better and more valuable employee.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

	<p>assessment during the 2011-2012 school year:</p> <p>Web Development Technology:</p> <p>The student will design a Web page using HTML code correctly.</p> <p>The student will demonstrate ability to explain and code hyperlinks.</p> <p>The student will evaluate HTML image techniques.</p> <p>Marketing/Management Technology</p> <p>Students will analyze and identify the target market for a promotion.</p> <p>Students will develop strategies for campaigns and individual advertising messages.</p> <p>Student will construct an advertising budget.</p> <p>Students will created and present an advertising campaign.</p> <p>Computer Networking Technology</p> <p>Student will analyze the communications network.</p> <p>Students will describe and analyze the network hardware and media.</p>	<p>90% of the students enrolled in the freshman level course successfully designed a Web page using HTML code correctly.</p> <p>80% of the students enrolled in the freshman level course demonstrated the correct way to code a hyperlink and were able to explain the process.</p> <p>85% of the students enrolled in the freshman level course evaluated the HTML image techniques.</p> <p>90% of the students enrolled in the freshman level course will successfully analyze and identify the target market for promotion.</p> <p>80% of the students enrolled in the freshman level course will correctly develop strategies for campaigns and individual advertising messages.</p> <p>90% of the students enrolled in the freshman level course will construct an advertising budget.</p> <p>88% of the students enrolled in the freshman level course will create and present an advertising campaign.</p> <p>84% of the students enrolled in the freshman level course will correctly analyze the network hardware and media.</p> <p>95% of the students enrolled in the freshman level course will be able to</p>	<p>It was determined that instructors keep up-to-date on the new web standards and implement HTML 5 and CSS3 standards.</p> <p>It was decided that the instructors will introduce the coding of hyperlinks in the first website created and will continue to code them throughout the semester.</p> <p>The instructors modified the way that images were introduced and when they were taught. This allowed for better student understanding.</p> <p>The instructors added the use of YouTube videos and other online media to help student identify target markets for promotion.</p> <p>The instructors restructured the course information to allow this concept to be introduced earlier in the semester.</p> <p>The instructors decided to modify their rubric to make the construction of an advertising budget more challenging.</p> <p>The instructor revised the project in order the make is more thought-provoking.</p> <p>The instructor decided to continue to stay abreast of the changes in the networking industry and test this concept at the beginning of the course.</p> <p>The instructor decided to teach the students to analyze the network hardware and media</p>
--	--	---	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		<p>Students will examine the ISO/OSI model.</p> <p>Students will investigate physical topologies.</p> <p>Business and Office Related Technology:</p> <p>Office Systems Technology</p> <p>Student will demonstrate skills using word processing software.</p> <p>Student will use features of spreadsheet application software.</p> <p>Student will create a database using the database application software.</p> <p>Student will use the features of presentation software to create business presentations.</p> <p>Health Care Data Technology</p> <p>Student will use the Current Procedural Terminology (CPT) coding manual.</p> <p>Students will apply the conventions, format, index considerations, and guides using the CPT manuals.</p> <p>Students will apply the CPT coding guidelines.</p>	<p>describe and analyze the network hardware and media.</p> <p>100% of the students enrolled in the freshman level course will correctly examine the ISO/OSI model.</p> <p>95% of the students successfully investigated the physical topologies.</p> <p>90% of the students successfully demonstrated skills using word processing software.</p> <p>100% of the students successfully used the features of spreadsheet application software.</p> <p>85% of the students successfully created a database using database application software.</p> <p>100% of the students successfully used the features of presentation software to create business presentations.</p> <p>100% of the students successfully used the CPT coding manual.</p> <p>90% of the students successfully applied the conventions, format, index, considerations, and guides using the CPT manuals.</p> <p>86% of the students successfully applied the CPT coding guidelines.</p>	<p>earlier in the semester and reinforce this concept during the semester.</p> <p>The instructor modified the assignments in order to better test the student's knowledge on the ISO/OSI model.</p> <p>The instructor created a new rubric on the assignments used with physical topologies.</p> <p>The instructor created new assignments which included the more advanced features of the word processing software.</p> <p>The rubrics used to grade the spreadsheet assignments were recreated in order to make the assignments more challenging.</p> <p>The instructor updated the software for this class to the newest software.</p> <p>The instructor modified the assignments to corresponding to the new software.</p> <p>The instructor modified the assignments since the introduction of the new coding rules.</p> <p>Usage of CPT manuals will be introduce at the beginning of this course and reinforce during the semester.</p> <p>The instructor modified the assignment to help clarify the instructions when using CPT coding.</p>
--	--	---	---	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		<p>Students will assign procedure codes using Healthcare Common Procedure Coding System (HCPCS).</p> <p>Students will assign diagnosis(es)/health status/injury/procedure codes using the International Classification of Diseases 9th Revision Clinical Modification (ICD-9-CM) coding book.</p>	<p>83% of the students successfully assigned procedure codes using Healthcare Common Procedures Coding Systems.</p> <p>88% of the students successfully assigned diagnosis/health status/procedure codes using the ICD-9-CM coding book.</p>	<p>Additional hands-on activities have been created to help the student retain the correct procedure for assigning procedure codes.</p> <p>The instructor taught the new software, ICD-10 which will be required with the new health care law. The instructor introduced the ICD-9.</p>
4	To instruct students through curricula which have been created by the Mississippi State University Research and Curriculum Unit instructors from all programs in the state.	60% of students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce as determined by MS-CPAS exam.	89% of the students will successfully pass the MS-CPAS (Mississippi Career Planning & Assessment System) exam.	Instructors held several MS-CPAS review sessions for the students. In addition to the MS-CPAS, several instructors required their students to take a National Certification exam. This will give our graduations a nationally recognized credential upon graduation from their program of study. Other instructors added a National Certification test to the program.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Business Marketing/Management Technology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Business Marketing/Management Technology to students within the PRCC district.				
PROGRAM OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1	Students will be prepared to continue their education at a higher institution or enter the workforce by following the specialized curriculum.	100% of students that complete the program and receive an A.A.S degree are eligible to pursue and transfer coursework into the Bachelor's of Applied Technology degree program at USM, the Business degree program at MUW via the V3 college, or into the workforce	14 of 17 graduates that completed the program and received an A.A.S. degree are in a Bachelor's program or are employed within the workforce.	Instruction in interviewing, first impression, dress and etiquette are being used to improve students' ability to obtain a job. A relationship has been formed with universities offering online degrees to help with PRCC students into their programs.
2	The students will acquire specialized training in marketing related businesses having direct contact with people, such as retail and wholesale organizations.	100% of students will obtain training through the use of class projects, assignments, testing, and interaction with business professionals and organizations.		

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Business Marketing/Management Technology			
COURSE LEVEL: MMT 1113 Principles of Marketing			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 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 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 .
1 The student will identify each segment of the marketing mix: price, product, place, promotion	85% of students who complete this course will be able to correctly identify the four segments of the marketing mix on quizzes and hour tests.	13 of 15 students or 86.6% of ONLINE students and 25 of 27 or 92.5% of IN-CLASS students completed the course and were able to correctly identify the four segments of the marketing mix on quizzes and hour tests.	The instructor has created a new marketing mix project to improve student understanding.
2 The student will be able to demonstrate choosing the appropriate target market, segmentation strategy and positioning of products	70% of students who complete this course will be able to correctly demonstrate knowledge by choosing the correct target market, segmentation strategy and positioning of a product by completing the new product project.	11 of 15 students or 73.3% of ONLINE students and 24 of 27 of 88.8 % of IN-CLASS students correctly demonstrated knowledge of the target market, segmentation strategies and positioning when creating and completing the new product project.	The instructor has integrated YouTube videos to help reinforce selecting target markets, segmentation strategies and positioning of products.
3 The student will determine appropriate criteria and stages needed in the development of new products	70% of students who complete this course will be able to correctly determine the appropriate criteria and stages needed to develop new products by completing the new product project.	10 of 15 students or 66.6% of ONLINE students and 24 of 27 students or 88.8% of IN-CLASS students were able to correctly determine appropriate criteria and stages needed to develop new products by creating a new product.	The instructor has added the use of Shark Tank segments, to enhance understanding of new product creation.
4 The student will classify the stages of the product life cycle	80% of students who complete this course will be able to correctly classify the stages of the product life cycle in a classroom project.	12 of 15 or 80% of ONLINE students and 24 of 27 or 88.8% of IN-CLASS students were able to correctly classify the stages of the product life cycle in a classroom project	The instructor has created an additional assignment to reinforce PLC (product life cycle) components and classification

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

5	The student will Identify and explain the BCG matrix and it's components	75% of students who complete this course will be able to identify and explain the BCG (Boston Consulting Group) matrix and it's components through class projects.	14 of 15 or 93.3% of ONLINE students and 10 of 12 or 83.3% of IN-CLASS students were able to identify the BCG (Boston Consulting Group) matrix and it's components through class projects.	An internet-based simulation has been planned to help with the understanding of the BCG (Boston Consulting Group) matrix.
---	--	--	--	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Business Marketing/Management Technology			
COURSE LEVEL: MMT 1123 Marketing 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: <ol style="list-style-type: none"> 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training. 			
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 Business Marketing/Management Technology to students within the PRCC district.			
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1 The student will research, prepare, and present solutions to a marketing dilemma.	80% of students will properly present a solution to a marketing dilemma by preparing a tactical marketing plan.	Online: 3/7 or 42.8% of students properly presented solutions to a marketing dilemma by preparing a tactical marketing plan Face-to-Face: 17/18 or 94% of students properly presented solutions to a marketing dilemma by preparing a tactical marketing plan	The instructors decided to provide the project outline for the marketing plan soon in the course schedule
2 The student will demonstrate knowledge of corporate marketing strategies including customer service, pricing, promotional activities, and consumer research strategies.	80% of students will correctly respond to data and questions accessed on an hour test concerning corporate marketing strategies.	Online: 6/7 or 85.7% of students correctly responded to data and questions concerning corporate marketing strategies Face-to-Face: 14/18 or 77.8% of students correctly responded to data and questions concerning corporate marketing strategies	The instructors created examples of corporate marketing strategies and require students to submit examples through current news articles
3 The student will explore the process of obtaining a job in the marketing field and prepare job search documents.	80% of students who complete this course will create both a resume and cover letter tailored to the business marketing industry.	Online: 4/7 or 57.1% of students were able to create both a resume and cover letter tailored to the business marketing	The instructors determined a need for additional examples of professional resumes and cover letters to students

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

			industry Face-to-Face: 18/18 or 100% of students were able to create both a resume and cover letter tailored to the business marketing industry	
--	--	--	---	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Business Marketing/Management Technology			
COURSE LEVEL: MMT 1313 Personal Selling			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Business Marketing/Management Technology 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 <u>CHANGE</u> or <u>IMPROVE</u> .
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.	Online: 12/16 or 75% of students were able to properly prepare and implement an effective sales presentation Face-to-Face: 20/20 or 75% of students were able to properly prepare and implement an effective sales presentation	The instructor decided to introduce the sales presentation earlier in the semester to students and more discussion opportunities about the project were created.
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.	Online: 12/16 or 75% of students were able to accurately determine the personality traits and qualifications needed by successful salespeople Face-to-Face: 18/20 or 90% of students were able to accurately determine the personality traits and qualifications needed by successful salespeople	The instructor planned to continue to provide lecture on the various personality and buyer styles but also required students to analyze their own personality type through an online assessment
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 an	Online: 13/16 or 81% of students were able to correctly respond to questions regarding business ethics and its impact on personal selling	The instructor planned to require students to submit examples of ethics in business through current event news articles

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		hour test.	Face-to-Face: 18/20 or 90% of students were able to correctly respond to questions regarding business ethics and its impact on personal selling	
4	The student will demonstrate the ability to respond to buyer objections and knowledge of buyer behavior.	70% of students who complete this course will correctly respond to questions and express the ability to handle buyer objections and buyer behavior when presenting sales presentations in class.	<p>Online: 12/16 or 75% of students were able to correctly respond to questions and express the ability to handle buyer objections and buyer behavior when presenting sales presentations</p> <p>Face-to-Face: 19/20 or 95% of students were able to correctly respond to questions and express the ability to handle buyer objections and buyer behavior when presenting sales presentations</p>	The instructor determined a need to allow students to practice role-play buyer interactions and objections to better prepare and respond to buyer behavior.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Business Marketing/Management Technology				
COURSE LEVEL: MMT 1323 Advertising				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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 .
1	The student will compile a complete advertising campaign.	80% of students who complete this course will be able compose and present a detailed advertising campaign consisting of pricing and strategy.	87% of the ONLINE students completed the advertising campaign. 21 of 22 or 95% of Face to Face students successfully completed the advertising campaign.	To improve upon the completion rate, more activities throughout the semester will be incorporated to tie the areas of concern into the final project.
2	The student will be able to demonstrate understanding of advertising concepts and processes by creating brochures.	70% of students who complete this course will be able to create a brochure useable by the general public.	75% of the ONLINE students were able to create a useable brochure. 20 of 22 or 90% of Face-to-Face students were able to create a useable brochure.	Planned to improve upon the handouts of the brochure to provide clearer steps to encourage those who didn't attempt it to not be afraid.
3	The student will be able to identity different types of ads and their target markets.	75% of students who complete this course will be able to correctly identify types of ads and the markets they are targeting.	81% of the ONLINE students were able to correctly identify the types of ads and markets they are targeting. 22 of 22 or 100% of Face-to-Face students were able to correctly identify the types of ads and markets they are targeting.	In order to improve upon the success rate, this assignment will be changed to increase participation by allowing the students to choose from a larger variety of ads.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Business Marketing/Management Technology					
COURSE LEVEL: MMT 1413 Merchandising Mathematics					
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.					
STRATEGIC GOALS:					
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.					
2. To provide quality student services.					
3. To provide access to college courses and programs using various instructional methods, including distance education.					
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.					
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.					
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.					
7. To recruit and retain students from a diverse population.					
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.					
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 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 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 .					
1	The student will calculate pricing using the retail/markup/cost formulas	85% of students who complete this course will be able to correctly complete the retail/markup/cost formula on an hour test.	11 out of 15 or 73% of ONLINE students and 14 out of 15 or 93% of Face-to-Face students were able to correctly complete retail/markup/cost formula.	Instructors have created more modules covering retail/markup/cost to provide better understanding of the concept.	
2	The student will be able to demonstrate how to determine an initial and maintained markup.	70% of students who complete this course will be able to correctly demonstrate calculating initial and maintained markup on products or services on an hour test.	7 out of 15 students or 46.6% of ONLINE students and 15 out of 15 or 100% of Face-to-Face students were able to correctly demonstrate calculating initial and maintained markup on products or services.	Instructors have created interactive videos of the markup process in order to enhance the significance of the process for business owners.	
3	The student will determine sales per square foot.	80% of students who complete this course will be able to correctly determine the sales per square foot for a business. Students will be assessed on an hour test.	11 out of 15 or 73% of ONLINE students and 15 out of 15 or 100% of Face-to-Face students were able to correctly determine the sales per square foot for a business.	The use of floorplaning has been integrated into the course to provide a visual of the need for square footage and the sales made within the square footage.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Business Marketing/Management Technology			
COURSE LEVEL: MMT 2213 Principles of 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:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 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 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 .			
1	The students will identify the functions of management: planning, organizing, leading, controlling.	85% of students who complete this course will be able to correctly identify the four functions of management on an hour test.	Online: 15/16 or 94% of students were able to correctly identify the four functions of management Face-to-Face: 13/15 or 86.7% of students were able to correctly identify the four functions of management
2	The student will Identify the different types of planning.	70% of students who complete this course will be able to correctly identify the different types of planning on an hour. test.	Online: 12/16 or 75% of students were able to identify the different types of planning Face-to-Face: 14/15 or 93% of students were able to identify the different types of planning
3	The student will conduct a SWOT analysis on a company and on themselves.	75% of students who complete this course will be able to correctly conduct a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis on themselves and a company by completing assigned projects.	Online: 16/16 or 100% of students were able to correctly conduct a SWOT analysis. Face-to-Face: 15/15 or 100% of students were able to correctly conduct a SWOT analysis.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

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 organization within a company through a project.	Online: 12/16 or 75% of students completed the assignment to correctly examine the different uses of organization within a company Face-to-Face: 13/15 or 87% of students completed the assignment to correctly examine the different uses of organization within a company	Instructors assigned students case-studies to analyze and examine organizational methods
---	--	---	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Business Marketing/Management Technology			
COURSE LEVEL: MMT 2233 Human Resource 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:			
<div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>			
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 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 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 .			
1	The student will identify information relative to human resource laws and how it relates to the workplace.	80% of students who complete this course will be able to correctly identify human resource laws and how they relate in the workplace on major hour tests.	95% of the ONLINE students and 11 of 11 or 100% of Face-to-Face students were able to identify human resource laws.
2	The student will be able to create a resume and cover letter useable in an interview.	70% of students who complete this course will be able to correctly create a resume that will be usable in an interview.	75% of the ONLINE students and 11 of 11 or 100% of Face-to-Face students were able to create a resume that will be usable in an interview.
3	The student will demonstrate various motivational methods for improving performance.	75% of students who complete this course will be able to develop motivational methods for improving performance by using the role play method.	100% of the ONLINE and 7 of 11 or 64% of Face-to-Face students who completed the course were able to recognize methods for performance.
			A new project has been implemented for the students to work in a group setting through online and face-to-face collaboration to develop motivational methods for improving performance by using role play.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Business Marketing/Management Technology			
COURSE LEVEL: MMT 2313 E-Commerce Marketing			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 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 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 .			
1	The student will be introduced to marketing concepts in the online environment and how to implement it in evaluating websites.	75% of the students completing this course will be able to use concepts taught toward evaluating a website effectively.	20 of 20 or 100% ONLINE students and 17 of 17 or 100% of the Face-to-Face students were able to effectively evaluate a website.
2	The student will be able to determine the usability of a website.	80% of the students completing this course will be able conduct a website usability report and determine the site's pros and cons.	20 of 20 or 100% ONLINE students and 17 of 17 or 100% of the Face-to-Face students were able to conduct a website usability study and determine website's pros and cons.
3	The students will be able to create a useable personal website.	70% of the students completing this course will be able to create a personal website that when made public provides useful information.	15 of 20 or 75% of ONLINE students and 17 of 17 or 100% of the Face-to-Face students were able to create a useful and informative website.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Business Marketing/Management Technology				
COURSE LEVEL: MMT 2333 Multimedia Presentation				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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 .				
1	The student will be able to create different types of marketing material in an online format.	80% of the students completing this course will be able to create marketing material in an online format.	86% of the ONLINE students and 13 of 13 or 100% of Face-to-Face students were able to create a marketing material in online format.	Many new technologies have been integrated to increase the students' capabilities to produce professional marketing material in an online format.
2	The student will be able to generate multiple forms of database collection through the use of Google Docs.	80% of the students completing this course will be able to create useable database collection through Google Docs.	93% of the ONLINE students and 13 out of 13 or 100% of Face-to-Face students were able to create useable database collection through Google Docs.	A new improvement was implemented that resulted in an increase. In order to increase the percentage a detailed handout with specific instructions on Google Docs capabilities was distributed.
3	The students will be able to create professional presentations through the use of Prezi, Powerpoint , Wix and Animoto.	70% of the students completing this course will be able to create professional presentations through the use of Prezi, Powerpoint, Wix and Animoto.	95% of the ONLINE students and 12 out of 13 or 92.3% of Face-to-Face students were able to create professional presentations using Prezi, Powerpoint, Wix and Animoto.	Decided to improve instruction and demonstration on Wix. The other three programs were very well navigated and the presentations were in good standing.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Business Marketing/Management Technology			
COURSE LEVEL: MMT 2423 Retail 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: <ol style="list-style-type: none"> 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training. 			
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 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 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 .
1 The student will examine and analyze retail pricing strategies.	70% of students will correctly identify and label the various retail pricing strategies accessed on an hour test.	Online: 8/10 or 80% of students correctly identified and labeled the various retail pricing strategies Face-to-Face: 8/10 or 80% of students student correctly identified and labeled the various retail pricing strategies	Planned for students to receive lecture examples of pricing strategies but will also complete assignments to enhance learning and retaining of information
2 The student will demonstrate knowledge of the four major retail inventory turnover and profit margin systems.	80% of students will correctly label the four major inventory turnover and profit margin systems accessed on an hour test.	Online: 9/10 or 90% of students were able to correctly label the four major inventory turnover and profit margin systems Face-to-Face: 10/10 or 100% of students were able to correctly label the four major inventory turnover and profit margin systems	Planned for online students will receive a new visual example of this learning concept
3 The student will investigate the process of retail site analysis and location.	80% of students who complete this course will correctly respond to questions concerning retail site analysis and location when accessed on an hour test.	Online: 8/10 of 80% of students were able to correctly respond to questions concerning retail site analysis and location	Instructor decided to ask students to perform a site analysis on three local retailers. Currently lecture materials will remain in use but additional visual aids will be developed for both sections.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

			Face-to-Face: 8/10 or 80% of students were able to correctly respond to questions concerning retail site analysis and location	
4	The student will explore and learn the various forms of retail store layouts and their design strategies.	90% of students will accurately respond to questions regarding store layout designs when accessed on an hour test.	<p>Online: 9/10 or 90% of students were able to accurately respond to questions regarding store layout designs</p> <p>Face-to-Face: 10/10 or 100% of students were able to accurately respond to the questions regarding store layout designs</p>	Examples of store layout designs have been created to be given to the students to enhance understanding and learning on the terms

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Business Marketing/Management Technology			
COURSE LEVEL: MMT 2513 Entrepreneurship			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Business Marketing/Management Technology students within the PRCC district.			
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?
USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .			
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.	Online: 5/7 or 71.4% of students were able to properly develop and write a comprehensive business plan Face-to-Face: 16/17 or 94% of students were able to properly develop and write a comprehensive business plan
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.	Online: 6/7 or 85.7% of students were able to correctly determine and explain major forms of business ownership Face-to-Face: 15/17 or 88% of students were able to correctly determine and explain major forms of business ownership

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

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.	Online: 5/7 or 71.4% of students were able to correctly create and calculate projected financial statements Face-to-Face: 16/17 or 94% of students were able to correctly create and calculate projected financial statements	Planned for students to be given additional activities to help reinforce financial concepts. Guest speakers or video interviews with financial professionals will also be implemented
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 an hour test.	Online: 5/7 or 71.4% of students were able to accurately respond to discussion questions regarding the advantages and disadvantages of a career in the entrepreneurial field Face-to-Face: 16/17 or 94% of students were able to accurately respond to discussion questions regarding the advantages and disadvantages of a career in the entrepreneurial field	Instructor create additional discussion questions through class discussion board to encourage learning and interaction between students. Local business owners will also be invited to share advantages and disadvantages with students

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Business Marketing/Management Technology			
COURSE LEVEL: MMT 2613 International Marketing			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 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 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 .			
1	Students will identify and learn the dimensions of culture that affect outcomes when conducting business in an international market.	80% of students who complete this course will learn and identify the dimensions of culture that affect outcomes when conducting business in an international market when assessed on hour test I.	Online: 2/3 or 66.6% of students were able to identify the dimension of culture that affect outcomes when conducting business in an international market Face-to-Face: 15/16 or 94% of students were able to identify the dimension of culture that affect outcomes when conducting business in an international market
2	Students will examine and learn the various laws, trade policies, and regulations that pertain to and influence international marketing and business.	80% of students who complete this course will examine and learn the various laws, trade policies, and regulations that pertain to and influence international marketing and business when assessed on hour test I.	Online: 2/3 or 66.6% of students learned the various laws, trade policies, and regulations that pertain to and influence international marketing and business Face-to-Face: 14/16 or 87.5% of students learned the various laws, trade policies, and regulations that pertain to and influence international marketing and business

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

3	Students will discover and learn the various modes of international shipping and transportation and each modes rate of efficiency	90% of students who complete this course will discover and learn the various modes of international shipping and transportation and each modes rate of efficiency when questioned on hour test II.	Online: 2/3 or 66.6% of student learned the various modes of international shipping and transportation modes, and rates of efficiency Face-to-Face: 13/16 or 81.25% of student learned the various modes of international shipping and transportation modes, and rates of efficiency	Decided to provide students with a case study to analyze and identify the modes of international shipping and their rates of efficiency
---	---	--	---	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Computer Networking Technology			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Computer Networking 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 .
1 Students will demonstrate practical knowledge and skills pertaining to router configuration, network design, systems maintenance, and project management which are necessary for employment in entry level positions in the workforce as per state framework curriculum.	The Computer Networking Technology program will be will be evaluated based on the following data collected from enrollment and student post graduation surveys: enrollment 70%, retention 70%, completion 70%, graduation 70% and job placement 70%.	On a written assessment 86% of students who completed the program met the router configuration, network design, systems maintenance, and project management competencies.	Group and individual hands on activities better prepared students to meet the goal.
2 The students will receive training in telecommunications, network administration and client/server systems	The Computer Networking Technology program will be evaluated based on MS-CPAS test scores (70% passing).	On a written and practical assessment 92% of students who completed the program were able to network and administer a Windows server.	Assessment was altered to address updated software related to network administration, client/server configuration, and telecommunications setup.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

3	To improve instructor's performance by supervisor, student evaluations, and continuing education.	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. Instructors will also be evaluated by the students.	On a written student assessment 100% of students who completed the program participated in the instructor evaluation.	The instructor developed in house student activities that better prepared students for assessments.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Computer Networking Technology			
COURSE LEVEL: CNT 2423 Systems Maintenance			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 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 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?
1 The student will demonstrate the ability to install a network interface card.		75% of students who complete this course will demonstrate the ability to install a network interface card on a lab based assessment.	98% of students that completed the course were able to install and configure a network interface card during the lab based assessment.
2 The student will demonstrate the ability to configure a wireless connection.		75% of students who complete this course will demonstrate the ability to configure a wireless connection on a lab assessment.	87% of students that completed the course were able to configure a wireless network during a computer based laboratory assignment.
3 The student will demonstrate the ability to identify the fundamental principles of using a personal computer.		75% of students who complete this course will demonstrate the ability to identify the fundamental principles of using a personal computer on a written assessment.	100% of students that completed the course were able to identify the fundamental principles associated with using a personal computer.
4 The student will demonstrate the ability to use tools, diagnostic procedures, and troubleshooting techniques.		75% of students who complete this course will demonstrate the ability to use tools, diagnostic procedures, and troubleshooting techniques on a lab based assessment.	92% of students that completed the course were able to use multiple tools to diagnose, and take corrective action to resolve personal computer, printer, and media failures.
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
			A group assignment paired very knowledgeable students with those that needed additional help. The groups removed, configured, and tested the network interface cards at least three times.
			Cisco resources were used to allow students to learn the processes involved with wireless configuration. Additionally the instructor demonstrated the steps associated with configuring and testing a wireless network access point.
			Several textbook laboratory assignments allowed students to become familiar with personal computer fundamentals.
			The instructor demonstrated the troubleshooting and resolution techniques used when evaluating computer hardware, software, and peripherals.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Computer Network Technology			
COURSE LEVEL: CPT 1133 Operating Platforms			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Computer Network 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?
1.	The student will demonstrate the use on commands using a command-line.	75% of the students who complete this course will be able to properly use commands using a command-line on a test.	100% (15 out of 15) students will be able to properly use commands using command-line on a test.
2.	The student will demonstrate the use on Linux commands to create and copy files.	75% of the students who complete this course will be able to properly use Linux command to create and copy files on a test.	93% (14 out of 15) students will be able to properly use Linux commands to create and copy files on a test.
3.	The student will install and troubleshoot a dual-boot operating system.	80% of the students who complete this course will be able to install and troubleshoot a dual-boot operating system on a major assignment.	87% (13 out of 15) students will be able to install and troubleshoot a dual-boot operating system on a major assignment.
		USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .	
		The instructor adopted new instructional materials and course text to match the state curriculum. This course will be completely revised.	
		The instructor researched additional materials for use in the Linux assignment. Also, the latest Linux software will be used.	
		The instructor modified the installation and troubleshoot project to include more specific software to be install and operational.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Computer Networking Technology			
COURSE LEVEL: IST 1134 Fundamentals of Data Communication			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 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 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 .			
1	The student will demonstrate the ability to list and explain the seven layers of the Open System Interconnection (OSI) model.	100% of students who complete the course will be able to list and explain the seven layers of the OSI model on a written assessment.	100% of students that completed the course were able to list and explain the seven layers of the OSI model on a written assessment.
2	The student will demonstrate the ability to describe various communications media.	75% of students who complete this course will be able describe various communications media on a written assessment.	93% of students that complete this course were able to describe various communications media on a written assessment.
3	The student will demonstrate the ability to name the properties of Transmission Control Protocol / Internet Protocol (TCP/IP), TCP, and IP.	75% of students who complete this course will be able to demonstrate the ability to name the properties of TCP/IP, TCP, and IP on a written assessment.	87% of students who completed this course were able to demonstrate the ability to name the properties of TCP/IP, TCP, and IP on a written assessment.
4	The student will demonstrate the ability to solve subnetting and binary conversions.	75% of students who complete this course will be able to demonstrate the ability to solve subnetting and binary conversion on a written assessment.	100% of students who complete this course were able to solve subnetting and binary conversion problems on a written assessment.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Computer Networking Technology			
COURSE LEVEL: IST 1143 Security Principles and Policies			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 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 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 .
1 The student will demonstrate the ability to define information security and its components.	75% of students who complete this course will demonstrate the ability to correctly define information security and its components on a written assessment.	75% of students that completed the course were able to define information security and its components on a written assessment.	The instructor assigned an online discussion, and provided video lecture modules that addressed information security and its components.
2 The student will demonstrate the ability to identify the assets that need to be protected by a security policy.	75% of students who complete this course will demonstrate the ability to correctly identify the assets that need to be protected by a security policy on a written assessment.	93% of students that completed the course were able to correctly identify the assets that need to be protected by a security policy.	The instructor assigned online reading coursework that allowed students to determine assets that need protection by a security policy.
3 The student will demonstrate the ability to differentiate the various types of security threats and attacks.	75% of the students who complete this course will demonstrate the ability to differentiate the various types of security threats and attacks on a written assessment.	94% of students that completed the course were able to differentiate the various types of security threats and attacks on a written assessment.	Students addressed security threats and attacks during several online discussion assignments.
4 The student will demonstrate the ability to describe various security	75% of students who complete this course will demonstrate the ability to describe	95% of students that completed the course were able to describe various	Students viewed an instructional video and completed reading assignments that

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	technologies including protocols, Virtual Private Networks (VPNs), and firewalls to include features, strengths, and weaknesses.	various security technologies including protocols, VPNs, and firewalls to include features, strengths, and weaknesses on a written assessment.	security technologies including protocols, VPNs, and firewalls to include features, strengths, and weaknesses on a written assessment.	prepared them to be successful in this activity.
--	--	--	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Computer Networking Technology			
COURSE LEVEL: IST 1223 Network Components			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 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 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?
1	The student will demonstrate the ability to perform basic router configuration.	75% of students who complete this course will demonstrate the ability to correctly perform basic router configuration on a lab assessment.	96% of students that completed the course were able to demonstrate the ability to correctly perform basic router configuration on a lab assessment.
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 correctly configure distance vector routing protocols on a lab assessment.	95% of students that completed the course were able to correctly configure distance vector routing protocols on a lab assessment.
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 correctly configure link-state routing protocols on a lab assessment.	96% of students that completed the course were able to correctly configure link-state routing protocols on a lab assessment.
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 correctly address a network using VLSM and perform route summarization calculations	94% of students that completed the course were able to correctly address a network using VLSM and perform route summarization calculations
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
			The instructor discussed basic router configuration during multiple lectures and assigned computer-based training assignments to improve student understanding.
			Distance vector concepts were demonstrated and students completed laboratory assignments that confirmed their configuration knowledge.
			Multiple laboratory assignments prepared students to demonstrate their ability to correctly configure link-state protocols.
			The instructor provided paper-based lab assignments and individually provided help for those that initially has issues with the VLSM concepts.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

	calculations.	on a written exam.		
5	The student will demonstrate the ability to correctly cable a network.	75% of students who complete this course will demonstrate the ability to correctly cable a network on a lab assessment.	89% of students who completed this course demonstrated the ability to correctly cable a network on a lab assessment.	Decided to allow students to build their own network and proved connectivity between network components.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Computer Networking Technology			
COURSE LEVEL: IST 2224 Network Planning and Design			
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: <ol style="list-style-type: none"> 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training. 			
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 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 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 .
1 The student will demonstrate the ability to calculate variable length subnet masks.	100% of students who complete the course will be able to demonstrate the ability to calculate variable length subnet masks on a written assessment.	100% of students who complete the course were able to calculate variable length subnet masks on a written assessment.	Decided to introduce updated variable length subnet mask practice forms. These forms better prepared students to take, and pass the written assessment.
2 The student will demonstrate the ability to implement virtual local area networks (VLAN) .	75% of students who complete this course will be able to demonstrate the ability to implement VLAN's on a lab based assessment.	100% of students who complete this course were able to implement VLAN's on a lab based assessment.	Decided to allow students to use real, instead of simulated, Cisco switches to fully implement VLANs.
3 The student will demonstrate the ability to use network utilities.	100% of students who complete this course will be able to demonstrate the ability to use network utilities on a lab based assessment.	100% of students who complete this course were able to use network utilities on a lab based assessment.	Planned network utility activities allowed students to work as individuals and then in groups to baseline and later evaluate the network throughput.
4 The student will demonstrate the ability to analyze, design, and construct a solution for implementation of a local area network.	75% of students who complete this course will be able to demonstrate the ability to analyze, design, and construct a solution for implementation of a local area network on a lab based assessment.	100% of students who complete this course were able to analyze, design, and construct a solution for implementation of a local area network on a lab based assessment.	Additional laboratory activities were planned and implemented that allowed students to be better prepared to plan, analyze, design, and construct a network solution.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Computer Networking Technology				
COURSE LEVEL: IST 2234 Network Implementation				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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 .
1	The student will demonstrate the ability to implement Network Address Translation (NAT) and Port Address Translation (PAT).	75% of students who complete this course will demonstrate the ability to implement NAT and PAT on a lab assessment.	100% of students that completed the course were able to to implement NAT and PAT on a lab assessment.	Multiple lab-based assignments allowed the student groups to demonstrate and describe NAT and PAT configuration.
2	The student will demonstrate the ability to implement Dynamic Host Configuration Protocol (DHCP).	75% of students who complete this course will demonstrate the ability to implement DHCP on a lab assessment.	80% of students that completed the course were able to demonstrate the ability to implement DHCP on a lab assessment.	Additional laboratory activities were planned and implemented that allowed students to be better prepared to configure DHCP.
3	The student will demonstrate the ability to implement Wide Area Network (WAN) protocols.	75% of students who complete this course will demonstrate the ability to implement WAN protocols on a lab assessment.	80% of students that completed the course were able to demonstrate the ability to implement WAN protocols on a lab assessment.	Planned and updated laboratory assignments aided student understanding of WAN protocols and their execution.
4	The student will demonstrate the ability to monitor and troubleshoot a network.	75% of students who complete this course will demonstrate the ability to monitor and troubleshoot a network on a lab based assessment.	100% of students that completed the course were able to demonstrate the ability to monitor and troubleshoot a network on a lab based assessment.	The instructor decided to allow students to build independent networks and monitor attacks from classmates.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Computer Networking Technology				
COURSE LEVEL: IST 2374 C Programming				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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 .
1	Develop a program using basic input/output functions and arithmetic operators.	75% of students who complete this course will be able to correctly develop a program using basic input/out functions and arithmetic operators on a programming assignment.	100% of my students were able to correctly develop a program using basic input/output functions and arithmetic operators on a programming assignment.	The instructor has included new web development technologies in the curriculum making content more current and relevant.
2	Develop a program using conditional and relational operators.	70% of students who complete this course will be able to correctly develop a program using conditional and relational operators on a programming assignment.	100% of students were able to correctly develop a program using conditional and relational operators on a programming assignment.	The instructor has revised the course to increase assignment complexity.
3	Develop a program using various loops.	70% of students who complete this course will be able to correctly develop a program using various loops on a programming assignment.	80% of students were able to correctly develop a program using various loops on a programming assignment.	The instructor has allotted more time to teach about loops. The additional time will increase the students understand of loops in programming.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Computer Networking Technology				
COURSE LEVEL: IST 2554 Advanced Network Administration Using Microsoft Windows Server				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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?
1 The student will demonstrate the ability to complete a server installation.		100% of students who complete the course will be able to demonstrate the ability to complete a server installation in a lab based assessment.		100% of students who complete the course were able to demonstrate the ability to complete a server installation in a lab based assessment.
2 The student will demonstrate the ability to plan the installation of network services.		75% of students who complete this course will be able to demonstrate the ability to plan the installation of network services on a lab based assessment.		100% of students who complete this course were able to demonstrate the ability to plan the installation of network services on a lab based assessment.
3 The student will demonstrate the ability to prepare a computer for installation.		100% of students who complete this course will be able to demonstrate the ability to prepare a computer for installation on a lab based assessment.		100% of students who complete this course were able to demonstrate the ability to prepare a computer for installation on a lab based assessment.
4 The student will demonstrate the ability to examine administrative tools.		100% of students who complete this course will be able to demonstrate the ability to examine administrative tools on a lab based assessment.		100% of students who complete this course were able to demonstrate the ability to examine administrative tools on a lab based assessment.
USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .				
Students installed the Microsoft Windows 2008 server operating systems multiple times during the semester, and were fully prepared for the lab based assessment.				
The instructor introduced this concept early in the semester to better prepare students for the research necessary to develop a viable solution.				
The instructor planned to introduce Microsoft's hardware compatibility list to ensure students had the resource needed to conform software/hardware compatibility.				
The instructor decided that additional time will be spent explaining the Server Manager utility which allows individuals to administer the server.				

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Health Care Data Technology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Health Care Data 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.
1	Students will demonstrate practical knowledge and skills required to transcribe medical reports, code diagnoses from International Classification of Disease 9 th Revision Clinical Modification (ICD-9-CM)/Health Care Common Procedure Coding System(HCPCS) code book, code services and procedures from Current Procedural Terminology (CPT) code book and complete claim forms for medical reimbursement which are necessary for employment in entry level positions in the workforce as per state framework curriculum.	70% of students who complete the program will pass the MSCPAS exam given prior to graduation.	12 out of 13 or 92 percent of students who took the MSCPAS exam prior to graduation passed.	Instructors determined by examining the scores of the MSCPAS that emphasis in various subject areas need to be addressed and retaught.
2	To provide an individual the ability to find employment in a related workforce.	50% of completers will find employment in related workforce as determined by job placement follow up.	8 out of 15 or 53 percent of completers have been placed in a job-related field as determined by job placement followup.	Instructors planned to communicate and visit with job-related business personnel and meet with advisory committee members to continue placing students in job-related facilities.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Health Care Data Technology			
COURSE LEVEL: BOT 1613 Medical Terminology I			
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:			
<div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>			
PURPOSE OF UNIT: To offer a technical program, thus 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 Health Care Data 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	Identify (know the definition of) prefixes, suffixes, and combining forms related to the various body systems.	70% of students who complete this course will correctly <i>identify & define</i> prefixes, suffixes, and combining forms related to the various body systems on a chapter test.	Face to face: 83% of students who completed this course correctly <i>identified & defined</i> prefixes, suffixes, and combining forms related to the various body systems on a chapter test. Online: 91% of students who completed this course correctly <i>identified & defined</i> prefixes, suffixes, and combining forms related to the various body systems on a chapter test.
2	Pronounce medical terminology related to the various body systems by correctly combining prefixes, suffixes, and combining forms.	70% of students who complete this course will correctly <i>pronounce</i> medical terminology by pronouncing words weekly on a lab assignment. Students will pronounce words independently, and the instructor will observe/listen for accuracy.	Face to face: 94% of students who completed this course <i>pronounced</i> medical terminology by pronouncing words weekly on a lab assignment. Students will pronounce words independently, and the instructor will observe/listen for accuracy. Online: 77% of students who completed this course <i>pronounced</i> medical
		Planned for students to listen to the pronunciation of the medical words in the glossary of the online medical terminology lab program as well as use the audio feature in the learning module of the lab for each chapter. The students will continue to pronounce the given words to the instructor who will listen for accuracy.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

			terminology by pronouncing words weekly on a lab assignment. Students will pronounce words independently, and the instructor will observe/listen for accuracy.	
3	Spell medical terms correctly by combining prefixes, suffixes, and combining forms related to the various body systems.	70% of students who complete this course will correctly <i>spell</i> medical terminology on weekly lesson quizzes.	Face to face: 89% of students who completed this course correctly <i>spelled</i> medical terminology on weekly lesson quizzes. Online: 86% of students who completed this course correctly <i>spelled</i> medical terminology on weekly lesson quizzes.	Met and determined a need for students to work the spelling speed exercises in the lab. Instructors will provide a list of definitions and the student will spell the correct medical word for that definition in preparation for the weekly spelling quiz.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Health Care Data Technology			
COURSE LEVEL: BOT 1623 Medical Office Terminology II			
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:			
<div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>			
PURPOSE OF UNIT: To offer a technical program, thus 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 Health Care Data 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 .			
1	Identify (know the definition of) prefixes, suffixes, and combining forms related to the various body systems.	70% of students who complete this course will correctly <i>identify & define</i> prefixes, suffixes, and combining forms related to the various body systems on a chapter test.	Face to face: 86% of students who completed this course correctly <i>identified & defined</i> prefixes, suffixes, and combining forms related to the various body systems on a chapter test. Online: 85% of students who completed this course correctly <i>identified & defined</i> prefixes, suffixes, and combining forms related to the various body systems on a chapter test.
			Planned for the students to work through the lab assignments associated with identifying and defining word parts as well as complete a practice quiz for each chapter to improve program performance.
2	Identify and define medical abbreviations related to the various body systems.	70% of students who complete this course will correctly <i>Identify and define</i> medical abbreviations related to the various body systems on weekly lesson quizzes.	Face to face: 86% of students who completed this course correctly <i>Identified and defined</i> medical abbreviations related to the various body systems on weekly lesson quizzes. Online: 74% of students who completed this course correctly <i>Identified and defined</i> medical abbreviations related to the various body systems on weekly lesson quizzes.
			Met and determined a need for instructors will provide a list of medical terms and procedures and the student will fill in the blank with the correct abbreviation in preparation for the weekly chapter quiz. The students will complete the abbreviation exercises at the end of the chapter as well as in the lab software.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

3	Spell medical terms correctly by combining prefixes, suffixes, and combining forms related to the various body systems.	70% of students who complete this course will correctly <i>spell</i> medical terminology on weekly lesson quizzes.	Face to face: 57% of students who completed this course correctly <i>spelled</i> medical terminology on weekly lesson quizzes. Online: 100% of students who completed this course correctly <i>spelled</i> medical terminology on weekly lesson quizzes.	Planned for students to work the spelling speed exercises in the lab. Instructors decided to provide a list of definitions and the student will spell the correct medical word for that definition in preparation for the weekly spelling quiz.
---	--	--	---	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

PROGRAM OF STUDY: Business and Commerce Technology		Supports PRCC Strategic Goal(s):1, 3, 7	
PROGRAM: Health Care Data Technology			
COURSE LEVEL: BOT 2523 Medical Transcription I			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Business and Commerce 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 –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 .
1 The student will continue to demonstrate proper and effective use of transcription equipment by acquiring proper techniques for the use of transcription equipment.	70% of students who complete this course will correctly complete a technique evaluation Module test on transcription equipment.	Online 5 out of 5 or 100% of the students completing this course completed the technique evaluation Module Test on Transcription equipment.	Instructor determined that students who were not typing with speed and accuracy repeat the technique evaluation test to improve their typing skills.
2 The student will increase medical vocabulary by spelling medical terms and recognizing spoken medical terms/abbreviation categories.	70% of students who complete this course will correctly complete a Module test for medical terminology and spell medical terms/ abbreviations correctly.	Online, 4 out of 5 or 80% of students completing this course completed a Module test for medical terminology and spell medical terms/abbreviations correctly.	Instructor planned for students to complete the end-of-chapter activities using their CD software contained within each chapter to reinforce spelling medical terms and using abbreviations appropriately.
3 The student will transcribe medical reports accurately and expediently from various medical specialties.	70% of students who complete this course will correctly transcribe medical reports accurately and expediently on a Module test by completing transcription documents on various medical specialties for medical reports dictated by doctors with foreign accents.	Online 5 out of 5 or 100% of students completing this course transcribed medical reports accurately and expediently on a Module test by completing transcription documents on various medical specialties for medical reports dictated by doctors with foreign accents.	Instructor decided that students transcribe additional reports by doctors with foreign accents to improve their listening skills and improve their accuracy when transcribing doctors with foreign accents.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

4	The student will employ proper techniques for using medical resource materials by using electronic resources to include medical terminology software, audio/videocassettes, CD-ROM, and by hardcopy resources	70% of students who complete this course will correctly use electronic medical resource materials on a Module test by completing transcription documents by research for various medical specialties, and pharmacology resources.	Online 5 out of 5 or 100% of the students completing this course correctly used electronic medical resource materials on a Module test by completing transcription documents by researching various medical specialties, and pharmacology resources.	Instructor determined that students should use the internet to research various medical dictionaries and pharmacology sources to spell and use medical terms and drugs correctly in a transcribed report.
---	---	---	--	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

PROGRAM OF STUDY: Business and Commerce Technology		Supports PRCC Strategic Goal(s):1, 3, 7	
PROGRAM: Health Care Data Technology			
COURSE LEVEL: BOT 2533 Medical Transcription II			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Business and Commerce 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 –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 .			
1	The student will continue to demonstrate proper and effective use of transcription equipment by acquiring proper techniques for the use of transcription equipment.	70% of students who complete this course will correctly complete a technique evaluation Module test on transcription equipment.	Face to face, 9 of 9 or 100% of the students completing this course completed the technique evaluation Module Test on Transcription equipment.
2	The student will increase medical vocabulary by spelling medical terms and recognizing spoken medical terms/abbreviation categories.	70% of students who complete this course will correctly complete a Module test for medical terminology and spell medical terms/ abbreviations correctly.	Face to face, 9 out of 9 or 100 percent of students correctly completed a Module test for medical terminology and spelled medical terms/abbreviations correctly.
3	The student will transcribe medical reports accurately and expediently from various medical specialties.	70% of students who complete this course will correctly transcribe medical reports accurately and expediently on a Module test by completing transcription documents on various medical specialties for medical reports dictated by doctors with foreign accents.	Face to face, 8 out of 9 or 89 percent of students completing this course transcribed medical reports accurately and expediently on a Module test by completing transcription documents on various medical specialties for medical reports dictated by doctors with foreign accents.
			Instructor determined that students who were not typing with speed and accuracy repeat the technique evaluation test until a successful speed has been established.
			Instructor planned for students to complete additional software exercises contained within each chapter to reinforce spelling medical terms and using abbreviations appropriately.
			Instructor decided that students transcribe additional reports by doctors with foreign accents to improve their listening skills and improve their accuracy when transcribing.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

4	The student will employ proper techniques for using medical resource materials by using electronic resources to include medical terminology software, audio/videocassettes, CD-ROM, and by hardcopy resources	70% of students who complete this course will correctly use electronic medical resource materials on a Module test by completing transcription documents by researching various medical specialties, and pharmacology resources.	Face to face, 9 out of 9 or 100 percent of students completing this course used electronic medical resources on a Module test by completing various medical specialties, and pharmacology resources.	Instructor planned to have students use the internet to research various pharmacology and medical dictionaries to use and spell medical terms and drugs correctly when transcribing medical reports.
---	---	--	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Health Care Data Technology				
COURSE LEVEL: BOT 2643/BCT 2123 Current Procedural Terminology (CPT Coding)				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Health Care Data 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 .
1	The students will explore the purpose and use of the Current Procedural Terminology (CPT) coding manual.	70% of students will be able to recognize and apply the conventions, format, index considerations, and guidelines as well as distinguish among patient statuses, places of service, and types of through chapter test.	10 out of 12 or 83 percent of students completing this course were able to recognize and apply the conventions, format, index considerations, and guidelines as well as distinguish among patient statuses, places of service and types of services.	Instructor determined that students will be required to use Appendix A of the Current Procedural Terminology book to expand on the definitions of each modifier to ensure correct usage of the modifier according to the patient's condition.
2	The students will apply CPT coding guidelines.	70% of students will be able Assign specialty codes using the CPT system, assign appropriate modifiers and assign procedure codes using Healthcare Common Procedure Coding System (HCPCS) through chapter test.	10 out of 12 or 83 percent of students completing this course used the CPT system to assign appropriate modifiers and assign procedure codes using Healthcare Common Procedure Coding System (HCPCS)	Instructor planned on students to use the government website, Centers for Medicare and Medicaid Services, CMS.gov, in addition to the HCPCS coding book to understand the correct use modifiers.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Health Care Data Technology			
COURSE LEVEL: BOT 2653 ICD Coding			
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:			
<div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>			
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 Health Care Data 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 .			
1	Students will explore the purpose and use of the International Classification of Diseases 9 th Revision Clinical Modification (ICD-9-CM) manual by recognizing and applying the conventions, format, index considerations, and guidelines and identify coding and sequencing rules.	70% of the students who complete this course will be able to apply and identify coding conventions, symbols, index considerations, guidelines and identify coding and sequencing rules of the ICD-9/10-CM coding book on a Chapter test.	10 out of 12 or 83 percent of student completing this course were able to apply and identify coding conventions symbols, index considerations, guidelines and identify coding and sequencing rules of the ICD-9/10-CM coding book.
2	Apply International Classification of Diseases (ICD coding) guidelines by coding diagnosis(es) to the highest level of specificity using the ICD-9-CM coding system.	80% of the students who complete this course will be able to code diagnosis(es) to the highest level of specificity using all three Volumes of the ICD-9-CM coding book on a Chapter test.	10 out of 12 or 83 percent of students completing this course coded diagnosis(es) to the highest level of specificity using all three Volumes of the ICD-9-CM coding book.
			Instructor decided that students will be assigned additional coding problems from various coding resources to enhance their knowledge of coding to the highest level of specificity.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

3	Examine the use of supplementary classification codes by assigning appropriate Health Status/Health Services codes (V codes) and External Causes of Injury and Poisoning codes (E codes).	80% of the students who complete this course will be able to assign appropriate V codes and E codes from Volume II of the ICD-9-CM coding book on a chapter test.	10 out of 12 or 83 percent of students who completed this course were able to assign appropriate V and E codes from Volume II of the ICD-9-Coding book.	Instructor determined that students will continue to use 3M to assign appropriate V and E codes to enhance their understanding of injury and illness codes as well as enhancing supplementary codes.
4	Explain the use of Volume III of the ICD system	80% of the students who complete this course will be able to demonstrate how to code an inpatient surgical procedure using Volume III of the ICD-9-CM coding book on a chapter test.	12 out of 12 or 100% of students completing this course were able to demonstrate how to code an inpatient surgical procedures using Volume III of the ICD-9-CM coding book on a chapter test.	Instructor decided that students continue to use encoders such as 3M or a governmental website to enhance their understanding of coding surgical procedures.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Health Care Data Technology				
COURSE LEVEL: BOT 2663/BCT 2143 Advanced Coding				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Health Care Data 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	The students will review, analyze, and interpret medical reports as coding source documents.	70% of students will be able to analyze medical reports to determine the appropriate diagnoses/procedure to be coded to reflect the most accurate level of reimbursement through chapter test.	Face-to-face, 14 of 15 or 93 percent of students were able to analyze medical reports to determine the appropriate diagnoses/procedures to be code to reflect the most accurate level of reimbursement.	Instructor planned to provide additional case problems to analyze for determining appropriate diagnosis/procedure codes to reflect the most accurate levels of reimbursement.
2	The students will utilize electronic applications to support clinical classification and coding.	70% of students will be able to verify codes by accessing codes in the coding software through chapter test.	Face-to-face, 15 out of 15 or 100 percent of students were able to verify codes by accessing the coding software.	Instructor planned to assign worksheets for students to complete using an encoder software to verify correct codes.
3	The students will assist in using coded data for strategic planning/reporting.	70% of students will be able to query databases to retrieve information to obtain correct codes through chapter quiz.	Face-to-face, 15 out of 15 percent of students were able to query a database to retrieve information to obtain correct codes.	Instructor decided to give students additional coding assignments in which they will use various online databases to query diagnosis and procedure codes.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Health Care Data Technology			
COURSE LEVEL: BOT 2673 Medical Insurance Billing			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Health Care Data 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?
1	The student will research and apply information from appropriate current reference guides involving federal, commercial, and government/state programs.	70% of students will be able to access and interpret online manuals on various websites and complete claim forms for third-party payers through the use of a chapter quiz.	Face-to-face, 15 out of 15 or 100% of students were able to interpret online manuals on various websites and complete claim forms for third-party payers through the use of a chapter quiz.
2	The student will demonstrate appropriate customer service techniques using effective oral and written communication and conflict resolution.	70% 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 through a chapter quiz.	Face-to-face, 15 out of 15 or 100% of the students were able to explain patient statement/billing procedures to patients/family members and communicate with third-party payers regarding claims and bills through a chapter quiz.
			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.
			Instructor determined that students access the Centers for Medicare and Medicaid website (CMS) to enhance their understanding of properly completing claim forms.
			Instructor planned to assign additional case problems from both the textbook and workbook emphasizing patient statement/billing procedures with follow-up testing to ensure understanding of payment to third-party payers.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

3	The student will outline the steps of the billing process.	70% of the students will correctly outline the steps of the billing process by identifying the origin of itemized charges, by abstracting various charges from the encounter form in student workbook, and transferring the charges to a CMS (Centers for Medicare and Medicaid Services) 1500 claim form.	Face-to-face, 15 out of 15 or 100% of the students correctly outlined the steps of the billing process by identifying the origin of itemized charges, by abstracting various charges from the encounter form in student workbook, and transferring the charges to a CMS (Centers for Medicare and Medicaid Services) 1500 claim form.	Instructor planned to continue reinforcement of understanding the billing process by abstracting charges from additional claim forms from the student workbook.
4	The student will investigate health plan payment denials.	70% of the students will correctly investigate health plan payment denials by determining claim denials and performing procedures for resubmission of claims for payment (use CMS 1500 claim forms). This will be done utilizing the exercises from the student workbook.	Face-to-face, 15 out of 15 or 100% of students correctly investigated health plan payment denials by determining claim denials and performing procedures for resubmission of claims for payment (use CMS Centers for Medicare and Medicaid Services claim forms) utilizing the exercises from the student workbook.	Instructor planned to have students complete additional claims forms that reinforce decisions regarding claim payments and denials and complete new claim forms for resubmission of payment.
5	The student will examine reimbursement classifications systems.	70% of the students will correctly examine reimbursement classifications systems by identifying prospective payment systems through the evaluation of medical reports and be able to calculate payments based on case-mix and payments rates, using the payment formula. This will be done utilizing exercises from the student workbook.	Face-to-face, 14 out of 15 or 93 percent of students correctly examined reimbursement classifications systems by identifying prospective payment systems through the evaluation of medical reports and were able to calculate payments based on case-mix and payment rates, using the payment formula utilizing exercises in the workbook.	Instructor planned to reinforce students ability to examine reimbursement classification systems through the use of the CMS (Centers for Medicare and Medicaid Services) online government website.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s):1, 3, 7
PROGRAM: Health Care Data Technology			
COURSE LEVEL: BOT 2743 Medical Office Concepts			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Business and Commerce 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 –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 .
1 The student will demonstrate/develop skills for personal and professional development.	70% of students who complete this course will correctly complete a Module test for interpretation of ethical and legal responsibilities of office personnel.	100% of the students met this assessment	Instructor decided to provide a working paper from the text which contains statements that refer to the ethical and legal obligations of physicians and/or medical law. Each statement will be marked either true or false. For the false statements, the student must document what makes the statement false.
2 The student will demonstrate/develop essential skills for the employment process.	70% of students who complete this course will correctly complete a Module test for effective employment interview skills/techniques.	81% of the students met this assessment	It was planned that students will conduct mock interviews with each other using commonly asked interview questions found in the text. The students' responses will be evaluated using a template provided by the instructor.
3 The student will demonstrate interpersonal skills that affect personal and professional development.	70% of students who complete this course will correctly research/learn appropriate verbal/ non-verbal communication, and listening skills for diverse populations, including people from various cultural backgrounds/special needs on a Module test.	81% of the students met this assessment	It was planned that students will work a matching exercise composed of communication terms found at the end of the chapter. Students will also analyze case scenarios related to this skill.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

4	The student will apply proper office management techniques.	70% of students who complete this course will correctly research/present information concerning the Health Insurance Portability & Accountability Act of 1996 (HIPPA) mandates to include: privacy of health information, standards of electronic transactions of health information and claims, security of electronic health information, national identifiers for the parties in health care transactions on a Module test.	100% of the students met this assessment	Instructor planned for students to use information found on the Centers for Medicare and Medicaid Services website, their textbook, and the internet to research this topic then present their findings to the class.
---	---	--	--	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Health Care Data Technology				
COURSE LEVEL: BOT 2753 Medical Information 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:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Health Care Data 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?
1	Students will use patient management software to perform patient account tasks.	70% of students will correctly (a.) Input patient information (b.) Enter patient transactions (c.) Create insurance claims (d.) Produce patient statements (e.) Enter payments and adjustments (f.) Produce reports (g.) Create collections letters	100% of students correctly (a.) Input patient information (b.) Entered patient transactions (c.) Created insurance claims (d.) Produced patient statements (e.) Entered payments and adjustments (f.) Produced reports (g.) Created collections letters	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
2	Students will use patient management software to perform patient account tasks.	70% of students will correctly explore the various types of health insurance coverage by using a patient management software simulation quiz.	93% of students correctly explored the various types of health insurance coverage by using a patient management software simulation quiz.	Instructor decided to continue to ensure student's accuracy with data entry in the patient management software. Students will be given different scenarios to enter in the system and be asked to analyze the outcomes.
3	Students will discuss the importance of timeliness, completeness, accuracy, and appropriateness of data and data sources in regard to patient care, management, billing reports, and/or databases.	70% of students will be evaluated based on case studies related to timeliness, completeness, accuracy, and appropriateness of data and data sources in regard to patient care, management, billing reports, and/or databases through a chapter quiz.	100% of students were evaluated based on case studies related to timeliness, completeness, accuracy, and appropriateness of data and data sources in regard to patient care, management, billing reports, and/or databases through a chapter quiz.	Planned for students to be given different scenarios involving insurance carriers to enter in the system and be asked to analyze the outcomes and present to the class.
				Created activity for students to be divided in to groups and be given different case studies to research and analyze based on timeliness, completeness, accuracy, and appropriateness of data and data sources in regard to patient care, management, billing reports. Results will be presented to the class.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Office Systems Technology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Office Systems 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 .
1	Upon completion of this program, students will be able to create business correspondence including letters, memos, and e-mails.	75% of students will be able to correctly key business correspondence with using an instructor created check list.	85% of students are able to correctly key business correspondence with using an instructor created check list.	To improve program performance the instructors decided to incorporate timed writings into all computer application courses.
2	Upon completion of this program, students will demonstrate knowledge and skills in word processing software.	75% of students will correctly demonstrate word processing software skills using an instructor created check list.	90% of students correctly demonstrated word processing software skills using an instructor created check list.	To improve program performance plans were made for the students to use word processing skills
3	Upon completion of the course, students will prepare for employment by constructing a resume	75% of students will correctly construct a resume using an instructor created rubric.	95% of students correctly constructed a resume using an instructor created rubric.	To improve program performance the instructor determined a need to hold a resume writing workshop each semester.
4	There will be 85% retention of the full-time students in the one-year program.	85% of full-time, one-year students will complete the program. (Total complete/total enrolled)	80% of full-time, one-year students completed the program. (Total complete/total enrolled)	To improve program performance the instructor planned to utilize the navigator to assist students with life issues and increase retention.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Office Systems Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: BOT 1013, Introduction to Keyboarding			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Office Systems Technology to students within the PRCC district.			
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?
1 The student will demonstrate the ability to key alphanumeric material emphasizing speed and accuracy by keying straight-copy material at a minimum of 35 Gross Words A Minute (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 35 Gross Words A Minute (GWAM) and a maximum of one error per minute on the Evaluation Test.	57% (8/14) of face-to-face and 90% (9/10) of online students keyed alphanumeric material and demonstrated the ability to pass a 5-minute timed writing with 35 Gross Words A Minute (GWAM) and a maximum of one error per minute on an evaluation test.
2 The student will demonstrate the knowledge of computer equipment, operating system software, and word processing software to apply proper keyboarding techniques with the ability to evaluate document quality for		70% of students completing this course will correctly name the components of a microcomputer and demonstrate proper keyboarding techniques to proofread and correct a document recognizing proofreader marks on the Evaluation Test.	93% (13/14) of face-to-face and 90% (9/10) of online students correctly named the components of a microcomputer and demonstrated proper keyboarding techniques to proofread and correct a document recognizing
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
			Instructors met and recommended that students use a black keyboard cover to keep them from looking at their hands, learn the keyboard better, and ultimately type faster and more accurately. This is a change that can easily be made in class; however, it would be hard to implement for the online students. Online students should be encouraged to use a desktop computer/keyboard instead of a laptop when working to improve their speed and accuracy. It will help with their keyboard technique and ultimately their speed and accuracy.
			Instructors decided to recommend that students should be encouraged to key timed writings where they have to mark their own errors using proofreader marks.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

	accuracy.		proofreader marks on an evaluation test.	
3	The student will demonstrate the ability to apply proper formatting procedures to correctly format documents for personal, business, and professional utilization.	70% of students completing this course will correctly utilize Word processing applications software to create a document using proper capitalization, punctuation, spacing, and numerical rules on the Evaluation Test.	93% (13/14) of fact-to-face and 90% (9/10) of online students correctly utilized Word processing applications software to create a document using proper capitalization, punctuation, spacing, and numerical rules on an evaluation test.	Instructors discussed and recommended that students could improve their skills by keying paragraphs that are dictated to them by the instructor without the instructor calling out the capitalization, punctuation, spacing, or numerical rules during the dictation. This can be done in the classroom and online.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Office Systems Technology			
COURSE LEVEL: BOT 1113 Document Formatting and Production			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Office Systems Technology to students within the PRCC district.			
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?
1	The students will improve keyboarding skills.	70% of students will be able to key straight-copy material at a minimum of 40 gross words a minute (GWAM) on a 5-minute timed writing with a maximum of one error per minute using a teacher created timed writing scale.	73% (Online) & 79% (face to face) of students will be able to key straight-copy material at a minimum of 40 gross words a minute (GWAM) on a 5-minute timed writing with a maximum of one error per minute using a teacher created timed writing scale.
2	The students will apply word processing skills to produce and format business documents with speed and accuracy.	70% of students will be able to produce mailable letters, memorandums, and envelopes at a satisfactory production rate by completing a chapter quiz.	86% (online) & 75% (face to face) of students will be able to produce mailable letters, memorandums, and envelopes at a satisfactory production rate by completing a chapter quiz.
		USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .	
		To improve performance the instructor planned to incorporate technique evaluations to the course to make students aware of improper technique when keying.	
		To improve performance the instructor decided that the students will complete peer evaluations of produced documents.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Office Systems Technology			
COURSE LEVEL: BOT 1123 Keyboard Skillbuilding			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Business and Commerce Technology to students within the PRCC district.			
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?
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 a teacher assigned timed writing.	88% (7/8) of face-to-face and 100% (2/2) of online students keyed alphanumeric material and demonstrated the ability to pass a 5-minute timed writing with 50 GWAM and a max of one error per minute on a teacher assigned timed writing.
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 a proofreading test.	100% (8/8) of face-to-face and 100% (2/2) of online students correctly proofread a document recognizing proofreader marks on a proofreading test.
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
			The instructor recommended that students use a black keyboard cover to keep them from looking at their hands, to learn the keyboard better, and ultimately type faster and more accurately. This is a change that can easily be made in class; however, it would be hard to implement for the online students. Online students should be encouraged to use a desktop computer/keyboard instead of a laptop when working to improve their speed and accuracy. It will help with their keyboard technique and ultimately their speed and accuracy.
			Planned for students to be encouraged to key timed writings where they have to mark their own errors using proofreader marks.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

3	The student will demonstrate the ability to apply correct utilization of capitalization, punctuation, spacing, and numerical information rules in keying an alphanumeric document.	70% of students completing this course will correctly utilize capitalization, punctuation, spacing and numerical rules on a chapter quiz.	100% (8/8) of face-to-face and 100% (2/2) of online students correctly utilized capitalization, punctuation, spacing and numerical rules on a chapter quiz.	Created activities for students to improve their skills by keying paragraphs that are dictated to them by the instructor without the instructor calling out the capitalization, punctuation, spacing, or numerical rules during the dictation.
---	--	---	---	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Office Systems Technology				
COURSE LEVEL: BOT 1133 Microcomputer Applications				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Office Systems 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 .
1	The students will use word processing software.	70% of students will be able to produce documents using basic word processing features to include margins, tabs, line spacing, underlining, boldface, centering, inserting, deleting, spell-checking, saving, retrieving, and printing by using a given rubric through an online assessment project using the online assessment.	82% (online) 84% (face to face)	To improve performance, planned for students to complete extra practices for a better understanding.
2	The students will use spreadsheet application software.	70% of students will be able to apply basic spreadsheet software features to include alphabetic, numeric, and alphanumeric cell entries, values, formulas, column-widths, column and row headings, deleting, inserting, saving, and printing by using a given rubric through an online assessment project using the online assessment.	73% (online) 89% (face to face)	To improve performance decided that students will complete extra practices for a better understanding.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

3	The students will use database application software.	70% of students will be able to apply basic database software features to design a file, add records, edit records, generate reports, and select certain records from files by using a given rubric through an online assessment project using the online assessment.	83% (online) 89% (face to face)	To improve performance instructors created extra practices for a better understanding.
4	The student will use presentation software.	70% of students will be able to apply basic presentation software features to include slide development, transitions, and animation through an online assessment project using the online assessment.	90% (online) 96% (face to face)	To improve performance determined a need for students to complete extra practices for a better understanding.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Office Systems Technology			
COURSE LEVEL: BOT 1143 Word Processing			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Business 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 .			
1	Students will apply word processing skills to produce and format complex business documents with speed and accuracy.	70% of students will correctly apply word processing skills to produce and format complex business documents with speed and accuracy on a unit exam.	Online-100% (19/19) of students correctly applied word processing skills to produce and format complex business documents with speed and accuracy on a unit exam. Face-to-Face-89% (24/27) of students correctly applied word processing skills to produce and format complex business documents with speed and accuracy on a unit exam.
2	Students will create and modify charts using data from other applications.	70% of students will correctly create and modify charts using data from other applications on a unit exam.	Online-100% (19/19) of students correctly created and modified charts using data from other applications on a unit exam. Face-to-Face-70% (19/27) of students correctly created and modified charts using data from other applications on a unit exam.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

3	Students will track, accept, and reject changes to documents.	70% of students will correctly track, accept and reject changes to documents on a unit exam.	Online-95% (18/19) of students correctly tracked, accepted, and rejected changes to documents on a unit exam. Face-to-Face-81% (22/27) of students correctly tracked, accepted, and rejected changes to documents on a unit exam.	Instructor made a decision to continue using step-by-step exercises, and Independent Challenge activities found in the textbook to help students correctly track, accept and reject changes made to documents. The instructor will incorporate SAM trainings which will provide immediate feedback to students and assist them in correctly using the tracking option in documents.
---	---	--	--	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Office Systems Technology				
COURSE LEVEL: BOT 1213 Personal and Professional Development				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Business 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 .
1	Students will develop skills for personal and professional development.	70% of students will be able to set realistic long-term goals and create short-term goals that will assist them in obtaining their long-term goals through a writing assignment.	100% of students (online & face to face)	Made a decision for the students to perform research to determine the actions needed to reach their short-term goals.
2	Students will demonstrate essential skills for the employment process.	70% of students will demonstrate an understanding of their soft skills, job specific skills, and transferable skills by completing a professional resume package.	89% (online) & 100% (face to face)	To improve performance planned for the students to attend a job fair with their professional resume package.
3	Students will demonstrate interpersonal skills that affect personal and professional development.	70% of students will demonstrate appropriate verbal and nonverbal communication and listening skills by interviewing a classmate on his or her college and career choice and reporting on their findings.	100% of students (online & face to face)	Instructors required students to use a visual aid in their presentations of findings.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology				Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Office Systems Technology				
COURSE LEVEL: BOT 1313 Applied Business Mathematics				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Office Systems 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 .
1	The student will compute payroll taxes.	70% of students who complete this course will correctly compute payroll taxes through a chapter quiz.	Face-to-face: 64% of students who completed this course correctly computed payroll taxes through a chapter quiz. Online: 69% of students who completed this course correctly computed payroll taxes through a chapter quiz.	Instructors decided to have students work in groups and write payroll tax exercises then calculate the solutions using the tax tables and additional methods. The students will then compare the results of each method.
2	The student will compute commission, markup, and selling price.	70% of students who complete this course will correctly compute commission, markup, and selling price through a chapter quiz.	Face-to-face: 76% of students who completed this course correctly computed commission, markup, and selling price through a chapter quiz. Online: 88% of students who completed this course correctly computed commission, markup, and selling price through a chapter quiz.	Instructors decided to have students bring in newspaper or internet advertisements for merchandise and calculate commission, markup and selling prices on those items as enrichment activities.
3	The student will reconcile a bank statement.	70% of students who complete this course will correctly reconcile a bank statement through a chapter quiz.	Face-to-face: 96% of students who completed this course correctly reconciled a bank statement through a chapter quiz. Online: 94% of students who completed this course correctly reconciled a bank statement through a chapter quiz.	Instructors decided to have students break into groups to list the types of service charges and credits that banks may include on checking account statements.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Office Systems Technology				
COURSE LEVEL: BOT 1413 Records 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:				
<div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>				
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 Office Systems 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 .
1	The student will analyze storage and retrieval procedures in alphabetic, numeric, geographic, chronological, and subject filing systems.	70% of students will be able to code, sort, file paper documents, and prepare cross references when necessary while applying alphabetic, numeric and subject filing rules for filing and retrieving documents and for storing electronic information using a simulation packet.	<div>Online-91% (10 of 11) of the students correctly coded, sorted, filed paper documents, and prepared cross references when necessary while applying alphabetic, numeric and subject filing rules for filing and retrieving documents.</div> <div>Face-to-Face - 85% (23 of 27) of the students correctly coded, sorted, filed paper documents, and prepared cross references when necessary while applying alphabetic, numeric and subject filing rules for filing and retrieving documents.</div>	The instructor planned to continue using simulation packet to help student's increase their skills in analyzing, storing and retrieving procedures. The instructor plans to incorporate more end-of-chapter exercises to help with the terminology that is used when retrieving documents.
2	The student will use a variety of media forms used to manage information.	70% of students will be able to determine the appropriate storage systems for these media as well as select appropriate storage equipment in a	Online-100% (11 of 11) of the students correctly determined the appropriate storage systems for	Instructor planned to incorporate Web based assignments to help students with terminology and storage equipment

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		chapter quiz.	media using a simulation packet. Face-to-Face - 93% (25 of 27) of the students correctly determined the appropriate storage systems for media using a simulation packet.	methods. The instructor also plans to provide students with simulations that incorporate the different types of storage methods so they can practice using them.
3	The student will describe records retention, retrieval, and transfer.	70% of students will be able to distinguish records activity, transfer methods, and procedures, the difference between active and inactive records, and indicate how each is determined by a chapter quiz.	Online-91% (10 of 11) of the students correctly distinguished records activity, transferred methods and procedures, and distinguished the difference between active and inactive records, and indicated how each is determined by a chapter quiz. Face-to-Face - 85% (23 of 27) of the students correctly distinguished records activity, transferred methods and procedures, and distinguished the difference between active and inactive records, and indicated how each is determined by a chapter quiz.	The instructor decided to incorporate a practice quiz prior the student's chapter quiz. This will guide students to their problem areas and will give students immediate feedback. Instructor also planned to provide students with a Web based software program that incorporates flashcards to help with terminology associated with active and inactive records.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Office Systems Technology			
COURSE LEVEL: BOT 1433 Business Accounting			
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: <ol style="list-style-type: none"> To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. To provide quality student services. To provide access to college courses and programs using various instructional methods, including distance education. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. To recruit and retain students from a diverse population. To provide workforce training programs that meet requirements of business, industry, educational, and public 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.			
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Office Systems Technology to students within the PRCC district.			
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1 Students will analyze business transactions in terms of the accounting equation.	70% of students will correctly analyze business transactions in terms of the accounting equation on a unit test.	71% of students correctly analyzed business transactions in terms of the accounting equation on a unit test.	Instructor planned to ask students to give numerous examples of the types of accounts, difference between they types, and explain effects of different transactions.
2 Students will determine the effects of business operations on owner's equity using the basic accounting equation.	70% of students will correctly determine the effects of business operations on owner's equity using the basic accounting equation on a unit test.	46% of students correctly determined the effects of business operations on owner's equity using the basic accounting equation on a unit test.	Created an activity in which students will be divided into groups to develop an idea for a service business and prepare a list of accounts. Students will determine how transactions effect those accounts then present their findings to the class.
3 Students will prepare a bank reconciliation and journalize entries.	70% of students will correctly prepare a bank reconciliation and journalize entries on a unit test.	46% of students correctly prepared a bank reconciliation and journalize entries on a unit test.	Planned for students to prepare a written bank reconciliation of their own personal checking accounts following the formatting guidelines presented in the text and present their findings.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Office Systems Technology			
COURSE LEVEL: BOT 1513 Machine Transcription I			
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: <ol style="list-style-type: none"> To prepare students to complete a degree and to be successful in careers for which they have been prepared. To provide quality student services. To provide access to college courses and programs using various instructional methods, including distance education. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. To recruit and retain students from a diverse population. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training. 			
PURPOSE OF UNIT: To offer a technical program, thus 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 Health Care Data 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 .
1 Students will use transcription to produce business documents.	70% of students who complete this course will correctly transcribe basic machine transcription documents such as unbound reports, block letter with and without punctuation, modified block with or without punctuation, and a memo.	100% (3/3) of students correctly transcribed basic machine transcription documents such as unbound reports, block letters with and without punctuation, modified block with or without punctuation, and a memo.	Changes or improvements are not necessary since this course will not be taught next year due to the switch to the 30/45/60 stacked curriculum.
2 Students will proofread for grammatical and contextual errors.	70% of students who complete this course will correctly proofread a transcribed document for grammatical and contextual errors.	100% (3/3) of students correctly proofread a transcribed document for grammatical and contextual errors.	Changes or improvements are not necessary since this course will not be taught next year due to the switch to the 30/45/60 stacked curriculum
3 Students will employ correct spelling, punctuation, grammar and style.	70% of students who complete this course will correctly identify correct spelling, punctuation, grammar and style through a quiz.	100% (3/3) of students correctly identified correct spelling, punctuation, grammar, and style through a quiz.	Changes or improvements are not necessary since this course will not be taught next year due to the switch to the 30/45/60 stacked curriculum

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Office Systems Technology				
COURSE LEVEL: BOT 1713 Mechanics of Communication				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Office Systems 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 .
1	The students will construct complete sentences that convey ideas clearly.	70% of students will be able to construct complete sentences that convey ideas clearly in a unit exam.	Online-100% (28/28) of the students correctly constructed complete sentences that convey ideas clearly in a unit exam. Face-to-Face-92% (23/25) of the students correctly constructed complete sentences that convey ideas clearly in a unit exam.	The instructor made a choice to continue using the end-of-chapter exercises to have students practice complete sentences. Instructor will also incorporate more group work in class to help struggling students.
2	The students will capitalize words according to accepted standards.	70% of students will be able to capitalize words in a unit exam.	Online-89% (25/28) of the students correctly capitalized words in a unit exam. Face-to-Face-92% (23/25) of the students correctly capitalized words in a unit exam.	The instructor planned to incorporate more Web based exercises that the author provides for remediation. The instructor plans to continue having students practice capitalization by completing the end-of-unit work.
3	The students will use correct form in writing numbers in communications.	70% of students will be able to use correct form in writing numbers in a unit exam.	Online-93% (26/28) of the students correctly used correct form in writing numbers in a unit exam. Face-to-Face 92% (23/25) of the students correctly used correct form in writing numbers in a unit exam.	The instructor made a decision to continue to have students take chapter quizzes to give them immediate feedback on their chapter work. The instructor will also incorporate an essay for the unit so that students can have practice writing in correct word form.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Office Systems Technology				
COURSE LEVEL: BOT 1813 Electronic Spreadsheet				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Office Systems 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 .
1	The students will create and revise formulas, using functions and relative and 3-D references.	70% of students will be able to create and revise formulas, using functions and relative and 3-D references by completing a unit exam.	88% (online) & 89% (face to face) of students	To improve performance the teacher decided to provide students with mathematical lessons to help students better understand the task being performed.
2	The students will create, modify, position, print, and interpret charts and graphs.	70% of students will create, modify, position, print, and interpret charts and graphs by completing a unit exam.	100% (online) & 44% (face to face)	To improve performance planned for students to complete extra practices for a better understanding.
3	The students will utilize the database functions of electronic spreadsheet software, including filtering, subtotals, and sorting using multiple fields.	70% of students will utilize the database functions of electronic spreadsheet software, including filtering, subtotals, and sorting by completing a unit exam.	94% (online) & 78% (face to face)	To improve performance instructor created extra practices for a better understanding,

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Office Systems Technology			
COURSE LEVEL: BOT 2133 Desktop Publishing			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Office Systems 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?
1	Students will demonstrate knowledge of publishing concepts, ethics, and laws to identify basic principles of design used by applying advanced word processing skills for documents.	70% of students will correctly format an effective publication and multiple-page documents using advanced word processing skills shortcuts for speed and accuracy on a Module 1 test.	100% (7/7) of students correctly formatted an effective publication and multiple-page documents using advanced word processing skills shortcuts for speed and accuracy on a Module 1 test.
2	Students will plan and create a publication based on purpose, intended audience, cost limitation, and time constraints using an effective layout using the advance features of word processing software.	70% of students will correctly plan and utilize appropriate graphics and formatting techniques to create a brochure using a template on a Module 2 test.	86% (6/7) of students correctly planned and utilized appropriate graphics and formatting techniques to create a brochure using a template on a Module 2 test.
3	Students will generate a newsletter using multi-columns to incorporate a variety of graphic elements using advanced features of word processing	70% of students will correctly produce an effective presentation for a multi-column newsletter document using style sheets on a Module 3 test.	86% (6/7) of students correctly produced an effective presentation for a multi-column newsletter document using style sheets on a Module 3 test.
		USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .	
		Instructor planned to continue using textbook exercises to increase student's skills in creating advanced word processing documents, and will incorporate more challenge performance exercises to improve critical thinking.	
		Instructor decided to provide instruction in formatting brochures using a template from outside sources and examples. A need was realized to incorporate more advanced performance activities that are provided at the end of each unit. This will help to increase the application of formatting techniques in brochures.	
		The instructor made a decision continue using the step-by-step exercises provided by the textbook to help students produce an effective multi-column newsletter. The	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	software.			instructor will incorporate online exercises provided by the textbook publisher that will give students immediate feedback to assist them in correcting their newsletters.
--	-----------	--	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Office Systems Technology				
COURSE LEVEL: BOT 2323 Database 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: 1. To prepare students to transfer and 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.				
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 Office Systems 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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Students will create a table used in a database file.	70% of students will correctly create a table from scratch consisting of three essential tasks: (1) they will meaningfully name each field in the table, (2) select an appropriate data type for each field, and (3) name the table itself. Attainment of the outcome will be measured by using an online assessment.	100% 2/2) of students correctly created a table from scratch consisting of three essential tasks: (1) they meaningfully named each field in the table, (2) selected an appropriate data type for each field, and (3) named the table itself. Attainment of the outcome was measured by using an online assessment (SAM).	The instructor incorporated more Independent Challenge activities found in the textbook lessons which increased the student's critical thinking and application of skills in creating a database table. Next semester, students will provide their own data to create this table. The data will come from something that is meaningful to the student. This will help the student apply their database skills in their everyday life.
2	Students will link tables together to create and design a relational database.	70% of students will use the primary key field(s) to correctly create a one-to-many relationship between two or more tables in a database. Attainment of the outcome will be measured by using an online assessment.	100% (2/2) of students used the primary key field(s) to correctly create a one-to-many relationship between two or more tables in a database. Attainment of the outcome was measured using an online assessment (SAM).	The instructor integrated more Independent Challenge activities which increased the student's critical thinking and application of primary key fields and one-to-many relationships in a database. Next semester, we will incorporate a SAM project which will provide immediate feedback to the student and assist them in correctly using the primary key field.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

3	Students will modify database file structure and records to produce desired output.	70% of students will correctly create and modify a query using either the Query Wizard or the Query design view. Attainment of the outcome will be measured by using an online assessment.	100% (2/2) of students created and modified a query using either the Query Wizard or the Query design view. Attainment of the outcome was measured using an online assessment (SAM).	Additional instruction was provided in creating and modifying a query. More Independent Challenge activities were used which helped students increase their critical thinking and application of the Query Wizard and Query design view. Next semester, students will provide their own data to use in the database file; the data will come from something that is meaningful to the student. This will help the student apply their database skills in their everyday life.
4	Students will manipulate database files to perform mathematical operations and relate their applications to existing information in a database.	70% of students will correctly build a summary query in a database file. Attainment of the outcome will be measured by using an online assessment.	100% (2/2) of students correctly built a summary query in a database file. Attainment of the outcome was measured by using an online assessment (SAM).	Decided to incorporate more SAM projects which provided immediate feedback to students and assisted them in correctly building a summary query in a database file. Because mathematical operations were challenging to the students, we will spend time reviewing basic mathematical problems before manipulating them into a database file. If students provide their own data for the database files, it will help relate their applications to existing information in a database.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Business Technology				
COURSE LEVEL: BOT 2413 Computerized Accounting				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Business 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 .
1	The student will enter transactions in the general journal using accounting software.	70% of students will enter transactions in the general journal using accounting software. Outcome will be measured after student completes activity using accounting software.	Online-100% (9 of 9) of the students correctly entered transactions in the general journal using accounting software. Face-to-Face - 100% (9 of 9) of the students correctly entered transactions in the general journal using accounting software.	The instructor planned to continue using computer software program to increase student's skills in entering transactions in the general journal. Instructor plans to incorporate more lecture into the course to help with the audible learners.
2	The student will correctly produce financial statements using accounting software.	70% of student will produce financial statements using accounting software.	Online-100% (9 of 9) of the students correctly produced financial statements using accounting software. Face-to-Face - 100% (9 of 9) of the students correctly produced financial statements using accounting software.	Instructor planned to continue using the software program to have students produce financial statements. The instructor will incorporate an extra exercise for more practice and remediation.
3	The student will correctly formulate payroll registers using accounting software.	70% of students will formulate payroll registers using accounting software.	Online-100% (9 of 9) of the students correctly formulated payroll registers using accounting software.	Instructor decided to incorporate the Sample problem which gives students immediate feedback to correctly formatting payroll registers.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

			Face-to-Face - 100% (9 of 9) of the students correctly formulated payroll registers using accounting software.	
--	--	--	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Office Systems Technology				
COURSE LEVEL: BOT 2723 Administrative Office Procedures				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Office Systems 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 .
1	The students will examine employment, health, and safety issues.	70% of students will be able to examine employment, health, and safety issues by completing a chapter quiz.	100% (3/3) of students	Instructor made a decision to continue using critical thinking exercises to increase student's skills in examining employment health and safety issues. The instructor will also incorporate ethical exercises.
2	The students will process mail, and determine the most appropriate method to use in sending domestic and international mail.	70% of students will process mail, determine the most appropriate method to use in sending domestic and international mail by completing a chapter quiz.	100% (3/3) of students	The instructor planned to continue using the end-of-chapter activities to enhance learning of processed mail. Instructor will also incorporate technology to practice sending mail electronically.
3	The students will plan and conduct a meeting.	70% of students will plan and conduct a meeting indicated on a chapter quiz.	100% (3/3) of students	The instructor decided to provide instruction in planning and conducting a meeting. Instructor plans to have students conduct a mock meeting so they can have immediate feedback.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Office Systems Technology				
COURSE LEVEL: BOT 2813 Business Communications				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Office Systems 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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Students will use the three-phase writing process to create information e-mail messages.	70% of students will use the three-phase writing process to correctly create an e-mail message with an instructor created rubric.	100% (online) & 79% (face to face)	To improve performance planned for the students to perform peer reviews before submitting the email to the instructor.
2	Students will compose effective business letters by writing a letter that makes a direct request for information or action	70% of students will correctly write a letter that makes a direct request for information or action using an instructor created rubric.	100% (online) & 93% (face to face)	To improve performance planned for the students to perform peer reviews before submitting the letter to the instructor.
3	Students will prepare for employment by constructing a resume.	70% of students will correctly construct a resume using an instructor created rubric.	90% (online) & 96% (face to face)	To improve performance made plans for the students to attend a job fair with the constructed resume.
4	Students will demonstrate sensitivity in communicating with a diverse workforce and international audiences.	70% of students will correctly conduct research and orally present their findings about the customs of the people with whom they are communicating using an instructor created rubric.	100% (online & face to face)	To improve performance the instructor decided to invite outside industry professionals to view the student presentations and also score the student's performance.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Office Systems Technology				
COURSE LEVEL: BOT 2823 Communication Technology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Business and Commerce Technology to students within the PRCC district.				
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1	The student will assess current and emerging technology affecting communication.	70% of students who complete this course will correctly define terms/components associated with technology on a Module test.	100 % (3/3) of students correctly defined terms/components associated with technology on a Module test.	The course will be dropped from the program curriculum due to the adoption of the 30/45/60 stackable curriculum.
2	The student will investigate resources for online communication and include ethical, legal, and security issues pertaining to online resources.	70% of students who complete this course will correctly create and deliver a presentation, using presentation design software that identifies issues related to the use of resources for online communication; this should also include the investigation of legal, ethical, and security issues pertaining to online resources.	100% (3/3) of students correctly created and delivered a presentation, using presentation design software that identified issues related to the use of resources for online communication; the presentation also included legal, ethical, and security issues pertaining to online resources.	The course will be dropped from the program curriculum due to the adoption of the 30/45/60 stackable curriculum.
3	The student present information using current technology.	70% of students who complete this course will correctly create and maintain a Web page (or Blog) using effective Web page (or Blog) design techniques.	100% (3/3) of students correctly created and maintained a Web page and Blog using effective Web page and Blog design techniques.	The course will be dropped from the program curriculum due to the adoption of the 30/45/60 stackable curriculum.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Office Systems Technology			
COURSE LEVEL: BOT 2833 Integrated Computer Applications			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Office Systems 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 <u>CHANGE</u> or <u>IMPROVE</u> .
1 Students will create integrated business documents transferring data among software applications.	70% of students will correctly integrate business documents transferring data among software applications as demonstrated by a completing an integrated project.	100% (3/3) of students correctly integrated business documents transferring data among software applications as demonstrated by completing an integrated project.	Students completed one major integrated project at the end of the semester and were successful in transferring data among software applications. Instructors recommended that students complete additional, yet smaller, integrated projects throughout the semester.
2 Students will utilize advanced functions of software applications.	70% of students will correctly utilize advanced functions of software applications including word, excel, access, and PowerPoint as demonstrated in the hands-on section of the unit tests.	100% (3/3) of students correctly utilized advanced functions of software applications including word, excel, access, and PowerPoint as demonstrated in the hands-on section of the unit tests.	Students were successful in utilizing advanced functions of software applications this semester as demonstrated in the hands-on section of the unit tests. Instructors recommended that students have the opportunity to do additional advanced activities as extra credit throughout the semester to stretch their level of knowledge.
3 Students will develop and deliver individualized multimedia presentations.	70% of students will correctly develop and deliver an individualized multimedia presentation using PowerPoint software and a teacher-created rubric.	100% (3/3) of students correctly developed and delivered an individualized multimedia presentation using PowerPoint software and a teacher-created rubric.	Students have been successful in developing and delivering an individualized PowerPoint presentation this semester; however, it is recommended that students present on the topic of "Integrating Microsoft Office Applications" in the future to further

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

				increase their level of knowledge about integrating.
--	--	--	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Web Development Technology				
COURSE LEVEL: CPT 1143 Programming Development Concepts				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Web Development 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 .
1	Demonstrate the use of a flowchart to show the logic of a program.	75% of students who complete this course will be able to correctly draw a flowchart to show the logic of a program on a programming logic test.	100% (14 out of 14) students will be able to correctly draw a flowchart to show the logic of a program on a programming logic test.	The instructor created more complex assignments using the advanced flowcharting techniques.
2	Develop a pseudocode to show the logic of a program.	75% of students who complete this course will be able to correctly develop a pseudocode to show the logic of a program on a programming logic test.	93% (13 out of 14) students will be able to correctly develop a pseudocode to show that logic of a program on a programming logic test.	The instructor modified the assignments to include a pseuocode for all programming assignments. This will help to reinforce this concept.
3	Design a program, code a program, and test/debug a program.	70% of students who complete this course will be able to correctly design a program, code a program, and test/debug a program on a programming assignment	86% (12 out of 14) students will be able to correctly design a program, code a program, and test/debug a program on a programming assignment.	The instructor decided to alter the class calendar to include more hands-on programming assignments.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Web Development Technology				
COURSE LEVEL: CPT 1323 Survey of Microcomputer Applications				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Web Development 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 <u>CHANGE</u> or <u>IMPROVE</u> .
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 be able to correctly create a document with text and paragraph formatting using a word processing program on a word processing test.	Online -- 100% (10 out of 10) students will be able to correctly create a document with text and paragraph formatting using a word processing program on a word processing test.	The instructor modified exercises and tests to incorporated more advanced word features.
2	Demonstrate the use of spreadsheet software to create a spreadsheet using formulas.	85% of students who complete this course will be able to correctly create a document with formulas using a spreadsheet program on a spreadsheet test.	Online -- 100% (9 out of 10) students will be able to correctly create a document with formulas using a spreadsheet program on a spreadsheet test.	The instructor created new exercises and tests in order to challenge the students and make the exercises/test more real world.
3	Illustrate the use of presentation program using slide transitions and animation.	85% of students who complete this course will be able to correctly create a document with slide transition and animation using a presentation program on a presentation test.	Online -- 88% (9 out of 10) students will be able to correctly create a document with slide transition and animation using a presentation program on a presentation test.	The instructor provide supplemental exercises to help reinforce slide transitions and animations.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Web Development Technology			
COURSE LEVEL: WDT 1123 Web Development Concepts			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Web Development 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 .			
1	The student will demonstrate the ability to correctly code a basic website using Hypertext Makeup Language (HTML).	70% of students who complete this course will correctly code a basic website using HTML as part of a course project.	89% (16 out of 18) students will be able to correctly code a basic website using HTML as part of a course project.
2	The student will demonstrate the ability to correctly code hyperlinks using Hypertext Markup Language (HTML).	70% of students who complete this course will correctly code hyperlinks using HTML as part of a course project.	78% (14 out of 18) students will be able to correctly code hyperlinks using HTML as part of a course project.
3	The student will demonstrate the ability to correctly style a website using Cascading Style Sheets (CSS).	70% of students who complete this course will correctly style a website using Cascading Style Sheets (CSS) as part of a course project.	72% (13 out of 18) students will be able to correctly style a website using CSS as part of a course project.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Web Development				
COURSE LEVEL: WDT 1414 Web Design Applications I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Web Development 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?
1.	The student will create and edit Web content utilizing WYSIWYG (What You See Is What You Get) editor applications.	80% of students who complete this course will be able to correctly create and edit Web content utilizing WYSIWYG editor applications on a class project.	100% of the students who completed the course were able to correctly create and edit Web content utilizing WYSIWYG editor application on a class project.	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE . The instructor has decided to modify the assignments to include the new Web standards using Creative Suite 6 (CS6).
2.	The student will create and edit Web content utilizing Hypertext Markup Language (HTML) editor applications.	80% of students who complete this course will be able to correctly create and edit Web content utilizing HTML editor applications on a class project.	100% of the students who completed the course were able to correctly create and edit Web content utilizing HTML editor applications on a class project.	The instructor has decided to create new assignments to include the new HTML Web standards using HTML5 and CSS3.
3.	The student will develop and edit animated/multimedia content specific for Web applications.	80% of students who complete this course will be able to correctly develop and edit animated/multimedia content specific for Web applications on a class project.	100% of the students who completed the course were able to correctly develop and edit animated/multimedia content specific for Web applications on a class project.	The instructor has decided to introduce the multimedia software earlier in the semester so that it can be integrated with the HTML editor.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Web Development Technology				
COURSE LEVEL: WDT 1434 Web Design Applications II				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Web Development 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 .
1	The student will demonstrate advanced usage of web authoring tools.	70% of students who complete this course will correctly create and edit advanced web content utilizing web authoring tools as part of a practical exam.	92% of the students who completed this course correctly created and edited advanced web content utilizing web authoring tools as part of a practical exam.	This program will be closed effective May 2014. We are currently teaching out the currently enrolled students.
2	The student will demonstrate advanced usage of animation/multimedia applications.	70% of students who complete this course will correctly develop and edit advanced animated/multimedia content specific for web applications as part of a practical exam.	92% of students who completed this course correctly developed and edited advanced animated/multimedia content specific for web applications as part of a practical exam.	This program will be closed effective May 2014. We are currently teaching out the currently enrolled students.
3	The student will demonstrate digital video editing applications.	70% of students who complete this course will correctly create, edit, and optimize video specifically for use as web content as part of a practical exam.	92% of students who completed this course correctly created, edited, and optimized video specifically for use as web content as part of a practical exam.	This program will be closed effective May 2014. We are currently teaching out the currently enrolled students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Web Development Technology				
COURSE LEVEL: WDT 2214 Web Programming II				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Web Development 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?
1 The student will demonstrate client-side programming using European Computer Manufacturers Association Script (ECMAScript).		70% of students who complete this course will correctly create a client-side program using ECMAScript on a written test.		66% of students who completed this course correctly created a client-side program using ECMAScript.
2 The student will demonstrate the ability to implement ECMAScript security issues.		70% of students who complete this course will correctly implement ECMAScript security measures on a written test.		66% of students who completed this course correctly implemented ECMAScript security measures.
3 The student will demonstrate effective error handling and debugging techniques.		70% of students who complete this course will correctly identify syntax, logic, and run-time errors on a written test.		66% of students who completed this course correctly identified syntax, logic, and run-time errors.
				USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
				This program will be closed effective May 2014. Instructors are currently teaching out the currently enrolled students.
				This program will be closed effective May 2014. Instructors are currently teaching out the currently enrolled students.
				This program will be closed effective May 2014. Instructors are currently teaching out the currently enrolled students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Web Development Technology				
COURSE LEVEL: WDT 2224 Web Programming III				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Web Development 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 .
1	The student will create Web applications using advanced server-side technologies.	70% of students who complete this course will correctly create Web applications using advanced server-side technologies as part of a course project.	100% of students who completed this course correctly created Web applications using advanced server-side technologies as part of a course project.	This program will be closed effective May 2014. We are currently teaching out the currently enrolled students.
2	The student will demonstrate the ability to apply object-oriented and procedural programming techniques.	70% of students who complete this course will correctly demonstrate the ability to apply object-oriented and procedural programming techniques as part of a course project.	100% of students who completed this course correctly demonstrated the ability to apply object-oriented and procedural programming techniques as part of a course project.	This program will be closed effective May 2014. We are currently teaching out the currently enrolled students.
3	The student will demonstrate the ability to maintain state between the client and server.	70% of students who complete this course will correctly demonstrate the ability to maintain state between the client and server as part of a course project.	100% of students who completed this course correctly demonstrated the ability to maintain state between the client and server as part of a course project.	This program will be closed effective May 2014. We are currently teaching out the currently enrolled students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Web Development Technology				
COURSE LEVEL: WDT 2263 Web Graphic				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Web Development 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 .
1	The student will discuss and explain graphic file formats (GIF, JPEG, PDF, TIFF, BMP, PICT, PNG, etc.).	70% of students who complete this course will correctly demonstrate the proper use of graphic file formats (GIF, JPEG, PDF, TIFF, BMP, PNG etc.) as part of a course project.	100% of students who completed this course correctly demonstrated the proper use of graphic file formats (GIF, JPEG, PDF, TIFF, BMP, PNG etc.).	This program will be closed effective May 2014. Instructors are currently teaching out the currently enrolled students.
2	The student will demonstrate the ability to develop static Web graphic / visual assets.	70% of students who complete this course will correctly demonstrate the ability to develop static graphic and visual content for a website as part of a course project.	100% of students who completed this course correctly demonstrated the ability to develop static graphic and visual content for a website.	This program will be closed effective May 2014. Instructors are currently teaching out the currently enrolled students.
3	The student will demonstrate the ability to develop motion or interactive graphic / visual content.	70% of students who complete this course will correctly demonstrate the ability to develop motion or interactive graphic / visual content for a website as part of a course project.	100% of students who completed this course correctly demonstrated the ability to develop motion or interactive graphic / visual content for a website.	This program will be closed effective May 2014. Instructors are currently teaching out the currently enrolled students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Web Development Technology				
COURSE LEVEL: WDT 2823 Web Server				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Web Development 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?
1 The student will demonstrate the ability to install a network server operating system and Web server components.		70% of students who complete this course will correctly select, install and configure a Web server as part of a course project.		50% of students who completed this course correctly selected, installed and configured a Web server.
2 The student will demonstrate the ability to install and configure dynamic server-side language components (i.e. PHP, Perl, ColdFusion, etc.).		70% of students who complete this course will correctly demonstrate the ability to install and configure dynamic server-side language components on a Web server as part of a course project.		50% of students who completed this course correctly demonstrated the ability to install and configure dynamic server-side language components on a Web server.
3 The student will demonstrate the ability to install and configure a database management system (i.e. MySQL, SQL Server, pgSQL, etc.).		70% of students who complete this course will correctly demonstrate the ability to install and configure a database management system on a Web server as part of a course project.		50% of students who completed this course correctly demonstrated the ability to install and configure a database management system on a Web server.
USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .				
This program will be closed effective May 2014. We are currently teaching out the currently enrolled students.				
This program will be closed effective May 2014. We are currently teaching out the currently enrolled students.				
This program will be closed effective May 2014. We are currently teaching out the currently enrolled students.				

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Construction and Transportation			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 complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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	To insure that each program is following our statewide standardized curriculum.	Each program will be evaluated by the state using predefined standards and evaluations tools.	Each Career-Technical program is evaluated at the end of every school by completing the Final Enrollment and Follow-up reports to the state.	The instructors planned to participate in curriculum revisions which are completed on a five year rotation schedule with the Research and Curriculum Unit of Mississippi State University. Curriculum revisions are very important as we change to 30-45-60.
2	To improve instructor's performance by supervisor, student evaluations, and continuing education.	According to the college's policies and procedures, each instructor who has been employed at Pearl River Community College 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.	Department chairs meet with all instructors who are evaluated to discuss the results of their students.	The Career-Technical Chairs decided to create a plan of improvement for any instructor who has below a 50% on any items in the evaluation. If a plan of improvement is needed, a follow-up meeting will be held.
3	To train students to be successfully and gainfully employed in the field trained.	80% of the students enrolled in the program of student will successfully complete the desired student learning outcomes. It should be noted that 2010-2011 student learning outcomes will continue to be assessed. The following student learning outcomes will be among those included for assessment during the 2011-2012 school	87% of the students enrolled in the following programs successfully completed the desired student learning outcomes.	The instructor decided to continue to stress importance of each student learning outcomes as outlined below.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

	<p>year:</p> <p><u>Utility Lineman Technology:</u></p> <p>Students will be able to demonstrate proper climbing techniques.</p> <p>Students will demonstrate pole top and bucket rescue.</p> <p>Students will be able to identify and frame different types of pole framings.</p> <p><u>Construction Equipment Operation:</u></p> <p>Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce.</p> <p>Students will acquire fundamental skills associated with construction equipment machinery.</p> <p>Students will demonstrate proper maintenance of all pieces of equipments.</p> <p><u>Commercial Truck Driving:</u></p> <p>Students will demonstrate how to plan a route with a map and complete a log book to Federal Motor Carrier Safety Regulations laws.</p> <p>Students will acquire fundamental skills associated with safe backing practices as required by Commercial Drivers License and the trucking industry.</p> <p>Students will be able to perform a pre-trip inspection to Commercial Drivers License standards.</p>	<p>77% (28 of 36) have demonstrated the proper climbing techniques as prescribed by Industry.</p> <p>77% (28 of 36) have demonstrated pole top and bucket rescue.</p> <p>100% (36 of 36) will be able to identify different types of framing.</p> <p>95% of the students have obtained the knowledge and skills for employment in the workforce.</p> <p>96% of the students will obtain the basic knowledge and skills for various pieces of equipment.</p> <p>100% of the students demonstrated the proper maintenance of the equipment according to equipment manuals.</p> <p>100% of the students have demonstrated how to successfully plan out a route and keep a log book.</p> <p>100% of the students acquired the safe backing skills over the recommended time period within the course.</p> <p>100% of the students were able to perform a pre-trip inspection.</p>	<p>The Instructor has decided to add more obstacles to climb around, to give real life applications.</p> <p>The Instructor planned to use different situations for the bucket and pole top rescue in the labs.</p> <p>The Instructor has decided to use framing use in different parts of the United States.</p> <p>The Instructor made a plan to check with industry and find out if new requirements are needed for future students.</p> <p>Instructor made a decision to search for various training aids within the Industry to aid in training sessions.</p> <p>The instructor decided to obtain maintenance chart from the equipment distributors.</p> <p>The instructor planned change up routes and stops for different routes and times.</p> <p>The instructor decided to change the lab, as to keep students from getting comfortable in their exercises.</p> <p>The instructor has changed the walk around lab to make sure students are not just memorizing the charts.</p>
--	---	---	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		<p><u>Truck Driving for Line Workers:</u></p> <p>Student will demonstrate how to plan a route with a map and complete a log book to Federal Motor Carrier Safety Regulations laws.</p> <p>Students will acquire fundamental skills associated with safe backing practices as required by Commercial Drivers License and the trucking industry.</p> <p>Students will be able to perform a pre-trip inspection to Commercial Drivers License standards.</p> <p><u>Basic Utility Equipment Operation:</u></p> <p>Students will demonstrate the safe use and operation of an aerial lift truck.</p> <p>Students will demonstrate the safe use and operation of a digger truck</p> <p>Students will demonstrate the safe use of a chainsaw.</p> <p><u>Advance Utility Equipment Operation:</u></p> <p>Student will demonstrate the safe use and operation of a fork lift.</p> <p>Students will demonstrate the safe use and operation of a trencher/other equipment.</p> <p>Students will demonstrate the safe use and operation of an All Terrain Vehicle, Recreation Terrain Vehicle, and Utility Terrain Vehicle.</p>	<p>100% of the students have demonstrated how to successfully plan out a route and keep a log book.</p> <p>100% of the students acquired the safe backing skills over the recommended time period within the course.</p> <p>100% of the students were able to perform a pre-trip inspection.</p> <p>100% of the students have demonstrated the safe operations of an aerial lift truck.</p> <p>100% of the students have demonstrated the safe operations of a digger truck.</p> <p>100% of the students have demonstrated the safe operations of a chain saw.</p> <p>90% of the students made a 70 or better on the written test and skills application.</p> <p>80% of the students made an 80 or better on the written test and were able to identify the different parts.</p> <p>80% of the students were able to demonstrate the safe use of an all-terrain vehicle.</p>	<p>The instructor planned to change up routes and stops for different routes and times.</p> <p>The instructor made a decision to change the lab, as to keep students from getting comfortable in their exercises.</p> <p>The instructor has changed the walk around lab to make sure students are not just memorizing the charts.</p> <p>The instructor has decided to incorporate the operations manual in his training.</p> <p>The instructor has decided to incorporate the operations manual in his training.</p> <p>The instructor has decided to introduce different cutting methods and chain saws.</p> <p>The instructor planned to change up labs for and give students more lab time.</p> <p>The instructor made a decision to secure different trenchers for class.</p> <p>The instructor decided to set out a course for the all-terrain vehicle for students.</p>
4	State University Research and Curriculum Instructors from all state	C-Pass Testing and National Center Construction Education Research.	80% of the students will successfully pass the MS-CPAS (Mississippi Career	The instructor planned to continue to have more hands on labs within its field of

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	programs in the State.		Planning & Assessment System) exam and the NCCER (National Center for Construction Education Research).	Instruction.
--	------------------------	--	---	--------------

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013 - 2014

PROGRAM OF STUDY: Construction and Transportation		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
PROGRAM: Commercial Truck Driving				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in COMMERCIAL TRUCK DRIVING to student in 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 .
1	To instruct students according to Commercial Drivers License and industry standards	70% of students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the trucking industry	87% (7 out of 8) students passed required safe operations of a commercial motor vehicle.	Instructor planned to continue to add different labs to safe driving operations testing.
2	To provide training as recommended by the trucking industry	70 % of students will acquire fundamental skills associated with safe operation of a commercial motor vehicle	100% (8 out of 8) students acquired the skills associated with the safe backing skills.	Instructor decided to give students more opportunities on the backing range labs.
3	To provide to an individual the ability find employment in a the trucking industry	70% of completers will find employment in the trucking industry as determined by job placement follow-up.	100% (8 out of 8) students were able to plan a route and complete log book within the recommended time frame.	Instructor determined a need to continue to enforce the importance of the Federal Motor Carrie Safety Regulations.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Construction and Transportation			Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
PROGRAM: Commercial Truck Driving					
COURSE LEVEL: DTV 1114 Commercial Truck Driving 1					
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.					
STRATEGIC GOALS:					
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.					
2. To provide quality student services.					
3. To provide access to college courses and programs using various instructional methods, including distance education.					
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.					
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.					
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.					
7. To recruit and retain students from a diverse population.					
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.					
PURPOSE OF UNIT: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.					
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Commercial Truck Driving 1 to students in 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 .					
1	To instruct students according to framework curriculum.	70% of students will demonstrate practical knowledge and skills which are necessary for safe efficient operation of a commercial motor vehicle.	87% (7 out of 8) students passed required safe operations of a commercial motor vehicle.	Instructor made a decision to continue to add different labs to safe driving operations testing.	
2	To provide training to students so they will be able to demonstrate the ability to perform level 1 and 2 backing per CDL requirements	70 % of students will acquire fundamental skills associated with safe backing practices as required by the trucking industry	100% (8 out of 8) students acquired the skills associated with the safe backing skills.	Instructor decided to give students more opportunities on the backing range labs.	
3	To provide to an individual the ability to perform trip planning / map reading and log book skills	70% of completers be able to plan a trip lay out a route and complete a log book as required by Federal Motor Carrier Safety Regulations and the industry.	100% (8 out of 8) students were able to plan a route and complete log book within the recommended time frame..	Instructor planned to continue to enforce the importance of the Federal Motor Carrier Safety Regulations.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013 - 2014

PROGRAM OF STUDY: Construction and Transportation			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
PROGRAM: Commercial Truck Driving				
COURSE LEVEL: DTV 1124 Commercial Truck Driving 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 complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Commercial Truck Driving 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 .				
1	To instruct students to conduct a pre-trip inspection to Commercial Drivers License standards	70% of students will demonstrate practical knowledge and skills that will allow them to pass the Commercial Driving License pre-trip inspection test to state Commercial Driving License requirements.	87% (7 out of 8) Students passed the skills test on the first attempted, of the pre- trip inspection.	Instructor determined a need to make an attempt to secure different walk around labs for future testing.
2	To provide training as needed to give students the ability to perform level 1-2 and 3 backing as required by Commercial Driver's License standards	70 % of students will acquire the skills required to demonstrate level 1-2and 3 backing to Commercial Driver's License requirements.	100% (8 out of 8) Students obtained the required skills for backing exercises.	Instructor planned to add different vehicles to the backing skills lab.
3	To provide to an individual the ability and skills to become a commercial truck driver to Commercial Driver's License and industry standards.	70% of completers will pass the Commercial Driver's License skills test and find employment in the trucking industry.	100% (8 out of 8) Students upon completion of the course have passed the skills test for Industry and have found employment.	Instructors planned to visit the Industry for employment opportunities.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Construction and Transportation		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Construction Equipment Management				
COURSE LEVEL: CEV 1212 Safety I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Equipment Management 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 .
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.	85% of completed students	Instructor planned to use updated videos to stress the importance of safety.
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.	95% of completed students	Instructor decided to spend more time reviewing textbook with students.
3	The student will be able to demonstrate the ability to properly mount and dismount the equipment.	90% of the student will achieve a 90 or higher on this daily task.	100% of students achieved 90% on this task.	Instructor determined a need to stress more emphasis daily on the importance of proper mounting and dismounting.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Construction and Transportation			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Construction Equipment Management				
COURSE LEVEL: CEV 1313 Service and Preventative Maintenance				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Equipment Management 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 .
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.	100% of the students successfully accomplished this task.	The instructor has decided to continue stressing the importance of refueling safety.
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.	85% of the students achieved 100% on this module test.	The instructor planned to have students watch more videos and more hands on time for this task.
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.	85% of the students scored 90% are higher on this module test.	The instructor made a decision to have students watch more videos and more hands on time for this task.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGAM OF STUDY: Construction and Transportation			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Construction Equipment Management				
COURSE LEVEL: CEV 1416 Equipment Operation I				
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:				
<div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>				
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 Equipment Management 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 .				
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.	90% of the students scored 100% on the module test .	The instructor planned for students to spend more time watching safety videos .
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.	90% of the students scored 100% on this module test.	The instructor has decided to spend more time on this module to stress the importance of traffic safety.
3	Demonstrate the ability to cut a grade with a dozer.	90% of the students will make a 90 or higher on this task.	80% of the students scored 90% on their final exam on this task.	The instructor planned for the students to spend more time on the dozer to improve their skills.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013 - 2014

PROGRAM OF STUDY: Construction and Transportation		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
PROGRAM: Utility Lineman Technology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in Utility Lineman Positions throughout the Industry?				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Utility Lineman Technology to student in 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 .
1	Upon completion of this program, students will be able to demonstrate the safety aspect of the all Personal Protective Equipment used in this Industry.	70% of students will demonstrate practical knowledge and skills which are necessary for Personal Protective Equipment for the Industry.	100% (19 of 19) were able to understand the principles of Personal Protective Equipment.	The Instructor has decided to add activities that warrant minimum approach distance situations that are found in the working Industry.
2	Upon completion of this program, students will be able to understand and frame different specification of power poles in the Industry.	70 % of students will acquire fundamental skills associated with the different framing specification in the Industry for different companies.	94% (14 of 15) were able to Identify different framing and configuration.	Instructor has made a decision to offer more examples of the different configurations, this will help the students.
3	Upon completion of this program, students will be prepared for employment in the Industry, by having various certifications.	70% of students will find employment as a Utility Lineman or apprentice within the Industry upon completion.	94% (14 of 15) were able to gain employment as an apprentice within their field of study.	Instructor will continue to contact Industry for job openings and the needs of their companies.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Construction and Transportation		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Utility Lineman Technology				
COURSE LEVEL: ULT 1133 Safety for Line Workers				
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:				
<div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>				
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 Utility Lineman 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 .
1	The students will demonstrate proper Personal Protective Equipment during normal work day.	70% of the students will demonstrate proper Personal Protective Equipment in the field through testing.	60% (19 of 32) successfully pass a safety testing process through written and field evaluation by using the NCCER material..	The Instructor has decided to apply a 30 minute section on safety at the beginning of the daily session, to improve success.
2	The student will be able to demonstrate proper safety and First Aid/CPR techniques.	70% of the students will successfully demonstrate First Aid/CPR techniques measured through testing and instructor observation.	100% (35of 35) were able to complete demonstration and testing in First Aid/CPR.	Instructor decided to continue to offer First Aid/CPR.
3	The student will demonstrate successful bucket rescue for an injured person given an aerial situation.	70% of students will demonstrate proper basic steps to successfully bring down bucket trucks to rescue an injured worker.	100% (35of 35) have demonstrated this exercise, by completing this task.	The Instructor has changed the situations, with different task.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Construction and Transportation			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Utility Lineman Technology				
COURSE LEVEL: ULT 1144 AC/DC Circuits for ULT				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Utility Lineman 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 .				
1	Demonstrate and practice general safety procedures in lab environments.	Students who pass the 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.	72% (18 of 25)	Instructor decided to update safety test and increase practices to improve student safety skills.
2	Demonstrate ability to measure ac voltage using a digital multi-meter.	Students completing this course will be able to use the digital multi-meter to correctly measure 80% of the variable dc and ac voltage.	80% (20 of 25)	Instructor determined that creating more practical lab assignments will increase student retention of meter usage.
3	Demonstrate ability to measure dc voltage and current using a digital multi-meter.	Students completing this course will be able to use the digital multi-meter to correctly measure 80% of the variables ac voltage and ac current.	76% (19 of 25)	Planned to provide material by instructor to increase demonstration skills to measure AC components.
4	Interpret a schematic in relationship to filter configurations.	Student passing this course will be able to correctly interpret 75% of the symbols of a schematic diagram using capacitive/inductive filters.	80% (20 of 25)	Instructor decided that mastery of skills could be increased by adding remedial

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Construction and Transportation		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Utility Lineman Technology				
COURSE LEVEL: ULT 1192 Fundamentals of Electricity for Line Workers				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Utility Lineman 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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	The students will demonstrate proper Personal Protective Equipment (P.P.E.) during normal work day.	70% of the students will demonstrate proper Personal Protective Equipment in the field through testing.	(29 of 29)100 % of the students demonstrated the proper use of the Personal Protective Equipment through field testing.	Planned to add various situations for Personal Protective applications.
2	The student will be able to demonstrate principles of electricity.	70% of the students will successfully demonstrate the principles by drawing transformer windings and through testing.	(24 of 29) 83 % of the students made a 90 or higher by demonstration transformer windings and drawings.	It was decided to continue to add more labs to achieve a 100% in this area of study.
3	The student will demonstrate application of Ohm's Law.	70% of students will demonstrate Ohm's Law knowledge through hands on lab exercises and testing.	(26 of 29) 88% of the students were able to demonstrate ohms law in the lab through testing.	The Instructor has decided to add more lab time to achieve a 100% in this area of study.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Construction and Transportation		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Utility Lineman Technology				
COURSE LEVEL: ULT 1223 Transformer Operation and Banking				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Utility Lineman 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 –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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	The students will demonstrate Proper Protective Equipment (P.P.E.) during normal work day.	70% of students will understand and demonstrate proper P.P. E. in the field.	100% (23 or 23) Students have demonstrated proper use of Personal Protective Equipment in the field labs.	Instructor planned to add various situations and labs for proper cover-up and gloving techniques in the electrical flied.
2	The student will demonstrate safety precautions associated with motors and transformers.	70% of students will be able to demonstrate safety procedures around motors and transformers.	79% (18 of 23) Students have demonstrated proper rotations and safety procedures for this task.	It was decided to continue to check with Industry for updated motors and transformers.
3	The student will demonstrate proper connection of single phase transformers.	70% of students will be able to demonstrate single phase transformer connections.	100% (23 of 23) Students have understood and can demonstrate proper and operation of a single phase transformer.	Instructor planned to contact Howard Industries for updates on single phase transformers.
4	The student will understand three transformer connections of the different secondary voltages and open wye and open deltas banks .	70% of students will understand the open wye and open delta principles and apply them. Also 70% will identify the different secondary voltages.	70% (16 of 23) Students understood and can demonstrate Wye and Delta installation for single and three phase transformers.	Determined a need to introduce different labs for students to practice on at various times during the class.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Construction and Transportation			Supports PRCC Strategic Goal(s): 1 , 3, 7	
PROGRAM: Utility Lineman Technology				
COURSE LEVEL: ULT 1324 Truck Driving for Line Workers				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Utility Lineman 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 .
1	The student must demonstrate the ability to perform a walk around pre-trip inspection.	80% of the students will demonstrate the ability to perform a walk around pre-trip inspection.	100% of the students completing this course were able to perform a walk around pre-trip inspection.	Instructor planned to spend more classroom time covering walk around pre-trip inspection.
2	The student must demonstrate the ability to perform basic operations of a Class "A" combination vehicle with an air brake endorsement.	80% of the students will demonstrate the ability to perform basic operations of a Class "A" combination vehicle with an air brake endorsement.	100% of the students completing this course were able to demonstrate basic operations of a Class "A" combination vehicle with an air brake endorsement.	A need for more lab time to use in a "hands on" approach for the students to perform basic operations of a "Class A" combination vehicle with an air brake endorsement was realized.
3	The students must be able to safely maneuver a Class "A" combination vehicle with an air brake endorsement to complete a basic skills test.	80% of the students will be able to safely maneuver a Class "A" combination vehicle with an air brake endorsement to complete a basic skills test.	100% of the students were able to safely maneuver a Class "A" combination vehicle with an air brake endorsement to complete the basic skills test.	Planned for more lab time to be used for the students to be able to safely maneuver a Class "A" combination vehicle with an air brake endorsement to complete the basic skills test.
4	The student must obtain a Class "A" CDL with an air brake endorsement.	80% of the students will obtain a Class "A" CDL license with an air brake endorsement.	100% of the students were able to obtain a Class "A" CDL license with an air brake endorsement.	Decided to allocate more road time to better prepare students to obtain a Class "A" CDL license with an air brake endorsement.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Construction and Transportation			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Utility Lineman Technology				
COURSE LEVEL: ULT 1333 Basic Utility Equipment Operation				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Utility Lineman Technology to students within the PRCC district.				
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1	The students will demonstrate safe operations of an aerial lift truck.	80% of students will demonstrate safe operations of an aerial lift truck verified by instructor observation.	100 % of students completing this course were able to safely perform all operations of an aerial lift truck.	The instructor has decided to add more activities for the students to perform during operations of an aerial lift truck.
2	The student will demonstrate safe operations of a digger truck.	80% of students will be able to demonstrate safe operations of a digger truck verified by instructor observation.	100% of students completing this course were able to demonstrate safe operations of a digger truck.	The instructor has decided to add more activities for the students to perform during operations of a digger truck.
3	The student will demonstrate safe operations of a fork lift.	80% of students will be able to demonstrate safe operations of a fork lift verified by instructor observation.	100% of students completing this course were able to safely perform all operations of a fork lift.	The instructor has decided that more lab time is needed for safe operations of a fork lift.
4	The student will demonstrate safe operations of a chain saw.	80% of students will demonstrate safe operations of a chain saw verified by instructor observation.	100% of students completing this course were able to demonstrate safe operations of a chain saw.	The instructor has determined that more lecture time is needed on chain saw safety.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Construction and Transportation			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Utility Lineman Technology				
COURSE LEVEL: ULT 1413 Pole Climbing				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Utility Lineman 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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	The students will demonstrate proper personal protective equipment during normal work day.	70% of the students will demonstrate proper Personal Protective Equipment in the field through testing.	100% (36 of 36) have completed the field testing for Personal Protective Equipment.	The Instructor has decided to change application of Personal Protective Equipment into different labs settings.
2	The student will be able to demonstrate use and inspection of pole climbing equipment.	70% of the students will successfully demonstrate an inspection of all climbing equipment.	100% (36 of 36) were able to demonstrate a (n) inspection of the complete climbing gear used in the class.	The Instructor has implemented a daily inspection of all the gear that each student is will use. This inspection shall be done by the student first, then the Instructor.
3	The student will demonstrate proper climbing skills as prescribed by industry.	70% of students will demonstrate proper climbing ability as prescribed by industry through field testing.	77% (28 or36) have demonstrated the proper climbing techniques as prescribed by the Industry.	This Instructor has decided to add more obstacles to climb around, to give a real life application of on the job problems.
4	The student will demonstrate proper pole top rescue.	70% of students will be able to demonstrate pole top rescue through field testing.	77% (28 of 36) were able to complete this task, according to the guidelines set forth.	These competencies will require more practice in the field, even though we have reached our goal in this competency.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2012-2013

PROGRAM OF STUDY: Construction and Transportation			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Utility Lineman Technology				
COURSE LEVEL: ULT 1523 National Electrical Safety Code				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Utility Lineman 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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	The students will be able to locate information and give references of where information can be found.	70% of the students will be able to locate information through testing under the supervision of the instructor.	84% (26 of 31) students were able to locate the proper information asked for by the Instructor within a limited time frame.	The Instructor decided to add more power point pictures to the labs, to widen the frame work of the National Electric Safety Code Book.
2	The students will be able to locate National Electric Safety Code and National Electric Code boundaries.	70% of the students will demonstrate that they know the boundaries of the National Electric Safety Code and National Electric Code through testing.	84% (26 of 31) students were able to clearly define the boundaries of the National Electric Code and the National Electric Safety Code.	Instructor has decided to add more pictures of different service entrances to enhance the students ability, on which electrical device is the customers responsible.
3	The students will demonstrate clearances of underground line.	70% of the students will be able to identify clearances in underground lines.	84% (26 of 31) have successfully identified clearances for underground lines.	Instructor will continue to give more examples of underground problem to further student's ability to apply rules.
4	The students will demonstrate clearances overhead lines.	70 % of the students will be able to identify clearances in overhead lines.	84% (26 of 31) have successfully identified clearances for overhead lines.	Instructor has added more violation pictures from different parts of the country, to widen students' abilities to recognize violations.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Construction and Transportation		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
PROGRAM: Utility Lineman Technology				
COURSE LEVEL: ULT 2133 Overhead Construction				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Utility Lineman 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 –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 .
1	The students will properly Identify all components of the electrical system.	70 % of the students will understand and demonstrate all electrical components through instructor observation.	83% (19 of 23) Students have demonstrated the electrical compotents of the electrical system.	Instructor decided to implement more time for component Identification process.
2	The students will identify different specifications and framings.	70 % of the students will successfully demonstrate different specifications and framings through testing.	100% (23 of 23) Students have framed poles according to various specification books.	Instructor planned to search for different framing specification used in different parts of the country.
3	The students will demonstrate the ability to Identify all distribution parts.	70 % of the students will identify distribution parts through instructor observation.	87% (20 of 23) Students were able to identify parts of the distribution system.	It was decided to check with the different Industries to seek out materials for various types of labs.
4	The student will demonstrate the ability to hang transformers on the poles according to the specifications.	70 % of the students will understand and demonstrate each phase of operation through testing.	100% (23 of 23) Students were able to successfully hang transformers using various framing specifications.	Instructor planned to search for different framing specifications throughout the country.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGAM OF STUDY: Construction and Transportation		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
PROGRAM: Utility Lineman Technology				
COURSE LEVEL: ULT 2143 Underground Construction				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Utility Lineman 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 –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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	The students will appropriately use Proper Protective Equipment (P.P.E.) during normal work day.	70 % of the students will understand and demonstrate proper P.P. E in the field.	100% (23 of 23) Students have demonstrated the use of Personal Protective Equipment in the filed.	Instructor plans to add various situations for proper cover-up and gloveing techniques.
3	The student will improve on climbing abilities.	70% of students will improve climbing abilities measured through testing and instructor observation.	96% (22 of 23) Sudents have improved their climbing abilities through the testing process.	Instructor plans to monitor the Industry for updates on 100& fall protection climbing.
4	The student will understand the principles of the make -up of underground wires.	70% of students will describe under the supervision of the instructor and through testing, the different wire make-ups in the field.	110% (23 of 23) Students have demonstrated and been tested on secondary and primary termination procedures.	Instructors plans to add heat shrink splicing and tape splicing labs.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2012-2013

PROGRAM OF STUDY: Construction and Transportation			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Utility Lineman Technology				
COURSE LEVEL: ULT 2333 Advanced Utility Equipment Operation				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Utility Lineman 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 –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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	The students will demonstrate safe operations of an aerial lift truck.	80% of students will demonstrate safe operations of an aerial lift truck verified by instructor observation.	100% of students completing this course were able to safely perform all operations of an aerial lift truck.	The instructor has determined that more lab time is needed for students to safely perform all operations of an aerial lift truck.
2	The student will demonstrate safe operations of a digger truck.	80% of students will be able to demonstrate safe operations of a digger truck verified by instructor observation.	100% of students completing this course were able to safely perform all functions of a digger truck.	The instructor has decided to add more lab activities for student to safely perform all operations of a digger truck.
3	The student will demonstrate the safe use of a trencher, backhoe, bulldozer, and a mini-excavator.	80% of the students will demonstrate the safe use of a trencher, backhoe, bulldozer, and a mini-excavator verified by teacher observation.	100% of students completing this course were able to safely demonstrate all functions of a trencher, backhoe, bulldozer, and a mini excavator.	The instructor has determined that more lab time is needed.
4	The student will demonstrate safe operations of a fork lift.	80% of students will be able to demonstrate safe operations of a fork lift verified by instructor observation.	100% of students completing this course were able to safely perform all functions of a fork lift.	The instructor has decided to use training videos in the classroom.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Dental Hygiene/Dental Assisting Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
PROGRAM: Dental Hygiene Technology			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 <u>CHANGE</u> or <u>IMPROVE</u> .			
1	The student will gain employment in the Dental Hygiene profession.	85% of graduates will be employed in the Dental Hygiene profession after graduation.	Data will be reported once students have had 4 months post graduation to find employment.
2	The student will pass the written National Board for Dental Hygiene.	85% of graduates will successfully pass the National Board for Dental Hygiene.	93% (14 of 15) of students who have taken the National Boards passed the National Board for Dental Hygiene
3	The student will pass the clinical exam of the Counsel of Interstate Testing Agencies (CITA) or the American Board of Dental Examiners (ADEX).	85% of graduates will successfully pass the clinical exam of CITA/ADEX.	100% (15 of 16) of students who took the CITA or ADEX clinical examination passed the respective test.
4	The student will be prepared to be successful for a career as a dental hygienist.	A minimum of 80% of students enrolled in the dental hygiene program will successfully complete dental hygiene student learning outcomes.	100% of students successfully completed dental hygiene student learning outcomes.
			Instructors decided to add more student learning outcomes concerning time management.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

PROGRAM OF STUDY: Dental Hygiene/Dental Assisting Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
PROGRAM: Dental Assisting				
COURSE LEVEL: DAT 1111 Orientation				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Develop an historical “sense” of the profession of Dentistry.	95% of students will create a Timeline of Dentistry that meets or exceeds specific grading criteria.	100% of students completed a timeline that met or exceeded the grading criteria	Instructors decided to make this due before the History test
2	Develop a personal and professional web page.	90% of students will prepare biographical information, career goals, and personal goals for e-folio presentation.	100% of students completed the computer based e-folio materials at the Student Success Center	Instructors decided to have students complete this in one class session and one outside class assignment
3	Understand the importance of the State Dental Practice Act to a Dental Assistant.	80% of students will identify State Board Regulation # 13 as the primary law relating to expanded functions for dental assistants.	85% of students (12 out of 14) correctly identified regulation # 13 relating to expanded functions	Instructors decided to have students classify the functions according to the various courses they are taking in the program

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Dental Hygiene/Dental Assisting Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
PROGRAM: Dental Assisting				
COURSE LEVEL: DAT 1214 Dental Materials				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Dental Assisting to students within the PRCC district.				
	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1	Prepare a mix of polycarboxylate cement as a luting agent.	85% of students will manipulate the powder/liquid ratio to a luting consistency for cementation purposes.	85% (12 out of 14) students correctly manipulated polycarboxylate cement as a luting agent on the first instructor evaluation. The remaining 2 students did it on the 2 nd try.	Instructors decided that students will do a peer review before attempting the instructor evaluation
2	Manipulate alginate impression material for study models.	90% of students will correctly measure, mix, and load trays for alginate impressions.	100% of students correctly manipulated alginate impression material for study models	Instructors decided to include a new DVD on alginate as a teaching tool
3	Retain students through completion of this course.	At least 70% of students will complete this course.	78% (11 out of 14) students completed this course with a passing grade	Made plans to hold a review session on last day of lecture to prepare for final examination.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Dental Hygiene/Dental Assisting Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
PROGRAM: Dental Assisting				
COURSE LEVEL: DAT 1323 Dental Science II				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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 .
1	Describe the three basic embryonic cellular layers.	On a written test, 80% of students will correctly identify the three basic cellular layers.	100% of students identified the three basic cellular layers on a written test	Instructors decided to have students complete a visual aid of the embryonic stages
2	Identify the tissues of a tooth.	By preparing a visual aid, 90% of students will be able to label the tissues of a tooth.	100% of students prepared a poster of a tooth with anatomic structures labeled	Instructors decided that students will do experiment with egg prior to developing their visual aid
3	Retain students through completion of this course.	At least 70% of students will complete this course.	100% completed this course with a score of “70 or higher”.	Instructors decided that students will be divided into teams and participate in a Quiz Bowl before testing

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Dental Hygiene/ Dental Assisting Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
PROGRAM: Dental Assisting				
COURSE LEVEL: DAT 1415 Chairside Assisting I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Dental Assisting to students within the PRCC district.				
	LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1	Demonstrate the steps in assisting with a composite procedure.	100% will demonstrate proficiency by correctly completing the competency evaluation for assisting with a composite procedure.	100% of students completed the composite evaluation	Instructors decided to have a student /peer evaluation prior to the instructor evaluation with students role playing
2	Chart and interpret charting symbols on patients via case based computer programs.	100% will complete 90% of the case based studies correctly on the computer.	100% of students did complete the computer based case studies in the learning lab	Instructors decided to do this earlier in the semester to develop skills on the computer
3	Demonstrate understanding of Hazard Communication Management.	On a written test, 100% will segregate 80% of waste into Biohazard sharps, medical, and non-regulated categories.	100% of students did separate waste into proper categories	Instructors decided to have students prepare a poster on Biohazard materials
4	Retain students through completion of the course.	At least 70% of students will complete this course.	81% of students completed this course	Instructors made plans to try to identify students at risk of failing by the 3 rd week of the semester and send to the student success center.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Dental Hygiene/ Dental Assisting Technology				Supports PRCC Strategic Goal(s): 1, 3, 7, 8
PROGRAM: Dental Assisting				
COURSE LEVEL: DAT 1423 Chairside Assisting II				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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 .
1	Identify the baseline settings for inhalation anesthesia for dental procedures.	On a written test, 90% of students will correctly identify 40% nitrous oxide and 60% oxygen as the base line settings for inhalation anesthesia.	On a written test, 100% of students correctly identified that 40% is nitrous oxide and 60% is oxygen for the base line settings for inhalation anesthesia.	It was decided to discuss Tidal Volume when using Nitrous in the pre-clinical setting, and take turns setting up on partnered students, train for practical exam.
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 a preclinical setting.	On a practical test, 100% demonstrated the correct steps for mixing and placing a periodontal dressing in a preclinical setting.	A Video presentation will be used to show how to mix and apply the periodontal dressing on a patient.
3	Prepare tray set-ups for 1 st and 2 nd visits of root canal therapy.	On a written test, 80% of students will correctly identify instruments and materials for 1 st and 2 nd visit root canal procedures.	On a written test, 100% of students correctly identified the instruments and materials needed for 1 st and 2 nd root canal procedures.	Planned for students to learn about the new high-tech 1 step method of doing a root canal procedure, using advanced dental technology.
4	To retain students through the completion of this course.	At least 70% of students will complete this course.	100% of students completed this course with a score of “70 or higher”.	Questionnaire will be given to off-site dentists we use for our rotations to see if our students are meeting their expectations.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Dental Hygiene/Dental Assisting Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
PROGRAM: Dental Assisting Technology				
COURSE LEVEL: DAT 1513/DHT 1314 Radiology I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Dental Assisting and Dental Hygiene 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 .
1	Describe the relationship between X-ray wavelength and penetration.	On a written test, 80% will identify shortwave energies on the electromagnetic scale to be the most penetrating.	85% (12 out of 14 students) identified shortwave energies on the electromagnetic scale to be the most penetrating	Instructors decided that students will complete the workbook pages that include descriptions of long and short wave energies
2	Describe the characteristics of the interaction of ionizing radiation and tissue when the photoelectric effect occurs.	On a written test, 80% of students will cite an inner orbiting electron and no scatter radiation to identify the photoelectric effect.	85% (12 out of 14 students) correctly cited the characteristics of the photo electric effect	Instructors decided to have students complete a worksheet showing the photo electric effect of atoms and photons interacting
3	To retain students through completion of this course.	At least 70% of students will complete this course.	78% of students completed this course	Instructors decided to hold the review session on the last lecture day so it will be closer to the final exam

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Dental Hygiene/Dental Assisting Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
PROGRAM: Dental Assisting				
COURSE LEVEL: DAT 1612 Dental Health Education				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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 .
1	Prepare a diet score card on a patient.	On a written test, 80% of students will correctly determine daily averages of food, nutrient, and sweet intakes of a patient to prepare a diet score card.	100% of students correctly determined the daily averages of food, nutrient, and sweet intakes of a patient and prepared a diet score card.	Discuss Myplate, as an education source for patients. MyPlate is part of a larger communication initiative based on recent Dietary Guidelines for Americans.
2	Describe the role of bacterial succession in periodontal disease.	On a written test, 80% will correctly identify gram negative bacteria as the primary causative factor of periodontal disease.	100% of students correctly identified on a written test, gram negative bacteria as the primary causative factor of periodontal disease.	Visual Aid project will be done by students to show bacterial involvement as factor of periodontal disease and how it relates to other body systems.
3	Describe the relationship of diet and dental caries.	On a written test, 80% will identify fermentable carbohydrates in a diet as a contributing factor to caries.	100% of students correctly identified on a written test, fermentable carbohydrates as a contributing factor to caries.	Discuss relationship of diet and dental caries with emphasis on soft drink consumption.
4	Describe the role of fluoride in the prevention of decay in the general population	At least 70% of students will identify topical, systemic or ingestible fluoride as the number one decay preventive mechanism	100% of students correctly identified topical, systemic or ingestible fluoride as the number one decay preventive mechanism during a class presentation.	Instructors decided students will research and prepare a paragraph on the amount of fluoride in community water supplies within the areas that they live.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Dental Hygiene/Dental Assisting Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8
PROGRAM: Dental Assisting			
COURSE LEVEL: DAT 1714 Practice 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: <ol style="list-style-type: none"> 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training. 			
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 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 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 .
1 Compute payroll taxes	80% of students will correctly demonstrate how to compute payroll taxes	80% of students computed payroll taxes correctly	Instructors decided to introduce computer software to show how to compute payroll taxes and compare to manual method.
2 Demonstrate manual bookkeeping procedures	80% of students will correctly demonstrate proof of posting for manual bookkeeping	100% of students	Instructors decided to introduce computer software that shows how to do computerized bookkeeping and compare to manual method.
3 Identify HIPAA requirements for a dental practice	90% of students will identify 3 areas of privacy requirements on HIPAA forms	100% of students	Instructors decided we will take a trip to Jackson, MS to visit the State Board of Dental Examiners for their presentation of our state and federal dental practice laws.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Dental Hygiene/Dental Assisting Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
PROGRAM: Dental Assisting				
COURSE LEVEL: DAT 1816 Supervised Clinical Experience I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Observe and /or assist a dentist during a procedure.	100% of students will observe and /or assist a dentist during a procedure.	100% of students observed and /or assisted a dentist during a procedure.	Planned for students to observe and/ or assist in the Clinical setting and Business setting of the dental office.
2	Students will maintain a professional manner and appearance at clinic.	100% of students will demonstrate a professional appearance and manner by achieving greater than 80% on evaluations performed by office personnel.	100% of students were ranked above 80% on their office evaluations.	Created activity for students to do a weekly presentation of something they learned at the dental rotation. Professional manner and appearance will be part of the grading criteria.
3	Differentiate between various dental products used in offices.	100% of students will complete journal pages indicating various office products, components, and brand names.	100% completed journal pages differentiating between dental products.	Planned for students to differentiate between various dental products used in offices with emphasis on new dental innovations in the clinical and business setting of the dental office.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Dental Hygiene/Dental Assisting Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
PROGRAM: Dental Hygiene Technology			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 <u>CHANGE</u> or <u>IMPROVE</u> .			
1	The student will gain employment in the Dental Hygiene profession.	85% of graduates will be employed in the Dental Hygiene profession after graduation.	Data will be reported once students have had 4 months post graduation to find employment.
2	The student will pass the written National Board for Dental Hygiene.	85% of graduates will successfully pass the National Board for Dental Hygiene.	93% (14 of 15) of students who have taken the National Boards passed the National Board for Dental Hygiene
3	The student will pass the clinical exam of the Counsel of Interstate Testing Agencies (CITA) or the American Board of Dental Examiners (ADEX).	85% of graduates will successfully pass the clinical exam of CITA/ADEX.	100% (15 of 16) of students who took the CITA or ADEX clinical examination passed the respective test.
4	The student will be prepared to be successful for a career as a dental hygienist.	A minimum of 80% of students enrolled in the dental hygiene program will successfully complete dental hygiene student learning outcomes.	100% of students successfully completed dental hygiene student learning outcomes.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Dental Hygiene/Dental Assisting Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
PROGRAM: Dental Hygiene				
COURSE LEVEL: DHT 1513 Periodontics				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Dental Hygiene 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 .
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	85% of students were able to explain the function of the four(4) tissues of the periodontium.	Instructor has decided to use diagrams to help learn the tissues of the periodontium.
2	Describe the clinical signs of gingival inflammation.	80% will be able to describe the clinical signs of gingival inflammation on a written exam.	85% of students were able to describe the clinical signs of gingival inflammation.	Instructors decided that students will have to in detail describe the gingival health of patient's in a clinical setting and document in patient's record.
3	Be able to calculate the width of attached gingiva.	80% will able to calculate the width of attached gingival on a written exam.	85% of students were able to calculate the width of attached gingiva.	Instructors decided that students will have to calculate the width of attached gingiva on 5 patients in a clinical setting.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Dental Hygiene/Dental Assisting Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
PROGRAM: Dental Hygiene				
COURSE LEVEL: DHT 2436 Clinic III				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Dental Hygiene 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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Explain the purpose of Periodontal Screening and Recording (PSR).	80% will correctly explain on a written examination the purpose of PSR.	81% (13 of 16) of students were able to explain the purpose of PSR.	Instructors decided that students will explain the purpose of using PSR on patients that are to have a PSR score calculated.
2	Name the 5 codes/categories of PSR.	80% will correctly name on a written examination the 5 codes/categories of PSR.	81% (13 of 16) of students were able to name the 5 codes/categories of PSR.	Instructors decided that students will do a PSR score on patients that do not need full mouth charting.
3	List and explain ways in which a dental imaging system (intraoral camera) can be used.	80% will correctly list and explain ways in which the intraoral camera can be used during a dental appointment.	81% (13 of 16) were able to list and explain ways in which dental imaging systems can be used.	Instructors decided that students will use the intraoral camera on at least five (5) patients in clinic.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2012-2013

PROGRAM OF STUDY: Dental Hygiene/Dental Assisting Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
PROGRAM: Dental Hygiene			
COURSE LEVEL: DHT 2612 Dental Materials			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Dental Hygiene 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 –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?
1 Be able to compare advantages and disadvantages of light and chemical cure composites.		80% will be able to correctly compare advantages and disadvantages of light and chemical cure composites.	81% (13 out of 16) students were able to compare the advantages and disadvantages of light and chemical cured composites.
2 Be able to explain the importance of proper eye protection when light curing dental materials.		80% will be able to explain the importance of proper eye protection when light curing dental materials.	81% (13 out of 16) students were able to explain the importance of proper eye wear when light curing dental materials.
3 Be able to list the steps in proper dental sealant placement.		80% will be able to list the steps in proper dental sealant placement.	81% (13 out of 16) students were able to list the steps in proper dental sealant placement.
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
			Instructors decided that students will have to explain the difference in composites to a faculty member.
			Exercises in using the curing light were done so students would get a better understanding of using proper eyewear when using a curing light.
			Instructors decided that each student is to place at least 10 sealants in clinic.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Sciences			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 complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Family and Consumer Sciences 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 prepare 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.	Each Career-Technical program is evaluated at the end of every school by completing our Final Enrollment and Follow-up reports to the state	The instructors planned to continue to participate in curriculum revisions which are completed on a five year rotation schedule with the Research and Curriculum Unit at Mississippi State University
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.	Department chairs meet with all instructors who are evaluated to discuss the results of their students and supervisor evaluations.	The Career-Technical Chairs decided to create a plan of improvement for any instructor who has below a 50% on any items in the evaluation. If a plan of improvement is needed, a follow-up meeting will be held
3	To train students to be successfully and gainfully employed in the field trained.	80% of the students enrolled in the program of student will successfully complete the desired student learning outcomes. It should be noted that 2010-2011 student learning outcomes will continue to be assessed. The following student learning outcomes will be among those included for assessment during the 2011-2012 school year:	88% of the students enrolled in the following programs successfully completed the desired student learning outcomes.	The instructors determined a need to stress the importance of each student and the student learning outcomes. The successfully completed SLO will help the students become a better and more valuable employee.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

	<p>Early Childhood Education Technology:</p> <p>The students will be able to outline the Mississippi Department of Health licensing guidelines for child care centers.</p> <p>The students will design a budget and marketing plan for a child care center.</p> <p>The students will analyze and identify the different areas of child development.</p> <p>The student will develop lesson plans for a child care program.</p> <p>Cosmetology</p> <p>Student will demonstrate the knowledge of the laws, rules, and regulations controlling and cosmetology in Mississippi.</p> <p>Student will execute the ability to implement the properties of the hair and scalp including professional hair treatments.</p> <p>Students will demonstrate basic manicure, pedicure and skin care procedures.</p> <p>Students will demonstrate the practical knowledge and skills, which are necessary for employment in Cosmetology.</p> <p>Barbering</p> <p>Student will demonstrate the knowledge of the laws, rules, and regulations controlling</p>	<p>85% of the students were able to outline the Mississippi Department of Health licensing guidelines for child care centers</p> <p>80% of the students were able to design a budget and marketing plan for a child care center.</p> <p>90% of the students were able to analyze and identify the different areas of child development</p> <p>85% of the students were able to develop lesson plans for a child care program</p> <p>90% of the students demonstrated knowledge of the laws, rules, and regulations for the program</p> <p>95% of the students executed the ability to implement the properties of the hair and scalp including professional hair treatments.</p> <p>95% of the students basic manicure, pedicure and skin care procedures.</p> <p>90% of the demonstrated the practical knowledge and skills, which are necessary for employment in Cosmetology.</p> <p>100% of the students demonstrate</p>	<p>Planned more industry visits to compare and discuss the MDH regulations</p> <p>Allowed more in class time with instructor assistance to design budgets and marketing plans.</p> <p>Incorporated more media explaining the areas of development of children</p> <p>Teaching strategies were enhanced to help the students understand this concept better. More hands on activities were created.</p> <p>Created additional assignments/exercise to help reinforce the student learning outcomes.</p> <p>Enhance teaching strategies and included more hands on activities.</p> <p>The outcome was successful so the instructor planned to continue the instructional technique used to teach this learning outcome.</p> <p>Included innovative teaching methods and revised instruction.</p> <p>The instructor planned to continue to stay abreast of any changes to the Barbering</p>
--	---	--	--

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		<p>and Barbering in Mississippi.</p> <p>Student will demonstrate the safe use of clippers, razors, shears, and combs.</p> <p>Student will demonstrate procedure in providing a client with a haircut.</p> <p>Student will describe how to successfully manage a barber/style shop.</p>	<p>knowledge of laws, rules and regulations in the program.</p> <p>100% of the students demonstrated safe use of clippers, razors, shears, and combs.</p> <p>95% of the students demonstrated procedure in providing a client with a haircut.</p> <p>100% of the students described how to successfully manage a barber/style shop.</p>	<p>curriculum and industry standards and make any necessary changes.</p> <p>The outcome was successful so the instructor decided to continue to use the instructional technique used to teach this learning outcome.</p> <p>Enhance teaching strategies and included more hands on activities</p> <p>Included innovative teaching methods and revised instruction</p>
4	To instruct students through curricula which have been created by the Mississippi State University Research and Curriculum Unit instructors from all programs in the state.	60% of students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce as determined by c-pass or state board exam.	90% of the students successfully passed the MS-CPAS exam or state board exam	Implemented certifications to their programs which will give our graduates a recognized credential upon graduation from their program of study

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Sciences			Supports PRCC Strategic Goal(s): 2, 6
PROGRAM: Barbering			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
PURPOSE OF UNIT: To offer a career program, which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.			
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Barbering 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?
1	Students will demonstrate the practical knowledge and skills, which are necessary for employment in the barbering profession including cutting, shampooing, and styling.	100% of students will correctly demonstrate barbering skills including cutting, shampooing, and styling as measured through instructor evaluation.	95% of the students correctly demonstrated barbering skills including cutting, shampooing, and styling as measured through instructor evaluation
2	Students will pass the state board examination.	90% of students will receive a Certificate of Registration to practice barbering based on results from the state board.	95% of the students received a Certificate of Registration to practice barbering based on results from the state board
			USE OF RESULTS – Actionable knowledge (How knowledge gained will be used to improve program performance).
			Instructor included the use of visual aids, open discussion and continued with written test.
			Instructor conducted a practice state board exam.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Sciences		Supports PRCC Strategic Goal(s):1, 3, 7	
PROGRAM: Barbering			
COURSE LEVEL: BAV 1118 Basic Practices In Barbering			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 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 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			
1	The student will demonstrate the ability to discuss sanitation procedures as required by state board.	90% of students who complete this class will perform sanitation procedures as required by state board on practical tests.	100% of the students successfully demonstrated barbering skills in the use of clipper tools, cutting, styling and sanitation as measured through instructor evaluation
2	The student will demonstrate the ability to demonstrate the safe use of equipment and various accessories.	90% 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.	100% of the students demonstrated the safe use of equipment and various accessories according to state board, instructor evaluations, and hands on in lab setting.
3	The student will demonstrate the technique of using scissor, razor and electric clippers.	90% 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.	100% of the students demonstrated skills in barbering
			A need was determined to create more hands on experience activities for the students. Provide evaluation to the students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Sciences			Supports PRCC Strategic Goal(s):1, 3, 7
PROGRAM: Barbering			
COURSE LEVEL: BAV 1218 Fundamental Practices In Barbering			
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 complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 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 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?
1	The student will demonstrate the ability to discuss the purposes for analyzing a client's hair.	90% of students who complete this course will analyze a client's hair according to state board regulations.	100% of the students analyzed client's hair according to state board regulations
2	The student will demonstrate the ability to identify appropriate products to be used.	90% of students who complete this course will be able to identify appropriate products to be used in accordance to state board's regulations, through hands on, Lab setting and Instructor evaluation.	100% of the students identified appropriate products to be used in accordance to state board's regulations.
3	The student will demonstrate the ability to explain hair texture, porosity, density, elasticity and the reasons for changes in hair color.	90% of students who complete this course will explain hair texture, porosity, density, elasticity and the reasons for changes in hair color according to state board regulations, written quiz, Lab setting and Instructor evaluation.	90% of the students explained hair texture, porosity, density, elasticity and the reasons for changes in hair color.
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
			It was decided to provide additional hands on instruction.
			Created a new activity in which the students will compare different types of shampoo and conditioners and discussed the differences
			The instructor decided to have students analyze and distinguish the structures of the hair and the root through newly created visual aids and a group interaction activity.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Sciences			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Barbering				
COURSE LEVEL: BAV 1318 Fundamental Practices in Barbering II				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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 .				
1	The student will explain and style chemically processed hair.	90% of students who complete this class will explain and style chemically processed hair as required by state board on practical tests.	100% of the students explained and styled chemically processed hair as required by the state board and practical tests.	Instructor decided to enhance the oral discussions and practical demonstration about chemically processed hair.
2	The student will demonstrate the procedures for doing wet and dry sanitizing procedures.	90% of students who complete this class will demonstrate wet and dry sanitizing procedures for as required by state board on practical tests.	100% of the students demonstrated wet and dry sanitizing procedures as required by state board practical tests.	Instructor planned to provide students with evaluation, update lecture and hands-on instruction regarding sanitation procedures to prepare students in the field of barbering
3	The student will identify the chemical actions of hair coloring and lightening.	90% of students who complete this class will identify the chemical actions of hair coloring and lightening procedures as required by state board on practical tests	90% of the students identified the chemical actions of hair coloring and lightening procedures as required by the state board on practical tests.	Instructor made a decision to require students more manikin practical tests relating to coloring and highlighting procedures.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Sciences			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Barbering				
COURSE LEVEL: BAV 1418 Intermediate Practices in Barbering I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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?
1	The student will define the various laws of color which serve as guidelines for color mixing.	90% of students who complete this class will define the laws of color which serve as guidelines for color mixing as required by state board on practical tests.	90% of the students defined the laws of color which serve as guidelines for color mixing required by state board practical tests.	Instructor decided to provide students with more lecture and hand on instruction to prepare students.
2	The student will perform hair analysis on client.	90% of students who complete this class will perform hair analysis as required by state board on practical tests.	100% of the students performed hair analysis as required by state board practical tests.	Instructor planned to provide more hands-on training experience in lab setting.
3	The student will demonstrate tinting of hair.	90% of students who complete this class will demonstrate tinting of hair as required by state board on practical tests	90% of the students demonstrated tinting of hair as required by state board practical tests.	Instructor made a decision to provide students with hands on instruction to better prepare students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Science Technology		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Cosmetology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Office Systems 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 .
1	Students will demonstrate the practical knowledge and skills, which are necessary for employment in the Cosmetology profession, including the areas of: A. Hair B. Nails C. Skin	Instructor evaluation of student demonstration of Cosmetology skills in the areas of hair, nails, and skin.	95% successfully demonstrated the Cosmetology skills in the areas of hair, nails, and skin.	Planned more professional hair show attendance and practice in the lab.
2	Students will pass the State Board Exam.	Students will receive a Certificate of Registration to practice cosmetology.	90% received a Certificate of Registration to practice cosmetology	Planned to include innovative teaching methods and revised instruction to improve testing results.
3	To train students to be successful in the cosmetology field.	It should be noted that 2010-11 student learning outcomes will continue to be assessed during the 2011-12 and the 2012-13 academic years. The following student learning outcomes will be among those included for assessment during the 2011-12 school year: 70% of students enrolled will successfully	90% of the students successfully completed the student learning outcomes	Made a plan to integrate a variety of teaching methods that engages all students that included practice testing, media, and more instructor evaluations.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		<p>complete student learning outcomes.</p> <p>Student will develop and demonstrate a color service in accordance with a client's needs or expectation.</p> <p>The student will demonstrate the ability to change the hair structure using chemical hair texturizers.</p>		
--	--	--	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Sciences			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Cosmetology				
COURSE LEVEL: COV 1122 Cosmetology Orientation				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Cosmetology 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 <u>CHANGE</u> or <u>IMPROVE</u> .
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.	91% of students recognized of the origins of cosmetology obtained through written exam	The instructor decided to require an at home project with time line history of hair design enhances textbook 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 trip portfolio.	90% of students do know the different career opportunities available to them through outside resources; Salon Owners, Managers from Regis Hair Salon, Team Builder from Smart Cuts.	Planned to provide outside resources and planned fieldtrips: MS Hair Show and Expo, Artistry and Education Premiere Hair Show.
3	The students will demonstrate 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 a skill checklist and observation of instructor.	89% of students demonstrated a professional attitude while performing practical skills on the clinic floor.	It was determined by the instructor, students who showed positive professional attitudes were allowed to work on the general public

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Sciences		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Cosmetology			
COURSE LEVEL: COV 1245 Cosmetology Sciences I			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Cosmetology 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 .			
1	The student will demonstrate the ability to define hepatitis and Acquired Immune Deficiency Syndrome (AIDS) and explain how they are transmitted.	70% of students who complete this course will correctly define hepatitis and AIDS and explain how they are transmitted on a written test.	86% of the students explained the differences between the diseases of hepatitis and Immune Deficiency Syndrome through written exam.
2	The student will demonstrate the ability to define the types and classifications of bacteria.	70% of students who complete this course will define the types and classifications of bacteria as evidenced by written test.	By observation of images and memorizing definitions of different types of bacteria 86% of the students were able to compare difference in bacteria through written exam.
3	The student will demonstrate the ability to demonstrate how to safely sanitize and disinfect various salon tools and surfaces.	70% of students who complete this course will be able to safely sanitize and disinfect various salon tools and surfaces while working on the general public using an instructor checklist.	Thru participation and demonstrating 86% of student will safely sanitized and disinfect salon tools and surfaces
			Instructor decided to continue to measure the practice of disinfection and safe environment control with discussion and written exam.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Sciences			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Cosmetology			
COURSE LEVEL: COV 1255 Cosmetology Science II			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Cosmetology 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 .
1 Students will be able to describe the structure and reproduction of various cells.	70% of students will be able to describe the structure and reproduction of various cells through written examinations and classroom discussion.	80% of students are able to identify various cell structure and how they reproduce through written exam and classroom discussion	Instructor decided to implement more discussion of the cell structure and how they reproduce through review and student sketching.
2 Students will be able to define tissue and identify the types of tissues found in the body.	70% of students will be able to define tissue and identify the types of tissues found in the body by giving visual and oral presentations in class.	85% of students are able to name and locate the types of tissues found in the body by written exam and group participation.	Created activity through which student group presentations, types of tissues found in the body were identified and labeled.
3 Students will be able to list and identify the 10 main body systems and explain their basic functions.	70% of the students will be able to identify the 10 main body systems and explain their basic functions through examination, lectures and audio visual learning tools.	85% of students have demonstrated the knowledge of the 10 main body systems and their function written exam and diagrams.	Determined a need to continue the use of diagrams and audio visual learning tools.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Sciences		Supports PRCC Strategic Goal(s):1, 3, 7	
PROGRAM: Cosmetology			
COURSE LEVEL: COV 1426 Hair Care I			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Cosmetology 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?
1	The student will demonstrate the ability to name and describe the structures of the hair and root.	70% of students who complete this course will be able to name and describe the structure of the hair root by means of testing.	The chapter of the structure of the hair has a success rate of 85% on a written exam.
2	The student will demonstrate the ability to list the five elements and principals of hair design.	70% of students who complete this course will list the five elements and principles of hair design on a written test.	Students have an 82% success rate demonstrating the ability to design and hair style on mannequin using techniques to camouflage facial features on a practical demonstration skill exam.
3	The student will demonstrate the ability to discuss the uses and benefits of various shampoos and conditioners.	70% of students who complete this course will orally discuss the uses and benefits of various shampoos and conditioners using an instructor created rubric.	The success rate of 86% the students consider the benefits of various types of shampoos and conditioners, thru written exam.
4	The student will demonstrate the ability to perform four basic haircuts.	70% of students who complete this course will perform four basic haircuts. The assessment will include a performance test and a written test.	The success rate of 93% the students demonstrated four basic haircuts on a mannequin.
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE
			Decision was made that students analyze and distinguished the structures of the hair and the root through visual aids and group interactivities and written exam.
			Planned to have the students demonstrate the ability to use the five elements and principals of design to different facial features by practical skill exams and written exam.
			It was decided for the students to compare different types of shampoo and conditioners and interpreted the differences through classroom discussion and written exams.
			The instructor made a plan for the students to practice and implement improved technique skills on the general public, mannequins and written exam.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Sciences		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
PROGRAM: Cosmetology				
COURSE LEVEL: COV 1522 Nail Care I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Cosmetology 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 –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 .
1	Discuss the structure and composition of the nails.	85% of the students will be able to describe and locate each component of the nail structure using diagram.	89% Students were able to distinguish the different components of the nail thru diagram and written exam	A determination was made to continue the group activities of drawing diagrams, discussing the structure of the nail and written exam.
2	Discuss the abilities that make a good nail technician.	85% of the students will demonstrate the abilities of a good nail technician through practical application.	89% of the students demonstrate the ability of a good nail technician applying practice of practical skills exam	Instructor decided to continue class discussions on massage techniques used when giving a manicure and written exam.
3	Discuss the safety precautions that must be followed when applying artificial nails.	85%of the students will demonstrate their knowledge of the safety precautions of artificial nail applications through teacher observation and practical application.	89% of the students comprehend the knowledge of the safety precautions of pre-service and post-service through written exam	Decision was made to continue to clarify and articulate the ability to perform procedures when applying artificial nail through practical exam on mannequin hand.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Early Childhood Education Technology		Supports PRCC Strategic Goal(s): 1, 3, 7		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer a career program, which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Early Childhood Education Technology to students within the PRCC 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	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 Mississippi Career Planning and Assessment System (MS-CPAS) instrument.	89% of the students identified occupational changes in Early Childhood Technology based upon the Mississippi Career Planning and Assessment System (MS-CPAS) instrument.	More types of assignment, class projects and interaction with professionals have been integrated into the curriculum.
2	Upon completion of this program, students will be able to outline the standards and policy operations of the Mississippi Department of Health (MDH) for child care centers.	Upon completion of this program, 65% of students will satisfactorily outline the standards and policy operations of the MDH for child care centers based upon the MS-CPAS instrument.	75% of the students outlined the standards and policy operations of the Mississippi Department of Health for child care centers based upon the MS-CPAS instrument.	Planned more industry visits to compare and discuss the MDH regulations.
3	Upon completion of this program, students will be able to explain the different areas of development in children.	Upon completion of this program, 80% of students will be able to explain different areas of development of children according to MS-CPAS assessments.	90% of the students explained the different areas of development of children according to the MS-CPAS assessments.	Incorporated more media explaining the areas of development of children.
4	Upon completion of this program, students will be able to discuss factors contributing to children's physical and emotional health.	Upon completion of this course (or program), 90% of students will demonstrate the ability to discuss factors contributing to children's physical and emotional health based upon MS-CPAS assessment scores.	95% of the students demonstrated the ability to discuss factors contributing to children's physical and emotional health based upon MS-CPAS assessment scores.	Assigned each student a power point to present to the class. Discussion among class was allow for better understanding of children's physical and emotional health.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

5	Upon completion of this program, students will be able to plan and implement child care curriculum.	Upon completion of this program, 70% of students will demonstrate ability to plan and implement child care curriculum based upon MS-CPAS assessment scores.	83% of the students demonstrated the ability to plan and implement child care curriculum based upon MS-CPAS assessment scores.	The need was determined for more curriculum planning and implementing assignments in lab.
6	To retain students until completion of the program.	75% of full time students will complete the program.	95% of the full time students completed the program.	Instructors decided to spend more time advising students and accommodating students to prevent course withdrawals.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

PROGRAM OF STUDY: Family and Consumer Sciences			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Early Childhood Education Technology				
COURSE LEVEL : CDT 1113 Early Childhood Profession				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Explain the Early Childhood Education Technology program philosophy and policies.	80% of students will correctly explain program philosophy and policies as evidenced by chapter testing and from the final exam.	75% of the students explained program philosophy and policies as evidenced by chapter testing and final exam.	Provided more classroom instruction pertaining to philosophies and policies and evaluated student written philosophies and policies.
2	Discuss early childhood education and child care movements to include history, theories, and practice.	70% of all students will correctly identify philosophers, theories, and practices as evidenced by chapter testing and from the final exam.	75% of the students identified philosophers, theories and practices evidenced by chapter testing and from final exam.	Evaluated video research through use of multi-media presentations.
3	Describe types of early childhood programs and employment opportunities.	80% of all students will correctly identify the various types of child care programs and will describe employment opportunities as evidenced by chapter	85% of the students identified various types of child care programs and described employment opportunities as evidenced by	Planned more employment research and contacted more child care programs for classroom visits.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		testing and from the final exam.	chapter testing and final exam.	
--	--	----------------------------------	---------------------------------	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Sciences		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Early Childhood Education Technology				
COURSE LEVEL: CDT 1214 Child Development I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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 <u>CHANGE</u> or <u>IMPROVE</u> .
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.	90% of the students correctly identified and correlated the major areas of development as evidenced by chapter testing and final exam.	A need was determined to implement more video research through use of multi-media presentations by Cengage Learning.
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.	80% of the students accurately relate the responsibilities and role of the teacher as evidenced by chapter testing and final exam.	Instructors planned to engage students in more age appropriate lab experience through the use of the new two year old classroom in Lab.
3	Identify developmental norms as they relate to infants.	60% of students will recognize developmental norms as they relate to infants as evidenced by chapter testing and final exam.	75% of the students recognized developmental norms as they relate to infants as evidenced by chapter testing and final exam.	Planned for more specific lab observation assignments were implemented in age appropriate classroom.(Two year old class)

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Sciences		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Early Childhood Education Technology				
COURSE LEVEL: CDT 1314 Creative Arts for Young Children				
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:				
<div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>				
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 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 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 .
1	Identify developmentally appropriate art 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.	95% of the students successfully compiled a working portfolio of developmentally appropriate art activities.	Instructor created an assignment where students were giving art samples for them to critique and determine if developmentally appropriate or not
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.	93% of students successfully compiled a working portfolio of developmentally appropriate music activities	Instructor planned for students to choose music from their childhood and determine age appropriateness.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

3	Identify the characteristics of each stage of art and music.	80% of the students will identify the characteristics of each stage of art and music as evidenced by the planned activities and instructor rubric.	85% of the students identified the characteristics of each stage of art and music.	Instructor decided to use multi-media to show examples of stages of art and music.
---	--	--	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Sciences			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Early Childhood Education Technology				
COURSE LEVEL: CDT 1343 Child Health and Safety				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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 .
1	Explain Universal Precautions.	80% of students will correctly explain Universal Precautions as evidenced by chapter testing and test results from the final exam.	90% of the students correctly explained Universal Precautions as evidenced by chapter testing and testing and final exam.	It was decided to require video questions to be answered along with Cengage Learning video viewing
2	Identify common communicable diseases.	70% of all students will correctly identify communicable diseases as evidenced by chapter testing and test results from the final exam.	75% of the students correctly identified diseases as evidenced by the chapter testing and final exam.	Instructor planned to require power point presentations about each communicable disease common to children.
3	Recognize signs of child abuse and explain caregiver responsibility.	80% of all students will correctly identify the 4 types of abuse and will be able to explain caregiver responsibility as evidenced by chapter testing and test results from the final exam.	80% of all students correctly identified 4 types of abuse and explained caregiver responsibility as evidenced by chapter testing and final exam.	Made a decision to require research from professional journals activity.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Science			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Early Childhood Education Technology				
COURSE LEVEL: CDT 1513 Nutrition for Young Children				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer a technical 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 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 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 .
1	Discuss basic nutrition concepts.	75% of students will correctly identify nutritional needs of young children as evidenced by chapter testing and from the final exam.	80% of the students identified nutritional needs of young children as evidenced by chapter testing and from the final exam	Planned for more opportunities to practice menu planning with instructor discussion and evaluation.
2	Discuss the importance of developing healthy attitudes and nutritional habits	65% of students will accurately relay the responsibilities and role of the teacher as evidenced by chapter testing and the final exam.	85% of the students relayed the responsibilities and role of the teacher as evidenced by chapter testing and the final exam.	Instructors decided to implement more video research through use of multi-media presentations.
3	Discuss basic food purchasing and prep time for meals and snacks for preschool children	90% of students will correctly identify nutritional needs of young children as evidenced by chapter testing and the final exam	90% of the students identified nutritional needs of young children as evidenced by chapter testing and final exam.	Decided to delegate specific lab hour requirement as it relates to the responsibilities of the preschool educator

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

PROGRAM OF STUDY: Family and Consumer Sciences			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Early Childhood Education Technology			
COURSE LEVEL: CDT 1713 Language and Literacy			
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:			
<div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>			
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 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 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?
1	Explain how language is acquired.	80% of students will correctly explain how language is acquired as evidenced by chapter testing and test results from the final exam.	88% of the students correctly explained how language is acquired as evidenced by chapter testing and test results from the final exam.
2	Examine the four areas of language arts.	80% of all students will correctly identify four areas of language arts including listening, speaking, reading, and writing as evidenced by chapter testing and test results from the final exam.	92% of the students correctly identified the four areas of language arts including listening, speaking, reading, and writing as evidenced by chapter testing and test results from the final exam.
		USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .	
		Continued to implement more video research through use of multi-media presentations.	
		Assigned lab time to observe how the four areas of language art is being implemented in the lab.	

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

3	Demonstrate developmentally appropriate strategies for engaging young children with books.	80% of students will demonstrate appropriate strategies for engaging young children with books as evidenced by submitted lesson plan.	94% of the students demonstrated strategies for engaging young children with books as evidenced by submitted lesson plan.	Instructor decided students will design flannel board stories, puppets, and other language activities to practice engaging young children in books.
---	--	---	---	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Science				Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Early Childhood Education Technology				
COURSE LEVEL: CDT 2233 Guiding Social and Emotional Behavior				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer a technical 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 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 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 .
1	Identify the typical ages/stages of children's behavior	60% of students will correctly identify the typical ages/stages of children's behavior as evidenced by in class by chapter testing and from the final exam.	85% of the students identified the typical ages/stages of children's behavior as evidenced by chapter testing and final exam.	Instructors made a decision to require more reading of professional journals and assessments of children in lab.
2	Discuss various theories of social/emotional development	60% of students will correctly explain the theories of social/emotional development as evidenced by results from chapter testing, research paper, and the final exam.	80% of the students explained the theories of social/emotional development as evidenced by chapter testing, research paper, and final exam.	Instructors created and decided to implement more video research through use of multi-media presentations.
3	Identify positive techniques for guiding behavior for young children	80% of students will identify positive techniques for guiding children as evidenced by the results from chapter testing, lab experience with preschool children, and the final exam.	95% of the students identified positive techniques for guiding children as evidenced by chapter testing, lab experience, and final exam.	Determined a need to implement more video research through use of multi-media case studies.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

PROGRAM OF STUDY: Family and Consumer Sciences		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Early Childhood Education Technology				
COURSE LEVEL: CDT 2915 Student Teaching I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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 .
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 Developmentally Appropriate Practices (DAP) correctly as evidenced by Career Planning and Assessment System (CPAS) scores.	95% of the students successfully implemented Developmentally Appropriate Practices	Instructor planned to implement more video research activities through use of multi-media presentations and more instructional planned activities.
2	90% of students will successfully implement Developmentally Appropriate Practice correctly as evidenced by CPAS scores.	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.	85% of the students successfully demonstrated knowledge of skills necessary for management of early childhood education program s.	Instructor decided to require more instructional lab hours with a variety of age groups.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

3	Students will successfully create a bulletin board.	80% of students will successfully create a bulletin board as evidenced by a rubric checklist.	80% of the students successfully created a bulletin board.	Instructor planned more lecture time and examples of bulletin boards.
---	---	---	--	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Family and Consumer Sciences		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Early Childhood Education Technology			
COURSE LEVEL: CDT 2925 Student Teaching II			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 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 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 .
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 Developmentally Appropriate Practices correctly as evidenced by Career Planning and Assessment Center (CPAS) scores.	95% of the students successfully implemented Developmentally Appropriate Practices	Instructors decided to implement more video research through use of multi-media presentations and more instructional planned activities.
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.	80% of the students successfully demonstrated knowledge of skills necessary for management of early childhood programs as evidenced by CPAS scores.	Decided to require more instructional lab hours with a variety of age groups.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Fine Arts and Communication			Supports PRCC Strategic Goal(s): 1, 2, 3, 5	
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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.				
	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 .
1	Begin implementation of assessment of student learning outcomes in courses.	Student learning outcomes will be evaluated in a minimum of two additional courses.	Four additional courses were assessed during 2013-14. ART 1113, MUA 1521, MUA 2511, MUS 2211	All Fine Arts and Communication Dept. courses in the General Education curriculum are now being assessed. Our goal is to have all remaining Fine Arts and Communication Dept. courses assessed by the end of the 2014-15 school year.
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.	A minimum of 60% of all students enrolled in Fine Arts and Communications core curriculum classes will successfully complete the Student Learning Outcomes.	Core Courses assessed: % successful SPT 1113 72% MUS 1113 76% SPT 2233 76% ART 1113 78%	SLO completion rates are acceptable. SPT 2233 saw significant improvement in SLO success. Instructors have decided to review and revise stated SLOs in each of these core curriculum courses during the fall semester of 2014.
3	To provide quality instruction in courses which parallel the first two years of a Bachelors degree for majors in Art, Music, Theater and Speech/Communication.	A minimum of 60% of all students enrolled in Fine Arts and Communications classes for majors will successfully complete the Student Learning Outcomes.	FA&C Major courses assessed: % success MUS 2223 50% MUS 2211 88% MUA 1521 100% MUA 2511 67%	Success rate for MUA 1521 is acceptable. Success rate for MUS 2223 is still well below the stated 60% requirement. It was decided that the Instructors will focus more on the most essential concepts in an effort to increase the overall success rate of the class. Assessment of additional courses for FA&C majors will continue in

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

						2014-15.																								
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.	A minimum of six fine arts events (art, music, dance, drama) will be presented each year. Attendance figures for all Fine Arts activities and events will be evaluated annually.	42 total events for 2013-14 included: 6 Art exhibits (3 student, 2 guest, 1 district) 6 Instrumental ensemble performances 1 Guest Symphony Orchestra Concert 1 Guest Community Band Concert 5 guest recitals 12 Choral performances 7 Student Recitals 1 Major Musical Theatre "Guys and Dolls" 1 Guest Ballet "The Nutcracker"			The opening of the Brownstone Center for the Arts has been a huge success and has provided many additional cultural opportunities for our students and community. Plans for the 2014-15 season are underway and will include some additional educational opportunities for the school-age children in our area.																								
5	To serve as ambassadors/recruiters for the college through performances by students and faculty in local, regional, state and national events.	Student and/or faculty will perform at a total of at least 10 events on the local, regional, state and national level each year. 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.	30+ Performances/events included: 3 Area parades by marching band 1 State competition by indoor percussion 1 State competition by dance team 1 National comp. by dance team 1 State festival by choir 1 Collaborative concert by choir 8 Local/regional performances by Voices 1 Regional festival by showchoir 2 local events by jazz band 10 performances by faculty Band and Choral programs again had record enrollments.			A continued effort to provide additional regional, state and national level performances for our performing groups, especially the jazz band and showchoir, will be made for 2014-15.																								
6	To retain students through completion of the course.	At least 70% of students enrolled at date of reconciliation will complete the course.	<table><tr><th>Course</th><th>Fall 2013</th><th>Spring 2014</th></tr><tr><td>ART 1113</td><td>82.2</td><td>91.6</td></tr><tr><td>ART 1423</td><td>*</td><td>*</td></tr><tr><td>MUA 1241</td><td>100</td><td>85.7</td></tr><tr><td>MUA 1251</td><td>100</td><td>66.7</td></tr><tr><td>MUA 1272</td><td>100</td><td>0</td></tr><tr><td>MUA 1282</td><td>100</td><td>0</td></tr><tr><td>MUA 1521</td><td></td><td>85.7</td></tr></table>			Course	Fall 2013	Spring 2014	ART 1113	82.2	91.6	ART 1423	*	*	MUA 1241	100	85.7	MUA 1251	100	66.7	MUA 1272	100	0	MUA 1282	100	0	MUA 1521		85.7	Instructors are encouraged to help identify potential withdrawals as soon as possible and to try to help students stay in class until completion. The newly created ROAR orientation for incoming freshmen should also help better prepare students for the transition to college life and personal accountability.
Course	Fall 2013	Spring 2014																												
ART 1113	82.2	91.6																												
ART 1423	*	*																												
MUA 1241	100	85.7																												
MUA 1251	100	66.7																												
MUA 1272	100	0																												
MUA 1282	100	0																												
MUA 1521		85.7																												

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

				MUA 1741	75.0	75.0		
				MUA 1751	100	*		
				MUA 1772	100	100		
				MUA 2241	100	*		
				MUA 2251	*	100		
				MUA 2272	100	100		
				MUA 2281	*	*		
				MUA 2511	100	*		
				MUA 2741	100	*		
				MUA 2751	*	*		
				MUA 2772	100	*		
				MUA 2782	*	100		
				MUS 1113	90.5	83.5		
				MUS 2211	100	*		
				MUS 2213	100	*		
				MUS 2223	*	100		
				SPT 1113	84.5	80.9		
				SPT 2233	84.9	96.1		
				*course not offered				

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Fine Arts and Communication			Supports PRCC Strategic Goal(s): 1, 2, 3, 5	
INSTRUCTIONAL AREA: ART				
COURSE LEVEL: ART 1113 Art Appreciation				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1	Students will attend a pre-approved fine arts venue and submit a written assessment of the experience.	70% of students will attend a fine arts venue and submit a written critique which expresses aesthetic judgment of the observed art.	77 % achieved the outcome Online: 90% achieved the outcome	Instructors made a decision to continue to stress the importance of attending an art venue and will provide additional incentives to students for attending.
2	Students will visually identify and describe the formal elements of art and principles of design in an artwork.	60% of students will correctly identify 5 of 7 elements and 3 of 7 principles that relate to the chosen artwork in a written assessment.	88% successfully completed the outcome. Online: 82% successfully completed the outcome.	Instructors decided to increase the criteria from 60 to 70% of students correctly identifying 5 of 7 elements and 4 of 7 principles.
3	Students will demonstrate an understanding of the role of the artist and art in society.	70% of students will successfully summarize the role of the artist and art in society on an examination.	76% successfully completed this outcome. Online: 76%	Instructors have decided to incorporate additional examples of the integration of artists in society and history.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Fine Arts and Communication			Supports PRCC Strategic Goal(s): 1, 2, 3, 5	
INSTRUCTIONAL AREA: Music				
COURSE LEVEL: MUA 1521 Class Piano II				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	Students will play 5-finger scales with arpeggios and the I-IV-I-V7-I chord progressions (using the correct fingerings) in the following keys: F, B-flat, E-flat, A-flat, and D-flat.	Students will perform 5-finger scales in the identified keys with 80% or greater accuracy (instructor observation).	100% successfully completed this outcome.	The instructor made a decision to continue dialogue with area university piano faculty to ensure the requirements are up to date.
2	Students will play 1-octave scales with chord progressions (using the correct fingerings) in the following keys: C, G, D.	Students will perform 1-octave scales in the identified keys with 80% or greater accuracy (teacher observation)	100% successfully completed this outcome.	The instructor planned to continue dialogue with area university piano faculty to ensure the requirements are up to date.
3	Students will harmonize simple RH melodies by adding the appropriate LH I, IV, V7 chords as dictated by chord symbols.	Students will perform RH melodies with the appropriate chords with 80% or greater accuracy (instructor observation).	100% successfully completed this outcome.	The instructor decided to continue dialogue with area university piano faculty to ensure the requirements are up to date.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Fine Arts and Communication			Supports PRCC Strategic Goal(s): 1, 2, 3, 5	
INSTRUCTIONAL AREA: Music				
COURSE LEVEL: MUA 2511 Class Piano III				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	Students will play 1-octave scales with chord progressions (using the correct fingerings) in the following keys: A, E, B, F, & B-flat major.	Students will perform 1-octave scales with chord progressions with 80% or greater accuracy. This will be assessed by teacher observation.	67% successfully completed this outcome.	The instructor decided to provide additional review on scale fingerings, spot check scales before a test, and set aside more class time to practice scale skills.
2	Students will play from an open score individual voice parts and then voice parts in various combinations (i.e., soprano/alto, tenor/bass, alto/tenor, soprano/bass)	Students will perform an individual voice part and voice parts in various combinations with 80% or greater accuracy. This will be assessed by teacher observation.	50% successfully completed this outcome	The instructor planned to have students practice parts separately more, provide easier exercises in open-score reading in familiar keys.
3	Students will harmonize RH melodies by adding the appropriate chords as dictated by chord symbols (using block chords, broken chords, and other common LH rhythmic patterns)	Students will perform RH melodies and LH chords with 80% or greater accuracy. This will be assessed by teacher observation.	67% successfully completed this outcome	The instructor planned to set aside more time to practice harmonizations in class, review and make sure students know what all the chords are and to choose easy keys, with familiar chords.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Fine Arts and Communication			Supports PRCC Strategic Goal(s): 1, 2, 3, 5	
INSTRUCTIONAL AREA: Music				
COURSE LEVEL: MUS 1113 Music Appreciation				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	Students will attend a pre-approved, live musical performance and submit a written critique.	70% of students will attend a live performance and submit a written critique which addresses the musical elements, medium and style period(s) of the performance pieces.	81% of students successfully completed this outcome. ONLINE: 76%	Instructors planned to continue to encourage and provide additional incentives for students to attend these live events.
2	Students will identify the musical style period of selected listening examples.	60% of students will correctly identify the musical style period upon hearing selected listening examples on an aural examination.	78% successfully completed this outcome. ONLINE: 63%	This important course outcome needs to be stressed more in the online sections through the use of interactive videos and instructors have planned additional listening examples. All instructors have decided to place special emphasis on American music.
3	Students will visually identify the most common representative instruments from each family of musical instruments.	70% of students will visually identify representative instruments from each family of musical instruments.	91% successfully completed this outcome. ONLINE: 93%	Students have shown great success in this outcome. They especially enjoy live demonstration of the instruments and instructors plan to further incorporate these demonstrations.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Fine Arts and Communication			Supports PRCC Strategic Goal(s): 1, 2, 3, 5	
INSTRUCTIONAL AREA: Music				
COURSE LEVEL: MUS 2211 Music Theory Lab III				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	Students will correctly aurally identify and notate all pitch intervals (both ascending and descending).	70% will pass an aurally administered examination including all melodic intervals.	67% (4 out of 6) attained mastery.	Instructor has decided to add more interval exercises to the class activities. In addition, instructor will ensure outside practice by requiring each student to play each interval on the piano and sing each interval.
2	Students will correctly aurally identify and notate the following chord qualities: major, minor, augmented and diminished.	70% will pass an aurally administered examination including all harmonic chord qualities.	100% (6 out of 6) attained mastery.	Instructor has decided to build upon the current approach and include inversions of the harmonic chord qualities.
3	Students will correctly aurally identify and notate the following harmonic elements in dictation: major and minor tonic, major and minor sub-dominant, and dominant.	70% will pass an aurally administered examination including harmonic progressions with the use of the harmonies specified in the SLO.	100% (6 out of 6) attained mastery.	Instructor has decided to continue building upon current methodology to ensure that future students are equally as well prepared for assessments by adding more challenging harmonies and harmonic vocings.
4	Students will correctly sing, at sight, one melody involving multiple leaps, using the correct solfege syllables.	70% will pass an aurally administered examination during which each student must successfully sing at sight a melody chosen by the instructor that includes	83% (5 out of 6) attained mastery.	Instructor has decided to reinforce true sight reading, singing a melody having never seen or heard it before, through more in-class practice of solfege

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		multiple leaps.		vocalizations and practicing singing common melodic figures.
--	--	-----------------	--	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Fine Arts and Communication			Supports PRCC Strategic Goal(s): 1, 2, 3, 5	
INSTRUCTIONAL AREA: Music				
COURSE LEVEL: MUS 2213 Music Theory III				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	Students will provide accurate roman numeral and lead sheet analysis of diatonic seventh chords.	Students will successfully demonstrate proper roman numeral and lead sheet analysis of diatonic seventh chords with 70% or greater accuracy on an examination.	83% of the students provide correct roman numeral analysis with 70% or greater accuracy. Lead sheet analysis was not tested this semester.	Instructor determined a need to place additional emphasis upon lead sheet analysis and will assess in future semesters.
2	Students will use proper voice leading technique when writing diatonic seventh chords in a 4-part SATB chord progression.	Students will correctly write and resolve diatonic seventh chords in 4 part SATB format with 70% or greater accuracy on an examination.	Students achieved only 50% accuracy on this task.	Much more emphasis is planned to be placed upon proper voice leading and SATB part writing technique by adding graded homework assignments and additional class time on the subject.
3	Students will provide accurate roman numeral and lead sheet analysis of secondary dominant and secondary leading tone chords.	Students will successfully demonstrate proper roman numeral and lead sheet analysis of secondary dominant and secondary leading tone chords with 70% or greater accuracy on an examination.	50% achieved 70% or above. The remaining students achievement rate was about 60%.	The instructor has decided that additional classroom instruction time and homework will be given to increase student success in the analysis of secondary function chords.
4	Students will provide accurate roman numeral analysis of diatonic common chord modulation.	Students will provide the correct roman numeral analysis of diatonic common	50% achieved 70% or above. The remaining students achievement rate was under 50%.	The instructor created additional examples of diatonic common chord modulations for analyzation both in class

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		chord modulations with 70% or greater accuracy on an examination.		and as homework.
--	--	---	--	------------------

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Fine Arts and Communication			Supports PRCC Strategic Goal(s): 1, 2, 3, 5	
INSTRUCTIONAL AREA: Speech and Theater				
COURSE LEVEL: SPT 1113 Public Speaking				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	Students will write coherent Commemorative speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose and central idea.	70% of students will effectively deliver the Commemorative Speech.	94% completed this outcome with a grade of 70% or better. Online: 84% completed this outcome with a grade of 70% or better.	Instructors have decided to increase the percentage of students successfully delivering the Commemorative Speech from 70% to 80% with a minimum grade of 80 to develop student confidence before more involved speech are due.
2	Students will write coherent Informative speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose and central idea.	70% of students will accurately develop and deliver one of the four types of Informative Speeches.	83% successfully completed this outcome Online: 84%	An annotated bibliography assignment has been planned to be added to encourage preliminary speech research.
3	Students will write coherent Persuasive speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose and central idea.	70% of students will accurately develop and deliver one of the three types of Persuasive Speeches.	81% successfully completed this outcome Online: 87%	It was decided that instructors will require a mandatory visual aid to demonstrate comprehensive student understanding of implementing multiple aspects of speech preparation and delivery.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Fine Arts and Communication				Supports PRCC Strategic Goal(s): 1, 2, 3, 5
INSTRUCTIONAL AREA: Theatre				
COURSE LEVEL: SPT 2233 Theatre Appreciation				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1	Asses a theatrical event and successfully communicate that assessment to others	70% will successfully attend a live or taped performance and submit a critique based on Aristotle's 6 elements of drama.	76% of students successfully completed this outcome.	Instructors decided to provide a template option for the assignment to help increase class participation.
2	Identify the key components and personnel of a theatrical production	70% will successfully identify theatrical components and personnel on an examination.	76% of students successfully completed this outcome.	Instructors planned to utilize theatre space to visually enhance students' comprehension.
3	Compare/contrast key elements and theatrical styles of various eras in theatre history	70% will successfully compare/contrast historic theatrical elements and styles on an examination.	76% of students successfully completed this outcome.	A need was determined by instructors to utilize theatrical examples of historical periods in CD-ROM, DVD, YouTube, etc. to provide a greater variety of presentations.
4	Describe notable influential theatre artists (playwrights, actors, educators, etc.)	70% will successfully describe influential theatre artists on an examination.	76% of students successfully completed this outcome.	Instructors developed a plan to incorporate theatre games and role-playing to further enhance students' understanding.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013 - 2014

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 complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Oral Communication Students will write coherent Informative speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose and central idea.	70% of students will accurately develop and deliver one of the four types of Informative Speeches.	83% successfully completed this outcome Online: 84%	An annotated bibliography assignment has been planned to be added to encourage preliminary speech research.
2	Computer Literacy 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.	60% of the students answered these questions correctly.	Instructors decided to upgrade textbook and review questions for relevancy, starting fall 2014.
3	Mathematics The student will solve linear equations and inequalities.	70% of students who complete this course will correctly solve a linear inequality on the final exam.	Fall 2013: 82.39% 290/352 Fall 2013 Online: 77.23% 78/101 Spring 2014: 69.60% 190/273 Spring 2014 Online: 78.01% 110/141	Due to success on linear inequalities, instructors decided to change the SLO to solving quadratic equations. (This will also help confirm background knowledge needed to solve logarithmic equations, which is a struggle.)
4	Natural Sciences Describe the fundamental principles of	At the end of the lecture course, 70% of the students will identify the	Total-88.53%	Instructors agreed to include extra Supplemental Instruction (SI) sessions

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013 - 2014

	cell biology	importance of cell organelles and their functions. This item will be assessed on a common instrument prior to final exams.	F2F-85.03% Online-92.03%	during class time and to add extra Mastering Biology questions pertaining to this outcome.
5	Social Sciences 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.	<u>80% of 773</u> students correctly distinguished the common features of the three major psychological theories.	Goal met. For further improvement, instructors decided to implement classroom group activities requiring compare/contrast of 3 major theories.
6	Written Communication To use the recursive writing process to develop carefully organized, multi-paragraph essays, developing a thesis statement in response to specific reading assignments..	Under proctored testing conditions and given a specific prompt based on the textbook, 70% of the students will brainstorm, organize, draft, edit, and publish a 500 word multi-paragraph essay.	Classroom—85% Online—83%	Instructors have decided to emphasize incorporating secondary source material into the assessed essay.
7	Wellness Identify the six dimensions of wellness.	70% of students who complete this course will identify the six dimensions of wellness. This will be evaluated on the Mid-Term Exam.	Online: 97% Face to Face/Hybrid: 87.5%	Instructors implemented a classroom discussion of the 6 Dimensions of Wellness by discussing how these dimensions affect an individual's health. Students were able to identify personal factors that influence each Dimension by completing an activity published within the textbook.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Health, Physical Education, and Recreation			Supports PRCC Strategic Goal(s): 1, 2, 3, 4, 5, 6, 7	
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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.	70% of students will indicate that classes offered meet their needs for graduation and transfer on the Campus Climate Survey.	91% indicated that classes offered meet their needs for graduation and/or transfer. 93% indicated that quality instruction was provided.	Instructors decided to continue to attend professional development workshops and webinars to help improve the quality of instruction offered to our students.
2	To provide exceptional and challenging activity classes, healthy information, and safe up-to-date exercise equipment to promote well-being and enhance quality of life.	70% of students will indicate an average or above score on the quality of activity classes, information, and equipment on the Campus Climate Survey.	95% indicated an average and above score on the quality of activity classes. 94% indicated an average and above score on the quality of healthy information. 94% indicated an average and above score on the quality of exercise equipment.	Instructors planned to continue to improve activity classes and provide healthy information to all members. Also we will continue to maintain all exercise equipment.
3	To provide up-to-date technology in the classrooms and lab to keep students engaged in the learning process.	70% of students will indicate an average or above score on technology in classrooms and lab on the Campus Climate Survey.	94%	The HPR department made a plan to continue to improve technology in the classroom. A grant was received this year from the Lower Pearl River Valley Foundation to improve the technology in our spin room.
4	To provide a safe and healthy environment suitable for exercise.	70% of students will indicate an average or above score on the Campus Climate Survey.	95%	Instructors determined a need to provide a safe environment for all to exercise.
5	To assess student learning outcomes in all Health, Physical Education, and	100% of HPR courses offered will assess student learning outcomes	100%	All HPR classes are currently assessing and plan to continue assessing student learning

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

	Recreation courses.	beginning Fall 2013.				outcomes.																																																						
6	To ensure that the Health, Physical Education, and Recreation curriculum meets with the approved articulation agreement.	100% of courses offered in the HPR department will be on the approved articulation agreement.	100%			All HPR classes offered in the HPR department are approved classes on the articulation agreement.																																																						
7	To retain students through completion of the course.	70% of students enrolled at date of reconciliation will complete the course.	<table><tr><th>Course</th><th>Fall 2013</th><th>Spring 2014</th></tr><tr><td>HPR 1111</td><td>93.2</td><td>90.5</td></tr><tr><td>HPR 1121</td><td>84.2</td><td>100</td></tr><tr><td>HPR 2111</td><td>100</td><td>77.8</td></tr><tr><td>HPR 2121</td><td>*</td><td>100</td></tr><tr><td>HPR 1213</td><td>90.5</td><td>85.3</td></tr><tr><td>HPR 1551</td><td>90.8</td><td>88.7</td></tr><tr><td>HPR 1561</td><td>94.6</td><td>96.6</td></tr><tr><td>HPR 2551</td><td>100</td><td>95.2</td></tr><tr><td>HPR 2561</td><td>85.7</td><td>84.6</td></tr><tr><td>HPR 1571</td><td>96.7</td><td>83.0</td></tr><tr><td>HPR 1581</td><td>100</td><td>93.3</td></tr><tr><td>HPR 2571</td><td>100</td><td>80</td></tr><tr><td>HPR 2581</td><td>100</td><td>100</td></tr><tr><td>HPR 1751</td><td>*</td><td>100</td></tr><tr><td>HPR 1761</td><td>*</td><td>100</td></tr><tr><td>HPR 2213</td><td>95.9</td><td>95.1</td></tr><tr><td>HPR 2323</td><td>95.8</td><td>100</td></tr></table>	Course	Fall 2013	Spring 2014	HPR 1111	93.2	90.5	HPR 1121	84.2	100	HPR 2111	100	77.8	HPR 2121	*	100	HPR 1213	90.5	85.3	HPR 1551	90.8	88.7	HPR 1561	94.6	96.6	HPR 2551	100	95.2	HPR 2561	85.7	84.6	HPR 1571	96.7	83.0	HPR 1581	100	93.3	HPR 2571	100	80	HPR 2581	100	100	HPR 1751	*	100	HPR 1761	*	100	HPR 2213	95.9	95.1	HPR 2323	95.8	100	The new GradesFirst management system that was implemented last year has been beneficial in providing immediate communication with students. Instructors planned to continue using GradesFirst to help retain students.		
Course	Fall 2013	Spring 2014																																																										
HPR 1111	93.2	90.5																																																										
HPR 1121	84.2	100																																																										
HPR 2111	100	77.8																																																										
HPR 2121	*	100																																																										
HPR 1213	90.5	85.3																																																										
HPR 1551	90.8	88.7																																																										
HPR 1561	94.6	96.6																																																										
HPR 2551	100	95.2																																																										
HPR 2561	85.7	84.6																																																										
HPR 1571	96.7	83.0																																																										
HPR 1581	100	93.3																																																										
HPR 2571	100	80																																																										
HPR 2581	100	100																																																										
HPR 1751	*	100																																																										
HPR 1761	*	100																																																										
HPR 2213	95.9	95.1																																																										
HPR 2323	95.8	100																																																										

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

			HPR 2423	*	97.3	
			HPR 2433	100	*	
			HPR 2453	94.1	100	
			HPR 2493	77.8	100	
			HPR 2723	94.4	100	
			HPR 2733	95.5	100	
			*course not offered			

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Health, Physical Education, and Recreation				Supports PRCC Strategic Goal(s): 1, 2, 3
COURSE LEVEL: HPR 1111/1121 and HPR 2111/2121 General Physical Education Activities I, II, III, and IV				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Record individual health-related physical fitness component levels as measured by a pre-assessment.	70% of students who enroll in this course will complete a pre-assessment. Students will submit results to their instructor upon completion of the pre-assessment.	Fall 2013: 100% Spring 2014: 0%	Due to inclement weather at the beginning of the spring semester we were unable to complete pre-assessments on our students during the spring semester. The associate degree nursing students help us with assessments ever semester. We will continue to provide pre-assessment for our students in the future.
2	Implement an exercise program designed to improve individual health-related physical fitness components as measured by a pre-assessment.	70% of students who complete this course will implement an individual exercise program designed to improve fitness levels. This will be evaluated by instructor observation.	Fall 2013: 100% Spring 2014:100%	Instructors decided to continue to help our students improve their fitness levels by helping them to implement an exercise program.
3	Identify and measure individual target heart rate (cardiorespiratory training zone).	70% of students who complete this course will be able to identify and measure their target heart rate. This will be evaluated by instructor observation.	Fall 2013: 100% Spring 2014: 100%	Planned to continue emphasize the importance of target heart rate to our students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Health, Physical Education, and Recreation			Supports PRCC Strategic Goal(s): 1, 2, 3	
COURSE LEVEL: HPR 1213 Personal and Community Health				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Identify the six dimensions of wellness.	70% of students who complete this course will identify the six dimensions of wellness. This will be evaluated on the Mid-Term Exam.	Online: 97% Face to Face/Hybrid: 87.5%	Instructors implemented a classroom discussion of the 6 Dimensions of Wellness by discussing how these dimensions affect an individual's health. Students were able to identify personal factors that influence each Dimension by completing an activity published within the textbook.
2	Identify the factors associated with the prevention of both major infectious and non-communicable diseases.	70% of students who complete this course will identify a lifestyle factor related to the prevention of non-communicable diseases. This will be evaluated on the Mid-Term Exam.	Online: 93.5% Face to Face/Hybrid: 83.5%	Instructors implemented a classroom discussion and/or assignment about differentiating between chronic and acute diseases/illnesses and how to identify the risk factors associated; the discussion also included preventative measures. An example assignment was for students to research a chronic disease and gather the risk factors associated with the condition. Student findings were discussed in the classroom.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

3	Identify at least three essential nutrients; sources and functions.	70% of students who complete this course will be able to identify at least three essential nutrients; sources and functions. This will be evaluated on the Mid-Term Exam.	Online: 87.5% Face to Face/Hybrid: 79.5%	Instructors implemented a classroom discussion of the 6 Essential Nutrients and explained how to identify each, using their major sources and functions. Instructors may have implemented a quiz to enhance the ability for student's to identify each nutrient to a source and function.
---	---	---	---	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Health, Physical Education, and Recreation			Supports PRCC Strategic Goal(s): 1, 2, 3	
COURSE LEVEL: HPR 1551/1561 and HPR 2551/2561 Fitness and Conditioning Training I, II, III, and IV				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Record individual health-related physical fitness component levels as measured by a pre-assessment.	70% of students who enroll in this course will complete a pre-assessment. Students will submit results to their instructor upon completion of the pre- assessment.	Face to Face: 93%	Instructors decided it was important to continue to require students to complete a pre-assessment (even if students sign up late for the class).
2	Implement an exercise program designed to improve individual health-related physical fitness components as measured by a pre-assessment.	70% of students who complete this course will implement an individual exercise program designed to improve fitness levels. This will be evaluated by instructor observation.	Face to Face: 98%	Instructors decided to continue to implement exercise programs designed to improve fitness levels.
3	Identify and measure individual target heart rate (cardiorespiratory training zone).	70% of students who complete this course will be able to identify and measure their target heart rate. This will be evaluated by instructor observation.	Face to Face: 98%	Instructors decided to continue to have students identify and measure their target heart rate.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Health, Physical Education, and Recreation			Supports PRCC Strategic Goal(s): 1, 2, 3	
COURSE LEVEL: HPR 1571/1581 and HPR 2571/2581 Dance I, II, III, and IV				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Record individual health-related physical fitness component levels as measured by a pre-assessment.	70% of students who enroll in this course will complete a pre-assessment. Students will submit results to their instructor upon completion of pre- assessment.	Face to Face: 92%	Instructor decided to send an email or text message reminders to all students.
2	Implement an exercise program designed to improve individual health-related physical fitness components as measured by a pre-assessment.	70% of students who complete this course will implement an individual exercise program designed to improve fitness levels. This will be evaluated by instructor observation.	Face to Face: 100%	Instructor decided to stress the importance of completing the pre-assessment in order to best determine where students need improvement and where they are strong.
3	Identify and measure individual target heart rate (cardiorespiratory training zone).	70% of students who complete this course will be able to identify and measure their target heart rate. This will be evaluated by instructor observation.	Face to Face: 98%	Instructor decided to continue requiring students to identify and measure this important fitness indicator.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

DEPARTMENT: Health, Physical Education, and Recreation			Supports PRCC Strategic Goal(s): 1,2,3	
COURSE LEVEL: HPR 1613 Physical Education and the Elementary School				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Explain development of the philosophy of teaching, as it pertains to physical education.	70% of students who complete this course will be able to explain development of the philosophy of teaching, as it pertains to physical education.	Face to Face: 72%	Instructor determined to spend more time on this topic.
2	Explain curriculum development, including adaptive methodologies.	70% of students who complete this course will be able to explain curriculum development, including adaptive methodologies.	Face to Face: 82%	Instructor planned to continue to have students write an adapted PE lesson plan, accommodating students with special needs.
3	Demonstrate how to encourage active lifestyles outside of the school setting.	70% of students who complete this course will be able to demonstrate how to encourage active lifestyles outside of the school setting.	Face to Face: 72%	Instructor decided to spend more time explaining how to encourage active lifestyles. Also instructor planned to continue to have students write a weekly plan to incorporate physical activity outside the class room.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Health, Physical Education, and Recreation				Supports PRCC Strategic Goal(s): 1, 2, 3
COURSE LEVEL: HPR 1751 and 1761 Nutrition and Wellness I & II				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1	Design and implement a weight reduction or weight maintenance program.	70% of students who complete this course will be able to design and implement a weight reduction or weight maintenance program. This will be evaluated by instructor observation.	Face to Face: 100% of students designed and implemented a weight reduction or weight maintenance program. 16/16	Instructor planned to continue to help students design and implement a personalized weight program.
2	Design and implement an individual exercise program using health-related physical fitness components (cardiorespiratory endurance, muscular endurance, and flexibility).	70% of students who complete this course will successfully design and implement an individual exercise program. This will be evaluated by instructor observation.	Face to Face: 88% of students designed and implemented a program using health-related physical fitness components (cardiorespiratory, endurance, muscular endurance, and flexibility 14/16	Instructor determined a need to continue to help students implement an individual exercise program unless a student has a medical condition signed by a physician stating the student cannot participate in physical activity.
3	Analyze and explain individual health-related physical fitness components as measured by a pre & post assessment.	70% of students who complete this course will be able to analyze and explain their individual health-related physical fitness components pre and post implementation of an exercise program. This will be evaluated by a report submitted by each student at the end of the term.	Face to Face: 75% of students successfully completed a pre and post assessment that analyzed and explained individual health related physical fitness components.	Instructor made a decision to continue to require students to complete a pre and post assessment unless a student has a medical condition signed by a physician stating the student cannot complete an assessment.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

4	Calculate individual target heart rate (cardiorespiratory training zone) and explain why it is important.	70% of students who complete this course will be able to calculate and explain target heart rate. This will be evaluated on the Mid-Term Exam.	Face to Face: 100% of students calculated individual heart rate and explained why it is important 16/16	Instructor planned to continue to teach students how to calculate and explain their target heart rate.
---	---	--	---	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

DEPARTMENT: Health, Physical Education, and Recreation			Supports PRCC Strategic Goal(s): 1, 2, 3	
COURSE LEVEL: HPR 2213 First Aid and CPR				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
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. This will be evaluated on the Mid-Term Exam.	Face to Face: 92% Online: 63%	Online instructors made a decision to spend more time helping students to understand when to act in an emergency situation. Additional video clips will be added to canvas.
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. This will be evaluated on the Mid-Term Exam.	Face to Face: 94% Online: 61%	Online instructors decided to add additional video clips on when and how to activate EMS. Additional discussion will also be added on this topic.
3	Demonstrate methods of self-protection.	70% of students who complete this course will identify methods of self-protection. This will be evaluated on the Mid-Term Exam.	Face to Face: 94% Online: 90%	Instructors planned to continue to explain the importance of self-protection.
4	Demonstrate lifesaving and life sustaining skills.	70% of students who complete this course will explain how and when to use lifesaving and life sustaining skills. This will be evaluated on the Mid-Term Exam.	Face to Face: 92% Online: 80%	Instructors determined a need to spend more time on this topic to help more students master this outcome.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

DEPARTMENT: Health, Physical Education, and Recreation			Supports PRCC Strategic Goal(s): 1,2,3	
COURSE LEVEL: HPR 2323 Recreational Leadership				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Identify specific challenges in recreational settings and how to deal with them.	70% of students who enroll in this course will be able to identify specific challenges in recreational settings and how to deal with them. This will be evaluated on the Mid-Term Exam.	Face to Face: 75%	Instructor planned to choose another book that better addresses our student learning outcomes. Instructor plans to use supplemental material from the internet.
2	Demonstrate knowledge of budgeting and expenditures in recreational settings.	70% of students who complete this course will be able to explain budgeting and expenditures in recreational settings. This will be evaluated on the Mid-Term Exam.	Face to Face: 75%	Instructor decided to require students to complete a project designed to help them better understand.
3	Identify methods of program promotion and formats.	70% of students who complete this course will be able to identify methods of program promotion and formats. This will be evaluated on the Mid-Term Exam.	Face to Face: 66%	Instructor made a decision to require students to give a presentation in each area and more time will be spent on each outcome.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

DEPARTMENT: Health, Physical Education, and Recreation			Supports PRCC Strategic Goal(s): 1,2,3	
COURSE LEVEL: HPR 2423 Football Theory				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Demonstrate knowledge of rules, fundamentals, safety and philosophies of football.	70% of students who enroll in this course will be able to explain the rules, fundamentals, safety, and philosophies of football. This will be evaluated by instructor observation and on the Mid-Term Exam.	Face to Face: 83%	Instructor planned to incorporate more of the adjusted rules and show the NCAA official new rules and safety demonstrations video for player safety.
2	Evaluate strength and conditioning programs.	70% of students who complete this course will evaluate strength and conditioning programs designed to improve performance on the field. This will be evaluated by instructor observation and on the Mid-Term Exam.	Face to Face: 72%	Instructor made a plan to incorporate more of the football specific (position specific) strength and conditioning into the lecture with in class demonstrations. Also instructor plans to bring students to the weight room for hands on training with the strength and conditioning coach.
3	Identify and list methods in football.	70% of students who complete this course will be able to identify and list various methods related to football. This will be evaluated on the Mid-Term Exam.	Face to Face: 75%	Instructor planned to incorporate new offensive plays and defensive adjustments into the course material as the trends and techniques change in regards to offense, defense, special teams, and game planning.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2012-2013

DEPARTMENT: Health, Physical Education, and Recreation			Supports PRCC Strategic Goal(s): 1,2,3	
INSTRUCTIONAL AREA: HPR 2433 Basketball Theory				
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.				
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 transfer requirements for 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 –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 .
1	Demonstrate knowledge of rules, fundamentals, safety and philosophies of basketball.	70% of students who enroll in this course will be able to explain the rules, fundamentals, safety, and philosophies of basketball.	Face to Face: 100%	Planned to Increase instructional demonstration by 5 minutes each week.
2	Evaluate strength and conditioning programs.	70% of students who complete this course will evaluate strength and conditioning programs designed to improve performance on the court.	Face to Face: 100%	Planned to Increase instructional demonstration by 5 minutes each week.
3	Identify and list methods in basketball.	70% of students who complete this course will be able to identify and list various methods related to basketball.	Face to Face: 96%	Decided to Increase instructional review at the end of every week.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

DEPARTMENT: Health, Physical Education, and Recreation			Supports PRCC Strategic Goal(s): 1,2,3	
COURSE LEVEL: HPR 2453 Baseball Theory				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Demonstrate knowledge of rules, fundamentals, safety and philosophies of baseball.	70% of students who enroll in this course will be able to explain the rules, fundamentals, safety, and philosophies of baseball. This will be evaluated by instructor observation and on the Mid-Term Exam.	Face to Face: 100%	Instructor decided to continue to have students demonstrate their knowledge in these areas on the field as well as explain them in the classroom.
2	Evaluate strength and conditioning programs.	70% of students who complete this course will evaluate strength and conditioning programs designed to improve performance on the field. This will be evaluated by instructor observation and on the Mid-Term Exam.	Face to Face: 100%	Instructor planned to continue to emphasis the importance of safe up-to-date strength and conditioning programs.
3	Identify and list methods in baseball.	70% of students who complete this course will be able to identify and list various methods related to baseball. This will be evaluated on the Mid-Term Exam.	Face to Face: 100%	Instructor made a plan to continue to help students understand best methods in baseball.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

DEPARTMENT: Health, Physical Education, and Recreation			Supports PRCC Strategic Goal(s): 1,2,3	
COURSE LEVEL: HPR 2493 Softball Theory				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Demonstrate knowledge of rules, fundamentals, safety and philosophies of softball.	70% of students who enroll in this course will be able to explain the rules, fundamentals, safety, and philosophies of softball. This will be evaluated by instructor observation and on the Mid-Term Exam.	Face to Face: 100%	Instructor decided to have students demonstrate their knowledge in this area on the field and in the class room. Instructor incorporated on field activities.
2	Evaluate strength and conditioning programs.	70% of students who complete this course will evaluate strength and conditioning programs designed to improve performance on the field. This will be evaluated by instructor observation and on the Mid-Term Exam.	Face to Face: 100%	Instructor decided to have students evaluate five different strength and conditioning programs of different sports on campus.
3	Identify and list methods in softball.	70% of students who complete this course will be able to identify and list various methods related to softball. This will be evaluated on the Mid-Term Exam.	Face to Face: 100%	Instructor decided to incorporate scouting into the class to help students learn different methods.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

DEPARTMENT: Health, Physical Education, and Recreation			Supports PRCC Strategic Goal(s): 1,2,3	
COURSE LEVEL: HPR 2723 Prevention and Care of Athletic Injuries				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Demonstrate how to respond, treat, and care for athletic injuries.	70% of students who enroll in this course will be able to explain how to respond, treat, and care for athletic injuries. This will be evaluated by instructor observation and on the Mid-Term Exam.	Face to Face: 88%	Instructor decided to spend more time helping students better understand how to respond, treat, and care for athletic injuries.
2	Demonstrate knowledge of mechanism, and characteristics of sports injuries.	70% of students who complete this course will be able to identify mechanism, and characteristics of sports injuries. This will be evaluated on the Mid-Term Exam.	Face to Face: 94%	Instructor decided to go into more detail and demonstrate further the mechanisms of injuries.
3	Identify musculoskeletal conditions.	70% of students who complete this course will be able to identify musculoskeletal conditions. This will be evaluated on the Mid-Term Exam.	Face to Face: 82%	Instructor decided to spend more time helping students better understand how to respond, treat, and care for athletic injuries.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

DEPARTMENT: Health, Physical Education, and Recreation			Supports PRCC Strategic Goal(s): 1,2,3	
COURSE LEVEL: HPR 2733 Introduction to Athletic Training				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Explain the profession and academic requirements for entering the athletic training program.	70% of students who enroll in this course will be able to explain the field of athletic training and the requirements for entering the program. This will be evaluated by instructor observation and on the Mid-Term Exam.	Face to Face: 94%	Instructor made a plan to explain in more detail the requirements for getting accepted into the ATEP for each college in our area.
2	Complete 100 observation/experience hours under a Board Of Certification (BOC) certified athletic trainer.	70% of students who complete this course will complete 100 observation/experience hours under a BOC certified athletic trainer. This will be evaluated by instructor observation.	Face to Face: 100%	Instructor decided to continue to require each student to attain 100 observation hours each semester.
3	Explain the emergency action plan and the role of the sports medicine team.	70% of students who complete this course will be able to explain the emergency action plan and the role of the sports medicine team. This will be evaluated by instructor observation and on the Mid-Term Exam.	Face to Face: 94%	Instructor planned to go into more detail when explaining the colleges emergency action plan so that the students will have a better understanding.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

4	Identify different career venues that an athletic training career offers.	70% of student who complete this course will be able to identify different career venues that an athletic training career offers. This will be evaluated on the Mid-Term Exam.	Face to Face: 100%	Instructor planned to continue discussing different venues that athletic trainers are hired and to share new opportunities as they become available.
---	---	--	---------------------------	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Humanities and Social Sciences			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 complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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.				
	PROGRAM OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1	Assessment of student learning outcomes for courses taught in Humanities and Social Sciences will begin.	In the Humanities and Social Sciences Department, three additional courses will evaluate student learning outcomes in Spring 2014.	His 1173 and Soc 2113 were evaluated in Spring 2014. PSC 2113 was not evaluated because the course was canceled due to low enrollment.	Two more additional courses will be assessed in Spring 2015.
2	To prepare students to transfer and be successful in their studies and careers.	70% of outcomes on individual assessment charts within the department will be achieved. It should be noted that 2012-2013 student learning outcomes will continue to be assessed. In addition, the following courses will assess student learning outcomes during the 2013-2014 school year: Sociology 2113, Comparative Government 2113, and History 1173. Monitor changes in upper level requirements to be sure we are offering	88% of the outcomes on individual assessment charts within the department were achieved. Student learning outcomes from 2012-2013 were assessed as well as two new courses Soc 2113 and His 1173. PSC was not evaluated due to the course being canceled. Changes in articulation agreements were monitored, and it was determined the courses we currently offer meet upper level requirements for degrees and	Individual instructors for each course will meet and discuss ways to help more students meet outcomes for the course. Student learning outcomes will continue to be assessed each semester and additional courses will be assessed. Faculty will continue to monitor

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		appropriate courses to fit upper level requirements for degrees and careers.	careers	upper level requirements for changes and modify our course offerings if needed to match those requirements. The faculty for the Humanities and Social Sciences participated in the State Curriculum meeting.																														
3	To maintain technology and supplies as needed by the instructors.	100% of needed supplies and technology will be provided for the department.	100% of needed supplies and technology were provided for the department. New docking stations were placed in all classrooms and 6 new laptops were purchased for instructors.	Faculty will be encouraged to develop new ways to use technology within their classes and appropriate equipment will be purchased if necessary.																														
4	To provide quality student services.	100% of the faculty will be involved in providing accurate, up-to-date academic advising to our students.	100% of the faculty were involved in providing accurate up-to-date academic advising to our students.	Faculty members will be encouraged to attend Banner training to become more efficient in advising students. Many faculty members participated in Roar Training and helped with Orientation sessions this summer.																														
5	To retain students through completion of the course.	At least 70% of students enrolled at date of reconciliation will complete the course.	<table><tr><th>Course</th><th>Fall 2013</th><th>Spring 2014</th></tr><tr><td>ENG 1113</td><td>85.0</td><td>74.6</td></tr><tr><td>ENG 1123</td><td>85.5</td><td>82.5</td></tr><tr><td>ENG 2423</td><td>89.7</td><td>91.3</td></tr><tr><td>EPY 2513</td><td>86.7</td><td>89.4</td></tr><tr><td>HIS 1163</td><td>80.2</td><td>82.3</td></tr><tr><td>HIS 1173</td><td>86.3</td><td>82.3</td></tr><tr><td>MFL 1213</td><td>86.7</td><td>81.8</td></tr><tr><td>PSY 1513</td><td>85.2</td><td>80.9</td></tr><tr><td>SOC 2113</td><td>93.3</td><td>92.9</td></tr></table>	Course	Fall 2013	Spring 2014	ENG 1113	85.0	74.6	ENG 1123	85.5	82.5	ENG 2423	89.7	91.3	EPY 2513	86.7	89.4	HIS 1163	80.2	82.3	HIS 1173	86.3	82.3	MFL 1213	86.7	81.8	PSY 1513	85.2	80.9	SOC 2113	93.3	92.9	Faculty members will be encouraged to increase retention rate even more by directing students to additional services offered by the Student Success Center and the CEC. The implementation of a new Orientation class should help with this goal.
Course	Fall 2013	Spring 2014																																
ENG 1113	85.0	74.6																																
ENG 1123	85.5	82.5																																
ENG 2423	89.7	91.3																																
EPY 2513	86.7	89.4																																
HIS 1163	80.2	82.3																																
HIS 1173	86.3	82.3																																
MFL 1213	86.7	81.8																																
PSY 1513	85.2	80.9																																
SOC 2113	93.3	92.9																																

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Humanities and Social Sciences			Supports PRCC Strategic Goal(s):1, 3	
INSTRUCTIONAL AREA: English				
COURSE LEVEL: ENG 1113 English Composition I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	To use the recursive writing process to develop an MLA formatted, carefully organized, multi-paragraph essay, developing a thesis statement in response to specific reading assignments.	Given a specific prompt based on the textbook, 70% of the students will brainstorm, organize, draft, edit, and publish a 500 word multi-paragraph essay.	Classroom—85% Online—83%	Instructors have decided to emphasize incorporating secondary source material into the assessed essay.
2	To write prose in Standard Written American English that is grammatically correct by being reasonably free of the following errors: sentence structure, verb, spelling, punctuation, and pronoun usage.	During the writing assessment described in #1, 70% of the students will produce sentences reflecting control of sentence structure, verb, spelling, punctuation, and pronoun usage.	Classroom—77% Online—88%	Instructors will emphasize within sentence structure errors agreement of subjects and verbs and agreement of pronouns and antecedents
3	To compile an MLA formatted bibliography identifying sources for literary research.	After learning college library resources and the MLA citation process, 70% of students will gather materials and produce a bibliography.	Classroom—78% Online—91%	Instructors will emphasize that one of the bibliographies will be required to have annotations of the works listed therein.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Humanities and Social Sciences				Supports PRCC Strategic Goal(s): 1, 3
INSTRUCTIONAL AREA: English				
COURSE LEVEL: ENG 1123 English Composition II				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	Student demonstrates a general knowledge of the use of literary terminology and the understanding of content of examples of fiction, poetry, and drama.	70% of students will demonstrate a general knowledge of the use of literary terminology and the understanding of fiction, poetry, and drama content on major tests and final examination.	Classroom—86% Online--100%	Instructors have decided to include knowledge of terminology on the research paper as well.
2	Student demonstrates the ability to read critically and write analytically about literature.	70% of students will write essays that analyze specific examples of fiction, poetry, and drama.	Classroom—88% Online--100%	Instructors thought this percentage seemed a bit high, especially online, and will emphasize explication of text in the classroom. Measuring this SLO after the drop date might skew the percentage high.
3	Student demonstrates the ability to read critically and write analytically about literature using appropriate secondary sources and documenting appropriately according to the MLA guidelines.	70% of students will write research-based essays that successfully analyze, interpret, evaluate, or explicate one or more works of literature.	Classroom-90% Online—100%	Instructors thought this percentage seemed a bit high, especially online, and will emphasize in their teaching the works cited page and the opening paragraph. Measuring this SLO after the drop date might skew the percentage high.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Humanities and Social Sciences				Supports PRCC Strategic Goal(s): 1, 3
INSTRUCTIONAL LEVEL: Literature				
COURSE LEVEL: ENG 2423 World Literature I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1	Student demonstrates a general reading knowledge of selected works from the ancient Greeks to Shakespeare.	70% of students will demonstrate a general reading knowledge of selected works from the ancient Greeks to Shakespeare on major tests and comprehensive final examination.	93% of students in face-to-face classes met this goal. 85% of students in online courses met this goal.	It was decided to increase our assessment criteria to 80% of students demonstrating general reading knowledge of these works on major tests and the comprehensive final exam. Planned to continue to include more reading selections into our syllabi.
2	Student demonstrates the ability to analyze the prominent themes in a work of literature in essay format.	70% of students will be able to write essay answers to test questions requiring them to analyze prominent themes in a literary work.	98% of students in face-to-face classes met this goal. 89% of students in online courses met this goal.	A decision was made to increase our expectations to a minimum of 80% of students being able to write essays requiring them to analyze prominent themes in a literary work and to create a more rigorous grading rubric to these essays.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

3	Student demonstrates the ability to read and understand literary criticism.	70% 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.	92% of students in face-to-face classes met this goal. 92% of students in online courses met this goal.	Planned to increase our expectations to a minimum of 80% of students being able to analyze and effectively present a piece of literary criticism in the form of a presentation.
---	---	---	--	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Humanities and Social Sciences				Supports PRCC Strategic Goal(s): 1, 3
INSTRUCTIONAL AREA: History, Political Science, Psychology, Sociology				
COURSE LEVEL: EPY 2513 Child Psychology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Students will distinguish the common features of three major developmental theories.	70% of students who complete this course will be able to distinguish the common features of three major developmental theories through instructor-generated exams.	<u>72% of 104</u> students correctly distinguished the common features of three major developmental theories	Instructors decided to implement classroom group activities requiring compare/contrast of 3 major developmental theories. Instruction will be modified according to newly selected textbook (beginning Fall 14).
2	Students will critique the contributions of nature and nurture in human development.	70% of students who complete this course will correctly critique at least two contributions of nature and nurture in human development through instructor-generated exams.	<u>81% of 104</u> students correctly critiqued at least two contributions of nature and nurture in human development.	Instructors have selected a new textbook (beginning Fall 14); instructional delivery will be modified accordingly.
3	Students will differentiate between the major socioemotional milestones in development.	70% of students who complete this course will correctly differentiate at least three socio-emotional milestones in development through instructor-generated exams.	<u>76% of 104</u> students correctly differentiated at least three socio-emotional milestones in development.	Instructors planned to utilize “my virtual child” to demonstrate multifactorial impacts on socio/emotional stages/milestones.
4	Students will identify the major stages	70% of students who complete this course	<u>73% of 104</u> students correctly identified the	Instructors made a plan to modify

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	prenatal development and birth.	will correctly identify the major stages of prenatal development and birth through instructor-generated exams.	major stages of prenatal development and birth.	instruction (videos, developmental charts, group compare/contrast activities) of prenatal development and the birth process. Further, test questions will be modified to better measure SLO.
--	---------------------------------	--	---	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Humanities and Social Sciences				Supports PRCC Strategic Goal(s): 1, 3
INSTRUCTIONAL AREA: History, Political Science, Psychology, Sociology				
COURSE LEVEL: HIS 1163 World Civilization I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
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.	83.6%of students successfully completed the learning outcome	After considering the results from 2013/2014 we are increasing our goal to 70%. Planned to expand SI (Supplemental Instruction) for World Civilization sections in the Fall of 2014.
.	Differentiate between three significant interpretive periods of human history from ancient times to the 1500s.	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.	68.4% of students successfully completed the learning outcome.	After considering the results from 2013/2014 decided to increase our goal to 70%. Planned to expand SI (Supplemental Instruction) for World Civilization sections in the Fall of 2014.
3	Identify three religious and philosophical beliefs originating in early world cultures.	60% of students will identify three religious and philosophical beliefs originating in early world cultures. Evaluation will be based on an instructor generated assessment tool.	80.7% of students successfully completed the learning outcome.	After considering the results from 2013/2014 instructors decided to increase our goal to 70%. Planning to expand SI (Supplemental Instruction) for World Civilization sections in the Fall of 2014.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-1014

PROGRAM OF STUDY: Humanities and Social Sciences			Supports PRCC Strategic Goal(s): 1, 3	
INSTRUCTIONAL AREA: Foreign Language				
COURSE LEVEL: MFL 1213 Spanish I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	Student demonstrates a general knowledge of basic Spanish terms for greetings and leave takings.	70% of students will be able to generate and respond to greetings and leave takings in Spanish.	84% of students were able to meet this outcome.	Instructors decided to introduce group activity where students will produce, combine greetings and leave-takings in novel combinations.
2	Student demonstrates ability to recognize and use numerical terms in Spanish	70% of students will be able to recognize and form numbers, in amounts up to and including the millions, in Spanish.	89% of students were able to meet this outcome.	Designed activity where students will recognize and select target numbers from country of origin realia.
3	Student demonstrates the ability to construct and use adjectives in Spanish.	70% of students will be able to construct and adjective(s) in Spanish to reflect gender and number of the adjective's corresponding noun(s).	85% of students were able to meet this outcome.	Planned to provide a genealogical project wherein students transform adjectives to appropriately describe family.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-14

PROGRAM OF STUDY: Humanities and Social Sciences			Supports PRCC Strategic Goal(s): 1, 3
INSTRUCTIONAL AREA: History, Political Science, Psychology, Sociology			
COURSE LEVEL: PSY 1513 General Psychology			
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: <ol style="list-style-type: none"> To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. To provide quality student services. To provide access to college courses and programs using various instructional methods, including distance education. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And make college services available via the Internet. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. To recruit and retain students from a diverse population. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, 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 transfer requirements for 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 –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?
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.	80% of 773 students correctly distinguished the common features of the three major psychological theories.
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.	80% of 773 students correctly identified the common features of three major psychological disorders.
3	Students will be able to explain four basic research methods used by psychologists.	70% of students who complete this course will correctly distinguish four common research methods through instructor-generated exams.	82% of 773 students correctly distinguished four common research methods.
4	Students will correctly identify the role that the two main branches of human nervous system play in human behavior.	70% of students who complete this course will correctly distinguish components of the two main branches of the human nervous system through instructor-generated exams.	73% of 773 students correctly distinguished components of the two main branches of the human nervous system.
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
			For further improvement, instructors decided to implement classroom group activities requiring compare/contrast of 3 major theories.
			For further improvement, instructors decided to utilize written case examples to show real-life examples of psychological disorders and abnormal behaviors.
			For further improvement, instructors decided to utilize classroom group activities to assist in learning research methods
			For further improvement, instructors decided to utilize video clips, case examples and related resources to assist in learning about the human nervous system.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Humanities and Social Sciences				Supports PRCC Strategic Goal(s): 1, 3
INSTRUCTIONAL AREA: History, Political Science, Psychology, Sociology				
COURSE LEVEL: SOC 2113 Introduction to Sociology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	The student will be able to recognize the differences between functional theory, conflict theory, and symbolic interactionist theory.	On a midterm assessment, students will be asked a series of questions relating to sociological theory. 60% of students will be able to correctly identify the proper theory on ALL questions given on the midterm assessment.	On a midterm or quiz assessment, 60.60% of (429) students were able to correctly identify the proper theory on ALL questions relating to the learning outcome. Students were able to successfully meet this objective.	Instructors decided to make more of a concerted effort to discuss and apply all three theories as they relate to each chapter discussed throughout the semester. Student will be required to apply knowledge on quizzes and exams regarding these three theories as they are presented throughout the semester.
2	The student will be able to classify a group as being a subculture or a counterculture.	65% of students will be able to correctly classify a group as a subculture or counterculture on a midterm assessment.	On a midterm or quiz assessment, 60.84% of students were able to correctly classify a group as either a subculture or counter. Students were not able to meet this objective.	Instructors made a plan for students to be asked to identify and research both a subculture and counterculture. Student will present written findings to the class.
3	The student will be able to understand what it means to have a “sociological imagination” and will be able to apply it to real life sociological examples.	65% of students who complete the Intro to Sociology course will be able to understand what it means to have a “sociological imagination” and will be able to apply it to real life sociological	On a midterm or quiz assessment, 43.82% of students were able to correctly apply the term “sociological imagination” to a real life sociological example. Students were not able to meet this objective.	Instructors planned to integrate one or more short essays asking students to display their ability to use their sociological imagination as it applies to real life sociological examples. This change will improve how we are currently measuring this SLO, because it will ask

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		examples.		students to use the concept rather than identify it as a term.
--	--	-----------	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial 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:				
<div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>				
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 Industrial 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 we provide a curriculum with quality instruction in courses which will satisfy the needs of industry in Drafting, Instrumentation, and Electronics while meeting statewide standards.	<div>A minimum of 70% of all students enrolled in the Industrial Technology Department core curriculum classes will successfully complete the student learning outcomes.</div> <div>It should be noted that 2010-2011 student learning outcomes will continue to be assessed during the 2011-2012 and the 2012-2013 academic years. The following student learning outcomes will be among those included for assessment during the 2011-2012 school year.</div> <div>Drafting and Design Technology:</div> <div>80% of students will apply proper techniques in technical drawings, and sketch and develop views of basic shapes.</div> <div>80%of students will use geometric constructions by constructing tangent arcs and lines.</div> <div>80% of students will correctly construct</div>	<div>The student learning outcomes for the Industrial Technology Department core curriculum classes were successfully completed by 96% of the students.</div> <div>94% of the students applied proper techniques in technical drawing, and sketched and developed views of basic shapes.</div> <div>95% of the students were able to use geometric constructions by constructing tangent arcs and lines.</div> <div>98% of the students correctly</div>	<div>Instructors decided to continue evaluating which SLOs work best because of their importance. Instructors planned to create and try different SLOs to determined which ones evaluate the students abilities best.</div> <div>Instructor decided to use a different technique and procedure to create sketches.</div> <div>Instructor modified demonstrations to include more examples of tangent arcs construction.</div> <div>Instructors started requiring more then three</div>

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		<p>orthographic projections showing a top view, front view, and right side view.</p> <p>Instrumentation Technology:</p> <p>80% of students will be able to explain the principles of PLCs.</p> <p>80% of students will be able to identify the different types of PLC hardware.</p> <p>80% of students will be able to explain the numbering systems, encoding/decoding, and logical operations.</p> <p>80% of students will be able to program all types of internal and discrete instructions.</p> <p>Electronics Technology:</p> <p>80% of students will be able to analyze a sine wave, and explain its characteristics and applications in AC circuits.</p> <p>80% of students will be able to use an oscilloscope to measure AC voltage and frequency.</p> <p>80% of students will be able to use multimeters to measure AC voltage and current.</p> <p>80% of students will be able to construct transformer circuits, and measure voltages and currents as calculated.</p>	<p>constructed orthographic views.</p> <p>100% of the students were found to be able to complete this parameter.</p> <p>100% of the students were found to be able to complete this parameter.</p> <p>92% of the students were found to be capable of these criteria.</p> <p>100% of the students were found to be capable of these criteria.</p> <p>89% of the students were able to analyze a sign wave, and explain its characteristics and applications in AC circuits.</p> <p>86% of the students were able to use an oscilloscope to measure AC voltage and frequency.</p> <p>90% of the students were able to use multimeters to measure AC voltage and current.</p> <p>88% of the students were able to construct transformer circuits and measure voltage and current as calculated.</p>	<p>orthographic views of an object.</p> <p>Instructor made a decision to change the criteria in this area. The criteria will be stressed through more lecture time and demonstrations in the classroom. Instructor decided to place more emphasis in this area to better prepare the students for their next class.</p> <p>Instructor decided to stress this area with more stringent testing in the classroom.</p> <p>The instructor modified their teaching strategies in order to help the students better understand AC circuits.</p> <p>The instructor created more rigorous hands on projects to enhance the students ability to measure AC voltage.</p> <p>The instructor added some new assignments in order to raise the students ability to use multimeters to measure AC voltage.</p> <p>The instructor created better projects and exercises to help reinforce the students ability to construct transformer circuits.</p>
2	Place students in jobs related to their training.	Job placement for Industrial Technology is measured by follow up. Follow up records are kept in the counselor's office	Follow up for Instrumentation graduates results are: 12 of 16 are employed in a field which directly applies or a related field. 2 of 16 is enrolled in an engineering program at a 4 year university and 2 of 16 are employed, but not in a related field. 95% are in jobs related to their field.	Instructors planned to continue to make new connections with industry contacts to ensure there is a regional awareness of our students and their capabilities.
3	Students will prove their knowledge of	62% of the students will be required to	88.2% of Instrumentation graduates	Evaluation of testing weaknesses have been

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	applicable skills learned throughout the two year program in either Drafting, Instrumentation, or Electronics.	successfully pass the MS-CPAS test at the completion of their required technical classes	successfully passed the MS-CPAS test.	completed and measures have been incorporated to attempt to improve all noted deficiencies.
--	--	--	---------------------------------------	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Drafting and Design Technology			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Drafting and Design 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 .			
1	Student will demonstrate written and performance knowledge of Computer-Aided Design (CAD) and Geographic Information System (GIS) software and practice skills using surveying and GPS equipment. Students will demonstrate an understanding of construction estimating and drawing requirements and the skills needed to design and produce machine parts.	The Drafting and Design Technology Program evaluation will be based on the following data collected from student graduation surveys, enrollment and job placement. Enrollment 75%, Retention 75%, completion 75%, graduation 75% and job placement 75%.	The Drafting and Design Technology program enrollment is 33 majors and 3 nonmajors with two teachers having a 18 / 1 ratio. Retention is 96%, completion and graduates is 98% and job placement is 100%. It was decided to change schedules to accommodate more nonmajor students. Planned to have at-risk students with the potential to drop or fail take intermediate classes their first semester.
2	Students will demonstrate and master the technical skill necessary for employment in entry level positions as CAD Technician. These technical skills and required competencies are outlined in the State Department of Education Curriculum Framework.	The Drafting and Design Technology program will be evaluated based on job performance, the Mississippi Career Planning and Assessment System (MS-CPAS) test scores (70% passing), student evaluation of instructors and director and chair evaluations of instructors.	100% of the drafting and design students passed the MS-CPAS. Evaluations of instructors by students, directors and chairs were all above average. Decided to have students evaluate all the teachers in the Industrial Technology Department each year.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology		Supports PRCC Strategic Goal(s): 1, 3	
PROGRAM: Drafting and Design Technology			
COURSE LEVEL: DDT 1114 Fundamentals of Drafting			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Drafting and Design 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 –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?
1	The student will demonstrate the ability to sketch and develop views of basic shapes.	100% of the students who complete this course will be able to recognize and draw basic shapes in design.	98% of the students successfully sketched the shapes in given assignment.
2	The student will demonstrate the ability to properly use geometric construction.	85% of the students who complete this course will be able to correctly draw tangent arcs and lines.	90% of the students successfully completed the given assignment of geometric construction.
3	The student will demonstrate the ability to construct orthographic projection.	85% of the students who complete this course will be able to draw the three main views in orthographic projection.	95% of the students could successfully draw multi-view projection of mechanical parts.
4	The student will demonstrate the ability to dimension objects properly.	75% of the students who complete this course will be able to properly place dimensions within drawings.	95% of the students could successfully place dimensions within a drawing.
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
			The instructor has built a power point presentation involving different shapes.
			The instructor made the decision to use a video to further explain geometric construction.
			The instructor decided to spend more time drawing objects orthographically.
			The instructor decided to use a power point presentation along with lectures on proper dimensioning procedures in a drawing.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Drafting and Design Technology			
COURSE LEVEL: DDT 1123 Computational Methods for Drafting			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Drafting and Design 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 –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 .
1 The student will demonstrate the ability to utilize various measurement methods.	90% of the students who complete this course will be able measure distances and angles.	75% who completed the assignments are able to correctly measure angles and distances.	Instructor decided to give more detailed lecture notes and give more examples of industrial related problems.
2 The student will demonstrate the ability to apply industry data.	85% of the students who complete this course will be able to interpret graphs and charts.	80% of the students who completed the course are able to interpret graphs and charts.	Planned to allow for more time to complete the given assignments.
3 The student will demonstrate the ability to analyze complex geometric shapes.	80% of the students who complete this course will be able to calculate area using metric and English systems.	80% of the students who completed the course are able to determine the area and volume of given objects.	Decided to demonstrate more examples in front of class and allow for more time to complete the assignments.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Drafting and Design Technology			
COURSE LEVEL: DDT 1133 Machine Design I			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Drafting and Design Technology to students within the PRCC district.			
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?
1 The student will demonstrate the ability to identify the basic machining processes.		90% of the students who complete this course will be able to recognize basic machining symbols and the complete the process of machine drawings.	80% of the students
2 The student will demonstrate the ability to create drawings of different types of fasteners.		85% of the students who complete this course will be able to correctly create blocks for different types of fasteners.	90% of the students
3 The student will demonstrate the ability to prepare drawings for production.		75% of the students who complete this course will be able to construct and design a total set of working drawings for production using AutoCad.	85% of the students
4 The student will demonstrate the ability to draw and prepare welding drawings with proper symbols.		85% of the students who complete this course will be able to interpret and create welding drawings with symbols for production.	90% of the students
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
			It was decided to give more lecture notes on the basic procedures used in industry and allow more time for drawings to be completed
			Instructors made a plan to allow for more time to observe drawings and give more examples of different types of fasteners.
			Decided to allow for more time to cover into further detail on the different kinds of drawings and the different views.
			Instructors determined a need to allow for more time to complete their assignments and further help with more complex drawings.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology			Supports PRCC Strategic Goal(s): 1, 3	
PROGRAM: Drafting and Design Technology				
COURSE LEVEL: DDT 1313 Principles of CAD				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Drafting and Design 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 –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?
1	The students will create, save, remove, and move files between folders and subfolders.	90% of the students that complete this course will be able to create, save, remove and move files between folders and subfolders. This will be done as a class assignment using a handout.		95% of the students were able to create, save, remove and move files between folders and subfolders.
2	Students will demonstrate the ability to insert tables into a drawing and edit the tables.	80% of the students who complete this course will be able to insert and edit tables on a test.		90% of the students were able to insert and edit tables.
3	The students will place and edit text on a drawing.	90% of the students who complete this course will be able to place text on a drawing and edit it. This will be done using a drawing assignment.		100% of the students were able to place text on a drawing and edit it.
USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .				
Instructor decided to create new demonstrations for file maintenance using operating system upgrade.				
Instructor determined a need to create assignments involving new table commands in software upgrade.				
Instructor planned to change drawing assignment in a way that requires students to import text from a word processor.				

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology			Supports PRCC Strategic Goal(s): 1, 3
PROGRAM: Drafting and Design Technology			
COURSE LEVEL: DDT 1323 Intermediate CAD			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Drafting and Design 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 –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?
1	Students will place dimensions on a drawing as per industry standards.	90% of the students completing this course will be able to apply dimensions to a drawing as per industry standards.	95% of the students that completed this course were able to correctly place dimensions on a drawing as per industry standards.
2	Students will manipulate data between drawing files.	90% of the students who complete this course will be able to import and export drawing data and files.	98% of the students that completed this course were able to transfer data between drawing files.
3	Students will develop a symbols library.	100% of the students will develop a symbols library.	96% of the students developed a symbols library.
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
			Instructor decided to combine dimensioning commands and editing dimensions into one unit.
			Planned to spend more time importing raster images into drawing files.
			Instructor decided to start using Design Center to store and import symbols into a drawing files.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology			Supports PRCC Strategic Goal(s): 1, 3
PROGRAM: Drafting and Design Technology			
COURSE LEVEL: DDT 1413 Elementary Surveying			
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:			
<div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>			
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 Drafting and Design 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 –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 .			
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.	87% of the students who completed this course were able to correct distance measurements for different field conditions on an examination.
2	The student will calculate the difference in elevation between various points.	100% of the of the students who complete this course will correctly calculate the difference in elevation between various points by using instruments.	85% of the students in this course were able to correctly calculate the difference in elevation of various points using leveling instruments.
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 were able to correctly set up notes for differential leveling.
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.	85% of the students were able to explain how to describe the direction of a line between two points on a classroom assignment.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Drafting and Design			
COURSE LEVEL: DDT 2163 Machine Design II			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Drafting and Design 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 –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?
1	The student will demonstrate the ability to sketch a given mechanical part.	100% of the students who complete this course will be able to sketch a given mechanical part using AutoCad in classroom activities.	100% of the students
2	The student will demonstrate the ability to take and record measurements of the given part.	85% of the students who complete this course will be able to correctly record measurements of the given part using basic machine tools.	90% of the students
3	The student will demonstrate the ability to construct and design a total set of working drawings.	75% of the students who complete this course will be able to construct and design a total set of working drawings using AutoCad.	85% of the students
			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.
			The instructor decided to give more time for completion of the activity and give more detailed directions on what is to be completed.
			Planned for more detailed classroom lecture of tools used in industry and demonstration of properly reading them.
			The instructor decided to update the lecture with more detail and also allow for more time to complete the assignment.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology			Supports PRCC Strategic Goal(s): 1, 3
PROGRAM: Drafting and Design Technology			
COURSE LEVEL: DDT 2243 Cost Estimating			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Drafting and Design 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 –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?
1	The students will demonstrate the ability to determine material quantities for excavation.	80% of the students that complete this course will be able to calculate earthwork for excavation using data from a field survey.	95% of the students were able to calculate earthwork excavation.
2	Students will prepare an estimate for the material required for a slab on grade foundation.	80% of the students that complete this course will correctly prepare a material list for a slab on grade foundation using information from a foundation plan.	95% of the students correctly prepared a material list for a slab on grade foundation.
3	Students will identify and describe the essential elements of a contract.	80% of the students that complete this course will be able to identify and describe the essential elements of a contract on a test.	90% of the students were able to identify And describe the essential elements of a contract.
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
			Instructor decided to start making calculations for excavation using estimating software upgrade.
			Instructor decided to take students off campus to look at foundations under construction.
			Instructor decided to use more examples showing different styles of construction contracts.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology		Supports PRCC Strategic Goal(s): 1, 3		
PROGRAM: Drafting and Design Technology				
COURSE LEVEL: DDT 2343 Advanced CAD				
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:				
<div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>				
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 Drafting and Design 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 –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 .				
1	The students will construct 3D solid models using solid primitives.	90% of the students that complete this course will be able to construct a 3D solid model using primitives.	89% of the students were able to construct a 3D solid model using primitives.	Instructor allotted more time and exercises on 3D editing commands.
2	The students will use a variety of 3D visual styles display techniques.	90% of the students that complete this course will be able to use a variety of 3D visual styles display techniques.	90% of the students were able to use a variety of visual styles display techniques.	Instructor developed exercises that involve new visual style options found in software Upgrade.
3	The students use grips and sub-object editing to alter 3D solid models.	90% of the students that complete this course will be able to edit 3D solid models using grips and sub-object editing commands.	95% of the students correctly used grips and sub-object editing techniques to alter 3D solid models.	Instructor planned to add new 3D grip editing commands found in software upgrade.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Drafting and Design Technology				
COURSE LEVEL: DDT 2523 Pipe Drafting				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Drafting and Design 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 –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 .
1	The student will demonstrate the ability to identify piping components and terms.	85% of the students who complete this course will be able to recognize pipe components and apply them properly to a design.	80% of the students completed the classroom assignments and were able to identify the proper pipe components.	Instructor planned to give more details on class projects and allow for more time to complete the assignment.
2	The student will demonstrate the ability to construct a complete set of working drawings with pipe drafting.	75% of the students who complete this course will be able to construct and design a total set of working drawings using AutoCad.	90% of the students completed the complete set of working drawings with passing grades.	It was decided that the lecture with more details about working drawing procedures and allow more time for classroom discussion of the class project.
3	The student will demonstrate the ability to construct different views of pipes given certain data on specifications of pipe.	75% of the students who complete this course will be able to construct and design front and right side views of pipes along with elevation views using AutoCad.	70% of the students who completed the course are able to construct pipe objects orthographically and give specific notes on drawings.	A need to allow for more detailed classroom discussions of the project and give more time for completion was realized.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology			Supports PRCC Strategic Goal(s): 1, 3	
PROGRAM: Drafting and Design Technology				
COURSE LEVEL: DDT 2623 Architectural Design II				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Drafting and Design 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 –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 .				
1	Students will develop a drawing plan and use it to draw a plot plan.	80% of the students that complete this course will be able to draw a plot plan.	95% of the students that completed this course were able to draw a plot plan.	Instructor decided to add contour lines to plot plan drawings.
2	Students will design and draw a foundation plan and details.	80% of the students that complete this course will be able to design and draw a foundation plan.	96% of the students were able to design and draw a foundation plan.	Instructor planned to add a slab-on-grade foundation and footing detail project.
3	Students will design and draw a floor plan.	80% of the students that complete this course will be able to design and draw A floor plan.	95% of the students in this course were able to design and draw a floor plan.	Instructor decided to start using Design Center bring symbols into a floor plan drawing.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

PROGRAM OF STUDY: Industrial Technology		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Electronics Technology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Electronics Technology to students within the PRCC district.				
PROGRAM OUTCOMES – 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	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.	<u>Measures and Standards Program Review Instrument</u> 90% retention in students taking the electronics technology program. 90% of graduates will be employed in the industrial industry after completing the electronics technology program.	100% (15 of 15) student retention in students taking the electronics technology program. 14 of 15 students (93%) that were employed in the industrial industry after completing the electronics technology program.	Make sure our students stay on track with their classes through profile sheets and let them know job opportunities awaiting them after graduation. Make more industry contacts and industry visits to new companies in the area to foster a company/college relationship to provide them with quality students.
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.	70% of students will successfully pass the MS CPAS test.	13 of 15 students (87%) passed the MS CPAS test	Access what the student topic weaknesses are and provide more information to the student till they are competent in that area to pass the MS CPAS test.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Electronics Technology			
COURSE LEVEL: EET 1113 DC Circuits			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Electronics Technology to students within the PRCC district.			
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?
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.	100% of students passed the required safety test and were observed practicing lab safety by the instructor.
2 Demonstrate the ability to determine resistor types, value, tolerance, & power rating.		Students who complete this course will be able to state 75% of values of resistor color code by observing the color codes.	100% of students were able to identify resistors in a laboratory setting while being observed by the instructor.
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.	98% of students were able to correctly measure voltage, current, and resistance while being observed by the instructor in a laboratory setting.
4 Interpret a schematic in relationship to a live circuit.		Student passing this course will be able to correctly interpret 80% of the symbols of a schematic diagram and troubleshoot and test a live circuit.	91% of students were able to interpret a schematic diagram and apply it to troubleshooting a live circuit while being observed by the instructor in a laboratory
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
			Instructor planned to continue to use teaching methods that reinforce lab safety
			Instructor decided to continue to assign work and use teaching methods that allow students the opportunity to practice understanding color coded resistors.
			The instructor created more opportunities for students to practice these important skills.
			Instructor made plans to continue to assign work and use teaching methods that allow students the opportunity to practice troubleshooting live circuits using schematic

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

			setting	diagrams.
--	--	--	---------	-----------

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Electronics Technology				
COURSE LEVEL: EET 1213 Digital Devices				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Electronics Technology to students within the PRCC district.				
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1	Demonstrate and practice general safety procedures in lab environments.	70% of student will pass a written safety quiz before given assignments. Instructor must observe safety measured applied to all assignments.	100% of students passed the required safety test and were observed practicing lab safety by the instructor.	Instructor made a decision to continue to use teaching methods that reinforce lab safety
2	Perform mathematical operations using digital number systems.	75% of students will be able to pass written test of digital numbers systems.	100% of students passed a written test of digital numbers systems	Instructor planned to offer work and give instruction to reinforce the student's understanding of digital number systems.
3	Classify logic gates and explain their functions	70% of students will be able to demonstrate in the lab the ability to distinguish between different logic circuits and their functions.	100% of students demonstrated ability to distinguish between different logic circuits and their functions while being observed by the instructor and creating laboratory reports.	Instructor decided to continue to give the students opportunities to practice working with logic circuits to reinforce an understanding of their functions
4	Explain the operation of basic counters and sequential logic circuits.	70% of students will pass a written test explaining the basic operations of counters and sequential circuits.	95% of students passed a written test explaining the basic operations of counters and sequential circuits	Instructor planned to continue to offer instruction and assign work that aids students in their understanding of counters and sequential circuits
	Demonstrate and utilize proper bread-	70% of students will pass a hands-on test	88% of students demonstrated an ability	Instructor planned to continue to give

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

5	boarding and troubleshooting techniques.	and properly demonstrate the ability to wire projects using components and a bread-board.	to wire projects using components and a bread board while being observed by the instructor and completing laboratory reports	students instruction and opportunity to practice the ability to wire projects using components and breadboards
---	--	---	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Electronics Technology		Supports PRCC Strategic Goal(s):		
INSTRUCTIONAL AREA: Solid State Devices ad Circuits– EET 1333				
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.				
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 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 –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	Student will demonstrate the ability to explain semiconductor diode theory as applied to diode circuits on a written test.	70% of students that complete Solid State Devices will demonstrate the ability to explain semiconductor diode theory and apply to diode circuits on a written test.	10 of 13 (77%) of students that complete Solid State Devices made a 70% or greater demonstrating the ability to explain semiconductor diode theory and apply to diode circuits on a written test.	Review diode circuits and their lab circuits to reinforce their knowledge.
2	Student will demonstrate the ability to analyze semiconductor with special purpose diodes in lab exercise.	70% of students that complete solid state devices will demonstrate the ability to analyze semiconductor special purpose diodes in a lab exercise.	13 of 13 (100%) of students that complete solid state devices will demonstrate the ability to analyze semiconductor special purpose diodes in a lab exercise.	Find other circuits for the students to analyze theory and operation.
3	Student will demonstrate the ability to analyze the operation of bipolar junction transistors in a lab exercise.	70% of students that complete Solid State Devices, demonstrate the ability to analyze the operation of bipolar transistors in a lab exercise.	13 of 13 (100%) of students that complete Solid State Devices, demonstrate the ability to analyze the operation of bipolar transistors in a lab exercise.	Find other transistor circuits of other configurations to discuss and connect in lab.
4				

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

--	--	--	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Electronics Technology		Supports PRCC Strategic Goal(s):		
INSTRUCTIONAL AREA: Drafting for Electronics Technology EET 1713				
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.				
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 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 –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	Student will demonstrate an understanding of drafting fundamentals.	80% of students that complete Drafting for Electronics will demonstrate the understanding of drafting fundamentals on a written test.	100% (11 of 11 students) demonstrated the understanding of drafting fundamentals on a written test.	Collect new circuits for students to draw symbols.
2	Student will demonstrate the knowledge of symbols, components and references used in schematic and logic diagrams.	80% of students that complete Drafting for Electronics will demonstrate the understanding of symbols, components and references used in schematic and logic diagrams on a written test.	100% (11 of 11 students) demonstrated the understanding of symbols, components and references used in schematic and logic diagrams on a written test.	Give students test for them to have to draw the schematic symbol instead of identifying an already drawn symbol.
3	Student will demonstrate the knowledge of electronics drafting using CAD.	80% of students that complete Drafting for Electronics, demonstrate an understanding of electronics drafting using CAD on a computer CAD test.	100% (11 of 11 students) demonstrated an understanding of electronics drafting using CAD using test and lab to measure their learning.	Use T-Tec software to draw printed circuit boards to rout out and construct to verify operation.
4				

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology			Supports PRCC Strategic Goal(s): 1, 3, 5	
PROGRAM: Instrumentation Technology				
COURSE LEVEL: ELT 1413 Motor Control Systems				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 –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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Student will demonstrate, and practice general safety procedures in the shop, lab, and industrial environments.	70% of students that complete Motor Control Systems will apply proper safety techniques for various types of circuits and components in the instructor's presence.	100% of students completing the course demonstrated satisfactory compliance and knowledge of safety procedures.	Continued adherence to policy is the only requirement.
2	Student will diagram and wire a two-wire and three-wire motor control circuit with indicating pilot lights.	70% of students that complete Motor Control Systems will apply proper set up and operating techniques for two and three-wire control circuits in the instructor's presence for a recorded grade.	100% of students completing the course were able to demonstrate the build and testing of both two and three-wire motor control circuits with indication pilot lights.	This result mandates that plans were made to continue on the same track always with continuous improvement of teaching methods in mind and in action.
3	Student will troubleshoot a two-wire and three-wire motor control circuit with indicating pilot lights.	70% of students that complete Motor Control Systems will demonstrate troubleshooting techniques for two and three-wire control circuits in the instructor's presence for a recorded grade.	90% of students completing this course were able to accurately troubleshoot two and three-wire control circuits with pilot lights.	In an attempt to bring this number even higher continuous improvement in pre-requisite courses is the mandate. Instructors decided to incorporate entrance exams which have proven to be beneficial in this arena.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology			Supports PRCC Strategic Goal(s):1, 3, 7	
PROGRAM: Instrumentation Technology				
COURSE LEVEL: ELT 2613 Programmable Logic Controllers				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 –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 .
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.	100% of students were found capable of correctly completing this criteria.	Instructor decided to increase the complexity of programs.
2	The student will define discrete and analog Inputs/Outputs.	70% of students will correctly define discrete and analog I.O.s as determined by test.	95% of students were found capable of correctly defining discrete and analog I.O.s in this criteria.	Instructor decided to increase complexity of labs in this criteria.
3	The student will identify components of PLCs.	70% of students will correctly identify components of PLCs as determined by test.	88% of students were found capable of correctly identifying components of PLCs.	Instructor decided to change criteria in this area.
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.	90% of students were found capable of correctly programming discrete instructions.	Instructor decided to increase complexity of programs in this area.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology			Supports PRCC Strategic Goal(s): 1, 3, 5	
PROGRAM: Instrumentation Technology				
COURSE LEVEL: INT 1214 Fluid Power				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Instrumentation 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 .
1	Students shall be able to describe basic laws governing fluids.	70% of students that complete Fluid Power will either demonstrate competency in the instructor's presence and or explain concepts effectively on a written assignment.	75% of all students completing this course were able to effectively describe the described variables.	Some changes to lecture will be incorporated as well as more in depth demon stations illustrating the variables will be incorporated into this class in the fall.
2	Student shall Identify and draw symbols for hydraulics and pneumatics.	70% of students that complete Fluid Power will identify in the instructor's presence hydraulic components identified from a schematic as well as draw symbols.	100% of all students completing this course were able to accurately draw and recognize symbology.	This mandate is something instructors have been working on for many years. Continued application of current plan is the only mandate.
3	Student shall explain fluids as pertaining to the transmission of energy.	70% of students that complete Fluid Power shall effectively explain the process in written form.	75% of all students completing this course were able to effectively explain fluids as pertaining to the transmission of energy.	Some changes to lecture will be incorporated as well as more in depth demon stations illustrating the variables will be incorporated into this class in the fall.
4	Student will explain the operation of flow, pressure, and directional control valves.	70% of students that complete Fluid Power will demonstrate the operation of said items for the instructor for a recorded grade as well as correctly answer questions concerning those items on written assignments.	100% of all students completing this course were able to effectively describe the described variables.	This mandate is something instructors have been working on for many years. Continued application of current plan is the only mandate.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology		Supports PRCC Strategic Goal(s): 1, 3, 5		
PROGRAM: Instrumentation Technology				
COURSE LEVEL: INT 2114 Controls Systems				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Instrumentation Technology to students within the PRCC district.				
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1	Students will be able to recognize and calculate heat transfer equations associated with temperature measurement devices.	70% of students completing Control systems 1 will be capable of correctly completing heat transfer equations. Students will demonstrate this ability through testing in the presence of the instructor.	92% of students were found to be able to correctly complete heat trasfer equaitons.	Instructor decided to change format of equations in this area.
2	Students will be able to recognize and calculate pressure equations associated with pressure measurement devices.	70% of students completing Control Systems 1 will be capable of correctly completing pressure equations. Students will demonstrate this ability through testing in the presence of the instructor.	90% of students were found to capable of correctly complete pressure equations.	Instructor decided to increase complexity of equations in this area.
3	Students will be able to troubleshoot various sensing devices and systems containing such devices.	80% of students completing Control Systems 1 will be capable of troubleshooting various sensing devices and systems. Students will demonstrate this ability through practical lab examinations in the presence of the instructor.	95% of students were found to be capable of troubleshooting sensing devices.	Instructor decided to change the design of the problems presented.
4	Students will be able to describe and utilize data transmission devices associated with control systems.	70% of students completing Control Systems 1 will be capable of describing and utilizing data transmission systems. Students will	88% of students were found to be able to utilize data transmission systems.	Instructor decided to increase amount of information in this area.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		demonstrate this ability through practical lab examinations in the presence of the instructor.		
--	--	--	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology		Supports PRCC Strategic Goal(s): 1, 3, 5	
PROGRAM: Instrumentation Technology			
COURSE LEVEL: INT 2124 Control Systems 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 complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Instrumentation 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 –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?
1	The student will be able to describe control valve characteristics.	Upon completion of the course, 75% of students will be able to describe control valve characteristics. The ability to do so will be measured through testing in the classroom.	90% of students were found capable of correctly completing this criteria.
2	The student will be able to troubleshoot process control loops.	Upon completion of the course, 75% of students will be able to troubleshoot process control loops. Attainment will be measured through practical examinations in the laboratory.	88% of students were found capable of correctly troubleshooting process control loops.
3	The student will be able to describe and implement advanced control methods.	Upon completion of the course, 75% of students will be able to describe and implement advanced control methods. Attainment will be assessed through testing in the classroom and laboratory.	90% of students were found capable of correctly completing this criteria.
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
			This course will be discontinued and will be replaced by ELT2623 due to stacking 30/45/60.
			This course will be discontinued and will be replaced by ELT2623 due to stacking 30/45/60.
			This course will be discontinued and will be replaced by ELT2623 due to stacking 30/45/60.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology			Supports PRCC Strategic Goal(s): 1, 3, 5	
PROGRAM: Instrumentation Technology				
COURSE LEVEL: INT 2214 Calibration and Measurement				
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:				
<div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>				
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 Instrumentation 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 –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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	The student will define terms associated with measurement and calibration procedures.	75% of students will be capable of defining terms associated with measurement and calibration procedures.	95% of students were found capable of defining calibration terms.	Instructor decided to increase complexity of exams in this area by incorporating new equipment and procedures.
2	The student will describe a standard calibration procedure.	75% of students will be able to describe a standard calibration procedure.	100% of students were found capable of describing a standard calibration procedure.	Instructor decided to increase the volume of equipment used.
3	The student will describe and perform specialized calibrations of differential pressure cells.	75% of students will be able to describe and perform specialized calibrations of differential pressure cells.	95% of students were found capable of calibrating differential pressure cells.	Instructor decided to increase the amount of instruments used for this criteria.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology		Supports PRCC Strategic Goal(s): 1, 3, 5		
PROGRAM: Instrumentation Technology				
COURSE LEVEL: MFT 1113 Introduction to Automation and Controls				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 InstrumentationTechnology 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 <u>CHANGE</u> or <u>IMPROVE</u>
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 students completing the course were able to demonstrate effectively the adherence and practice of safety procedures.	Continuous adherence to safety compliance is the only mandate for this mandate.
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.	87.5% of students completing this course were able to demonstrate required mandates.	In an attempt to keep this number high and raise it even higher more lab measurements will be mandated in the next course offering.
3	Student will demonstrate proficiency in the use of a calculator including the use of International Scientific Units (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.	100% of the students completing this course were able to prove the desired capabilities.	Continued application of these mandates throughout their educational career is the only mandate.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

4	Student will explain manufacturing dynamics including identifying employer goals, employee responsibilities and benefits.	70% of students that complete Introduction to Automation and Controls will explain manufacturing dynamics as measured by a written examination.	90% of students completing this course were able to explain these dynamics. The other 10% were able to, just not as proficiently as I had hoped.	Manufacturing dynamics will be discussed in greater detail in future classes.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Industrial Technology		Supports PRCC Strategic Goal(s): 1, 3, 5	
PROGRAM: Instrumentation Technology			
COURSE LEVEL: MFT 1123 Electrical Wiring			
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:			
<div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>			
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 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 .			
1	Students shall be able to apply general safety rules.	70% of students that complete Electrical Wiring shall explain and demonstrate safety rules and regulations for wiring near or on load centers and safety switches in the presence of the instructor and on written assignments.	100% of students completing this course were able to effectively demonstrate adherence and knowledge of this mandate.
2	Student shall install and maintain raceways, conduit, and fittings.	70% of students that complete Electrical Wiring shall effectively identify and apply appropriate usage of raceways, conduit, and fittings in the instructor's presence.	80% of students completing this course were able to effectively demonstrate applicable mandates.
3	Student shall explain different types of three-phase service entrances, metering devices, main panels, raceways or ducts, subpanels, feeder circuits, and branch circuits according to electrical codes.	70% of students that complete Electrical Wiring shall explain said items on written assignments pulled directly from the National Electric Code (NEC).	83.5% of students completing this course were able to explain the different types of components described.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

PROGRAM: Medical Laboratory Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer an allied health program that upon successful completion will qualify students for entry-level employment in the field of MLT and provides a 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 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 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 .
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.	77.8% (7 out of 9) were employed.	Instructors met and decided to get more people from our Clinical Sites to perform mock interviews.
2	The student will be able to sit for the Medical Laboratory Technology (MLT) Board of Certification 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.	88.9% (8 out of 9) passed Board of Certification exam.	Instructors decided to increase the number of mock Board of Certification exams.
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 result on their Professional Evaluations in Hematology, Bloodbank, Chemistry, and Microbiology.	100 % success.	Instructors met and decided to continue the professional evaluations.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Medical Laboratory Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: MLT 1112 Fundamentals of Medical Laboratory Technology; Phlebotomy				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of MLT and provides a foundation for further study.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Medical Laboratory Technology in order to fulfill the mission statement for occupational programs at Pearl River Community College.				
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 .				
1	The student will be able to perform a capillary puncture.	85% of the students will successfully perform a capillary puncture on a lab performance competency evaluation.	100% demonstrated correct procedure.	Instructors decided to continue the same strategy for capillary puncture to produce a 100 % success.
2	The student will be able to perform basic microscopic operation.	85% of the students will successfully perform a basic microscopic operation on a competency evaluation.	100 % demonstrated proper basic microscopic operation techniques.	Instructors planned to increase the amount of urine microscopy performed in the student labs.
3	The student will be able to recognize the three main elements (red blood cells, white blood cells and platelets) in blood on a peripheral blood smear.	85% of the students will recognize blood elements on the peripheral blood smear competency evaluation.	85 % success rate	Instructors determined a need to provide more peripheral blood smears for student practice and will continue to help the students with the microscopic exams after class.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Medical Laboratory Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: MLT 1212 Urinalysis; Body Fluids				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of MLT and provides a foundation for further study.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Medical Laboratory Technology in order to fulfill the mission statement for occupational programs at Pearl River Community College.				
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 .
1	The student will be able to perform a physical and chemical examination on urines.	85% of the students will perform physical and chemical exam on urines with correct interpretation using the physical and chemical competency lab evaluation.	85% success rate	Instructors decided to increase the number of physical and chemical urine exams performed in student lab.
2	The student will be able to perform a microscopic exam and identify the significant structures in urine.	85% of the students will perform a microscopic exam and identify the significant structures in urine with correct interpretation using the microscopic competency lab evaluation.	85% success	Instructors planned to increase the number of microscopic urine exams performed in student lab. The Instructors will continue to help the students after completion of classes.
3	The student will be able to correlate urinalysis results with diseases.	85% of the students will correlate urinalysis results with diseases using the case study competency lab evaluation.	85% success	Made a decision that more abnormal urines will be performed for disease correlations. More abnormal urine result case studies will be created.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Medical Laboratory Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: MLT 1314 Hematology I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of MLT and provides a foundation for further study.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Medical Laboratory Technology in order to fulfill the mission statement for occupational programs at Pearl River Community College.				
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 .
1	The student will be able to correctly make slides for the CBC differential.	85% of the students will be able to make an acceptable peripheral blood smears for the CBC differential analysis.	100 % (12 out of 12) of the students correctly prepared acceptable peripheral blood smears which compared to preset standards provided by the instructor.	Planned for more online programs and Hematology program on DVD to be required of the students as well as more one on one lab instruction.
2	The student will be able to locate and correctly identify normal cells found in peripheral blood.	85% of the students will correctly perform differentials which correlate with preset criteria.	83.3 % (10 out of 12) of the students correctly performed acceptable differentials which correlated with the instructor's preset criteria.	Determined a need for more online programs and Hematology program on DVD to be required of the students as well as more one on one lab instruction.
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.	83.3 % (10 out of 12) of the students correctly performed acceptable manual white blood cell estimates which correlated with the instructor's preset criteria.	Decided to offer more online programs and Hematology program on DVD to be required of the students as well as more one on one lab instruction.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Medical Laboratory Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: MLT 1324 Hematology II				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of MLT and provides a foundation for further study.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Medical Laboratory Technology in order to fulfill the mission statement for occupational programs at Pearl River Community College.				
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 .
1	The student will be able to correctly perform a white blood cell (WBC) count on a hemacytometer.	85% of the students will meet preset patient results for the manual WBC count on the hemacytometer using the manual unopette white blood cells competency lab evaluation.	100 % mastery	Instructors have strategized and will increase the number of manual WBC counts performed on the microscopes
2	The student will be able to perform a prothrombin time on the coagulation instrument.	85% of the students will correctly complete a prothrombin time with accurate results which correlate with preset criteria.	100% demonstrated competency.	Instructors made a decision to revise the competency for prothrombin times to give more student accountability.
3	The student will be able to perform and interpret a complete blood count (CBC) differential.	85% of the students will correctly perform and analyze a complete blood count results. with accurate results which correlate with preset criteria.	89% accurately completed complete blood count results..	Instructors planned to continue to post online web links and videos for the students to view to help improve student accuracy.
4	The student will be able to analyze and correlate the CBC differential with various diseases.	85% of the students will correctly diagnose diseases based upon complete blood count results. results which correlate with preset criteria.	89% accuracy	Instructor decided to provide case studies of patients with various disease states to improve student correlation for complete blood count results.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Medical Laboratory Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: MLT 1413 Immunology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of MLT and provides a foundation for further study.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Medical Laboratory Technology in order to fulfill the mission statement for occupational programs at Pearl River Community College.				
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 .
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.	91.1 % (11 out of 12) of the students on their practical exam for pipetting.	Instructor performed video demonstrations are being implemented to improve student learning outcomes for pipetting techniques.
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.	91.1 % (11 out of 12) of the students on the syphilis procedure and report.	Instructors decided to revise procedures and explanations.
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.	91.1 % (11 out of 12) of the students on the infectious mononucleosis procedure and lab report.	Instructor modified procedures and their explanation to improved student scores.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Medical Laboratory Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: MLT 1515 Clinical Chemistry					
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.					
STRATEGIC GOALS:					
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.					
2. To provide quality student services.					
3. To provide access to college courses and programs using various instructional methods, including distance education.					
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.					
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.					
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.					
7. To recruit and retain students from a diverse population.					
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.					
PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of MLT and provides a foundation for further study.					
RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Medical Laboratory Technology in order to fulfill the mission statement for occupational programs at Pearl River Community College.					
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 .					
1	The student will be able to locate and correctly identify the diagnostic structures observed in urine.	85% of the students will locate and identify significant findings and correlate the results with diseases which correlate with preset criteria.	89% success rate	Instructors planned to increase the number of abnormal patient urines and provide web links and videos for remediation in identification of urine diagnostic structures.	
2	The student will be able to perform Glucose assays on the spectrophotometer.	85% of the students will perform glucose testing with accurate results which correlate with preset criteria.	100% success.	Instructors met and made a decision to increase the number glucose assays on the spectrophotometer to help the student's practice and performance.	
3	The student will be able to pipet standards and controls for creatinine assays.	85% of the students will obtain results that correlate with the package inserts provided by the manufacturer.	85% success.	Decided that more practice in pipetting labs will be implemented by the instructor to improve pipetting.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Medical Laboratory Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: MLT 2424 Immunohematology			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of MLT and provides a foundation for further study.			
RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Medical Laboratory Technology in order to fulfill the mission statement for occupational programs at Pearl River Community College.			
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 .
1 The student will be able to perform and interpret blood group testing (Group A, Group B, and Group O).	85% of the students will perform and interpret blood group testing (Group A, Group B, and Group O) reactions which correlate with preset criteria.	100 % success.	The instructor determined a need to post links to the online blood bank guy website for extra AB O blood typing practice for the student.
2 The student will be able to perform and interpret cross matches.	85% of the students will perform and interpret cross matches which correlate with preset criteria.	89% success.	Made a decision that more patient cross matches will be provided to improve student success rate.
3 The student will be able to recognize clinical significant antigens and antibodies in pre-transfusion testing.	85% of the students will correctly interpret antibody panels for antibody identification which correlate with preset criteria.	89% success.	The Instructor planned to post more online links and videos of antibody identification and will require the students to complete them.
4 The student will be able to obtain recognize and resolve discrepancy results in Bloodbank testing.	85% of the students will recognize and resolve discrepancy results in Bloodbank testing which correlate with preset criteria.	89% success.	Instructor decided to provide more case studies in the lecture power points of discrepancies in Bloodbank testing and will require the student to complete online Media Lab Programs and watch videos.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Medical Laboratory Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: MLT 2612 Parasitology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of MLT and provides a foundation for further study.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Medical Laboratory Technology in order to fulfill the mission statement for occupational programs at Pearl River Community College.				
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 .
1	The student will be able to prepare slides for fecal exam for parasites.	85% of the students will correctly prepare and examine a wet prep of feces based on instructor checklist.	91.1% (11 out of 12) of the students were successful	Instructors planned to continue to work one on one with struggling students to improve performance. Instructor planned to require more online instruction from Media Lab.
2	The student will be able to locate and correctly identify eggs, cysts, and larva in feces.	85% of the students will locate and correctly identify eggs, cysts, and larva in feces and correlate with the disease processes based on instructor designed quiz.	91.1% (11 out of 12) of the students were successful	Instructors developed remediation activities through use of online Centers for Disease Control and Prevention (CDC) parasitology image library. Instructor planned to require more online instruction from Media Lab.
3	The student will be able to locate and identify bloodborne parasites on a peripheral blood smear.	85% of the students will correctly locate and identify bloodborne parasites on a peripheral blood smear and correlate them with the disease based on instructor designed quiz.	91.1% (11 out of 12) of the students were successful	Instructor determined a need for remediation through use of online CDC parasitology image library. Instructor planned to require more online instruction from Media Lab.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Medical Laboratory Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: MLT 2615 Pathogenic Microbiology			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of MLT and provides a foundation for further study.			
RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Medical Laboratory Technology in order to fulfill the mission statement for occupational programs at Pearl River Community College.			
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?
1	The student will be able to perform and correctly interpret a gram stain.	85% of the students will perform gram stains and recognize correct reactions for pathogenic organisms which correlate with preset criteria.	89% success.
2	The student will be able to recognize key colonial morphology of pathogenic organisms on microbiology medias.	85% of the students will correctly interpret colony morphology of pathogenic organisms on various nonselective, selective, and differential medias which correlate with preset criteria.	89% success.
3	The student will be able to name and interpret key biochemicals for Staphylococcus, Streptococcus, and enteric pathogenic organisms.	85% of the students will correctly name and interpret key biochemicals for Staphylococcus, Streptococcus, and enteric pathogenic organisms which correlate with preset criteria.	100 % success.
4	The student will be able to obtain correct organism name when given unknowns to identify.	85% of the students will correctly identify unknown organisms which correlate with preset criteria.	89% success.
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
			Instructor made a plan to add more patients for the students to perform and interpret gram stains in the microbiology labs.
			Instructor determined a need to add more online microbiology colony morphology exams and the student will be required to complete online Media lab programs.
			Instructor decided to implement more case studies and lab practicals to help the student with identification of Staphylococcus, Streptococcus, and enteric pathogenic organisms.
			Instructor made a decision to require more unknown microbiology organisms for students to analyze and identify .

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Medical Laboratory Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: MLT 2712 Medical Laboratory Technology Seminar			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of MLT and provides a foundation for further study.			
RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Medical Laboratory Technology in order to fulfill the mission statement for occupational programs at Pearl River Community College.			
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?
1	The student will be able to identify areas of knowledge that should be targeted for further study in preparation for a certification exam.	85% of the students will utilize test results to identify areas of knowledge that should be targeted for further study in preparation for a certification exam by making at least 80% on the Board of Certification Mock exam.	All of the students enrolled in this course achieved a minimum of 80% on the Board of Certification Mock exam.
2	The student will be able to demonstrate professionalism and prepare for the certification exam.	85% of the students will demonstrate professionalism and prepare for the certification exam by membership in the American Society of Clinical Pathologist professions organization.	All of the students have applied for membership in the American Society of Clinical Pathologist professional organization and they became members of the Advance Newsmagazine for Laboratory Professionals. The students received online information from both organizations concerning passing the Certification Exam, writing resumes, having successful interviews and current job openings.
3	The student will perform online testing to prepare for Board of Certification	100% of the students will complete the online quizzes with Media Lab with 80%	All of the students completed the required online quizzes with Media Lab
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
			Planned to review and update content of the Certification Mock exam material to more accurately reflect student learning outcomes.
			It was decided to continue to encourage the students to seek other online resources with web links to share with the MLT students.
			MediaLab I planned to continue reviewing, updating, and adding new content to reflect

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	exam.	accuracy.	with 80%.	the student learning outcomes of their Board of Certification Exam.
--	-------	-----------	-----------	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2012-2013

PROGRAM: Medical Laboratory Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: MLT 2724 Certification Fundamentals for Medical Laboratory Technology (MLT)				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of MLT and provides a foundation for further study.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Medical Laboratory Technology in order to fulfill the mission statement for occupational programs at Pearl River Community College.				
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?
1	The student will be able to obtain passing marks on mock exams administered by PRCC MLT department.	85% of the students will obtain passing marks on mock exams administered by PRCC MLT department.		All of the students enrolled in this course achieved a minimum of 80% on the Board of Certification Mock exam.
2	The student will be able to demonstrate a working knowledge of the clinical laboratory.	60% of the students will receive a satisfactory mark on the 3-week evaluation by the teaching technologist. 85% of the students will receive satisfactory score on the 6-week evaluation by the teaching technologist.		All of the students have demonstrated a working knowledge of the clinical lab by completing all of the requirements to successfully complete their clinical practicum.
3	The student will demonstrate respect	60% of the students will receive a		All of the students have demonstrated
				USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
				Content of the Certification Mock exam material is planned to be continually reviewed and updated to more accurately reflect student learning outcomes. This year the students took 6 Mock exams. They had to make a minimum of 30% on the first exam. The next exam, they had to score a minimum of 40%. The pass rate percentages increased with each exam and ending with the minimum of 80% on the 6 th Mock Exam
				The requirements for the student's clinical practicum have been reviewed and the instructors have planned to continually revise to meet the needs of the Clinical Affiliate, our MLT accrediting body (NAACLS), and the State Department of Education.
				The requirements for the student's clinical

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2012-2013**

	and appropriate interpersonal skills with all health care professionals in the health care setting.	satisfactory mark on the 3-week evaluation by the teaching technologist. 85% of the students will receive satisfactory score on the 6-week evaluation by the teaching technologist.	respect and appropriate interpersonal skills with all health care professionals in the health care setting by completing all of the requirements to successfully complete their clinical practicum.	practicum have been reviewed and the instructors have planned to continually revise to meet the needs of the Clinical Affiliate, our MLT accrediting body (NAACLS), and the State Department of Education.
--	---	--	---	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Medical Laboratory Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: MLT 2916, 2926, 2936 Clinical Practice 1, 2, and 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 complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of MLT and provides a foundation for further study.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To offer the allied health program Medical Laboratory Technology in order to fulfill the mission statement for occupational programs at Pearl River Community College.				
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 .
1	The student will be able to receive a satisfactory mark on the 3-week and 6-week evaluation by the teaching technologist.	60% of the students will receive a satisfactory mark on the 3-week evaluation by the teaching technologist. 85% of the students will receive satisfactory score on the 6-week evaluation by the teaching technologist.	85% of the students received a satisfactory mark on the 3-week evaluation. 100% of the students received a satisfactory mark on the 6 week evaluation.	It was decided to continue online remediation and testing resources, lab demonstrations, guided lab exercises with Instructor observation and written lab reports.
2	The student will be able to demonstrate the ability to think critically by gathering facts, generating insights, analyzing data, and evaluating information on case studies.	85% of the students will demonstrate the ability to think critically by gathering facts, generating insights, analyzing data, and evaluating information on case studies.	85% of the students will demonstrate the ability to think critically by gathering facts, generating insights, analyzing data, and evaluating information on case studies.	Decision was made to continue online remediation and testing resources, lab demonstrations, guided lab exercises with Instructor observation and written lab reports.
3	The student will be able to demonstrate a working knowledge of the clinical laboratory.	85% of the students will demonstrate a working knowledge of the clinical lab.	85% of the students will demonstrate a working knowledge of the clinical lab.	It was decided to continue online remediation and testing resources, lab demonstrations, guided lab exercises with Instructor observation and written lab reports. Hospitals and other labs provide requested slides with accurate reports.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

PROGRAM: Medical Radiologic 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 complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer an allied health program that 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 add an important component to the health related professions, which are offered locally. Students do not have to travel out of district to obtain this important medical specialty.				
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 .
1	Perform effectively as entry-level radiographers.	75% of the graduates will be employed in x-ray technology after completion.	87.5% found employment within 12 months	Instructors decided to develop strategies to encourage graduates to relocate to areas where jobs are more plentiful.
2	Successfully write the ARRT examination for diagnostic radiographers.	Upon graduating 80% of the graduates will sit for and pass the ARRT exam in Radiography.	100% were successful on first attempt	Instructors planned to require more computer based preparation for registry to keep the excellent pass rate.
3	The student will be prepared to pursue a baccalaureate degree or advanced level studies in a specialty area.	Upon completion of the program, 90% of the graduates will be prepared to further their education as indicated by the graduation rate.	100% completers passed registry and were qualified to pursue higher education. 18.75% did pursue higher education.	Instructors determined a need to continue offering information and encouraging students to pursue higher education and lifelong learning.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Medical Radiologic Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: RGT 1413 Imaging Principles				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Medial Radiologic 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 –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 <u>CHANGE</u> or <u>IMPROVE</u>
1	Differentiate between size and shape distortion.	80% of students will describe the difference between size and shape distortion through academic testing.	88% responded correctly	Instructors met and decided to require more discussion type questioning next year
2	Describe 4 different types of beam limiting devices.	80% of students will list and describe beam restrictors and their purpose.	82% responded correctly	Planned to require more discussion type testing next year.
3	Explain the relationship between kVp and scatter and secondary radiation.	80% of student s will determine the effect kVp will have on secondary and scatter x-ray production.	82% responded correctly	Determined a need to require more discussion type testing next year. Not satisfied with this degree of response.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Medical Radiologic Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: RGT 1423 Digital Imaging			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Medial Radiologic 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 –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 .
1 Compare dynamic range to latitude of a screen/film receptor system to that of a digital radiography system	Through academic testing 85% of the students will demonstrate knowledge of these principles.	93.3 % accuracy	Planned to continue to stress the importance of these concepts.
2 Relate the receptor exposure indicator values to technical factors, system calibration, part/beam/plate alignment and patient exposure.	Through academic testing 85% of the students will demonstrate knowledge of the relationships of these items.	93.3 % Accuracy	Decided to continue to encourage understanding of these variables.
3 Describe PACS and its function.	Through academic testing 85% of the students will show a clear understanding of the PACS function and its proper usage.	47% Accuracy	Unacceptable, instructor planned to spend more time on the chapter
4 To retain students through completion of the course.	At least 70% of students enrolled at date of reconciliation will complete the course.	100 %	Made a decision to determine student's perspectives on retention, so future strategies can be developed.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Medical Radiologic Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: RGT 2911 Radiation Biology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Medial Radiologic 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 –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 .
1	Recognize the five stages of acute radiation syndrome.	80% of students will correctly choose the five stages in academic testing.	90 % successful completion	Decided to expand discussion to include type testing to evaluate understanding
2	Choose the three major types of Acute radiation syndrome.	80% of students will choose the Acute radiation syndrome from a list in academic testing.	95% accuracy	Instructor decided to facilitate a discussion regarding type testing for more accurate evaluation.
3	Choose the two major premises of the Law of Bergonie and Tibondeau.	80% of students will select the appropriate premises from a list in academic testing.	85% accuracy	Determined to add a discussion component focusing on type testing for more accurate evaluation.
4	To retain students through completion of the course.	At least 75% of students, enrolled at date of reconciliation will complete the course using statistics from end of course data.	100% of those beginning the course completed with passing grades	Planned to continue to encourage improvement in individual grades.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Nursing Education		Supports PRCC Strategic Goal(s): 1, 3, 5		
PROGRAM: Associate Degree Nursing				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To prepare individuals to practice as registered nurses in various health care settings. The program provides a foundation for further study in nursing and contributes to the health care and well-being of our diverse and emerging community.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a curricula for an Associate Degree Nursing program with related support academic courses and services for Pearl River Community College students, to satisfy State mandates for preparing students for registered nursing licensure and to provide a foundation for future growth in nursing.				
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	
USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .				
1	Upon completion of the program, the PRCC-ADN graduate will become licensed as a registered I nurse.	80% of graduates will successfully complete the NCLEX-RN.	89 graduated/40 tested 72.5% are licensed as registered nurse. 55% remain untested at the time of this report	Faculty decided to evaluate curriculum for strengths and weaknesses in relation to student performance , testing and Kaplan assessments
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 communities 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.	14 employers responded with 100% satisfaction in graduate performance	We discussed the comments from the advisory meeting at the faculty meeting and decided to focus on additional venipuncture experience at level II
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 communities 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. Kaplan results will be at or above the national mean for managing care.	14 employers responded with 100% satisfaction with management of care of patients. Kaplan performance in the area of management was 73% correct with the national average being 55%	We discussed and decided to continue the management component as currently established and update the media and simulation assignments as new information and technology provides.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Nursing Education			Supports PRCC Strategic Goal(s): 1, 6, 8	
PROGRAM: Associate Degree Nursing – Level I				
COURSE LEVEL: NUR 1111Fundamentals				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And make College services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To prepare individuals to practice as registered nurses in various health care settings. The program provides a foundation for further study in nursing and contributes to the health care and well-being of our diverse and emerging community.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a curricula for an Associate Degree Nursing program with related support academic courses and services for Pearl River Community College students, to satisfy State mandates for preparing students for registered nursing licensure and to provide a foundation for future growth in nursing.				
	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 be able to identify therapeutic and non-therapeutic communication skills.	90% of all NUR 1111 students will correctly identify and analyze therapeutic and non-therapeutic communication skills on the nurse-patient interaction (process recording) assignment in clinical communication.	In Fall 2013, 100% of the students correctly identified and analyzed therapeutic and non-communication skills on the Nurse-Patient Assignment in clinical communication. In Spring 2014, 100% of the students correctly identified and analyzed therapeutic and non-communication skills on the Nurse-Patient Assignment in clinical communication.	NUR 1111 faculty met and decided to continue to review therapeutic communication skills and techniques to student nurses to use in the clinical and campus lab settings.
2	The student will be able to correctly identify the patient by performing at least two forms of patient identification.	50% of the students in NUR 1111 will correctly identify the patient on the second skills check-off. 90% of the students in NUR 1111 will correctly identify the patient on the fifth skills check-off	In Fall 2013, 96% (70 out of 73) correctly identified the patient in the second skills check-off (Physical Assessment) In Spring 2014, 98% (72 of 73) correctly identified the patient in the second skills check-off (Nasogastric Tubes) In Fall 2013, 100% (68 out of 68) correctly identified the patient in the fifth skills check-off (Foley Catheter). In Spring 2014, 100% (70 out of 70), correctly identified the patient in the fifth skills check-off (Foley catheter).	NUR 1111 faculty met and decided to continue to instruct students the various ways to identify patients for safe environment.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		100% of the students in NUR 1111 will correctly identify the patient the last week of patient care at the clinical facility.	In Fall 2013, 100% (61 out of 61) correctly identified the patient the last week of patient care at the clinical facility. In Spring 2014, 100% (64 of 64) correctly identified the patient the last week of patient care at the clinical facility.	
3	The student will be able to demonstrate competency in a skill using sterile technique.	90% of all NUR 1111 students will satisfactorily demonstrate the insertion of a urinary catheter using the principles of sterile technique: <ul style="list-style-type: none"> • Wash hands/aseptic technique before, during, after procedure • Apply sterile gloves • Open/set up field-maintaining sterility • Proper disposal (within 3 attempts) in the campus lab using the critical behaviors check-off sheet.	In Fall 2013, 100% (68 out of 68) of the students demonstrated the insertion of a urinary catheter using sterile technique. In Spring 2014, 100% (70 out of 70) of the students demonstrated the insertion of a urinary catheter using sterile technique.	NUR 1111 faculty met and decided to continue to review and reinforce the critical behaviors on sterile technique.
4	The student will be able to assess the patient's six basic needs.	90% of all NUR 1111 students will correctly identify and organize patient data (medical diagnosis, medications, laboratory values, and assessment findings) using the six basic needs by their 2nd care plan. 100% of the students that were unsuccessful will correctly identify and organize patient data (medical diagnosis, medications, laboratory values, and assessment findings) using the six basic needs by their 3rd care plan.	In Fall 2013, 98% (60 out of 61) correctly identified and organized patient data on their 2 nd care plan. In Spring 2014, 100% (64 out of 64) correctly identified and organized patient data on their 2 nd care plan. In Fall 2013, 100% (1 of 1) correctly identified and organized patient data on the 3 rd care plan. Spring 2014- Not applicable.	NUR 1111 faculty met and decided to continue to review and reinforce the importance of organizing and identifying the six basic needs when writing a plan of care.
5	The student will be proficient in dosage calculations.	75% of all NUR 1111 will pass the dosage component of the course on the 1st dosage test. 50% of the students that were unsuccessful will pass the dosage component of the course on the 2nd dosage test	In Fall 2013, 64% (43 out of 67) passed the dosage component of the course on the 1 st dosage test given September 30, 2013. In Spring 2014, 29% (20 out of 70) passed the dosage component of the course on the 1 st dosage test given March 3, 2014. In Fall 2013, 43% (9 out of 21) passed the dosage component of the course on the 2 nd dosage test given on November 1, 2013.	Dosage remediation sessions were held by Dr. Jones on October 3, October 9, October 23, and October 30. A dosage remediation session was held by Dr. Jones on March 1. Dosage remediation sessions were held by Dr. Jones on November 4, November 18, November 22, and December 2. Dosage remediation sessions were held by Dr. Jones on March 18, March 30, April 4 and April 5.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		<p>50% of the students that were unsuccessful will pass the dosage component of the course on the 3rd dosage test</p>	<p>In Spring 2014, 76% (35 out of 46) passed the dosage component of the course on the 2nd dosage test given on April 7, 2014.</p> <p>In Fall 2013, 67% (8 out of 12) passed the dosage component of the course on the 3rd dosage test given on December 6, 2013.</p> <p>In Spring 2014, 91% (10 out of 11) passed the dosage component of the course on the 3rd dosage test given on May 2, 2014.</p>	<p>Dosage remediation sessions were held by Dr. Jones on April 23 and April 28.</p> <p>NUR 1111 faculty met and decided to continue to give 3 dosage tests within the semester to pass the course. Before each test is given, schedule remediation sessions. For incoming students, give a packet that includes equivalents and basic math to review prior to beginning of the course.</p> <p>At the Information Session, on May 6, 2014, Dr. Jones gave all incoming ADN students a dosage packet on basic math to complete independently before the first dosage class date of August 20, 2014. Faculty plans to trend for Fall 2014.</p>
--	--	---	---	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Nursing Education			Supports PRCC Strategic Goal(s): 1, 5, 6, 8	
INSTRUCTIONAL AREA: Associate Degree Nursing – Level 2				
COURSE LEVEL: NUR 1210 Nursing II				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And make College services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To prepare individuals to practice as registered nurses in various health care settings. The program provides a foundation for further study in nursing and contributes to the health care and well-being of our diverse and emerging community.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a curricula for an Associate Degree Nursing program with related support academic courses and services for Pearl River Community College students, to satisfy State mandates for preparing students for registered nursing licensure and to provide a foundation for future growth in nursing.				
	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? The student will:	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 .
1	The student will be able to administer a subcutaneous injection.	95% of students who complete this course will successfully administer a subcutaneous injection to a simulated and/or a hospitalized patient.	100% of students who completed this course successfully administer a subcutaneous injection to a simulated and/ or hospitalized patient.	This knowledge improves the program by having third semester and graduating students who are proficient with subcutaneous medication administration, and better prepared to for injections during clinical and preceptorship.
2	The student will accurately demonstrate prescribed medication calculations.	100% of students who complete this course will successfully calculate medications on the Medication Administration Test.	100% of students successfully calculated medications on the Medication Administration Test.	This knowledge improves the program by having third semester and graduating students who are proficient in medication calculations and who are better prepared to pass the NCLEX exam.
3	The student will be able to demonstrate a cardiac physical assessment.	90% of students who complete this course will be able to successfully complete a cardiac physical assessment on a hospitalized patient.	90% of students were able to complete a cardiac physical assessment on a hospitalized patient.	This knowledge improves the program by having third semester and graduating students who are proficient in cardiac physical assessments, and who are better prepared for assessments during clinical and preceptorship.
4	The student will be able to interpret the results of laboratory tests.	85% of students who complete this course	85% of students were able to accurately interpret 4-5 laboratory value questions on	This outcome will improve the program by the students being knowledgeable about

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		will be able to accurately interpret 4-5 laboratory value questions on the final exam.	the final exam.	laboratory values for third semester and fourth semester clinical and preceptorship.
5	The student will be able to administer a by mouth medication following the six rights of medication administration.	100% of students who complete this course will successfully administer a by mouth medication to a simulated and/or hospitalized patient.	100% of students successfully administered by mouth medication to a simulated and/ or hospitalized patient.	This outcome improves the program by having third and fourth semester students who continue to administer by mouth medications to hospitalized patients and continue to do so during preceptorship.
6	The student will be able to monitor and administer intravenous medications following the six rights of medication administration..	100% of students who complete this course will successfully monitor and administer intravenous medications to a simulated and/or hospitalized patient.	100% of students successfully monitor and administer intravenous medications to a simulated and/ or hospitalized patient.	This outcome improves the program by having third and fourth semester students who are proficient in monitoring and administering intravenous medications.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Nursing Education				Supports PRCC Strategic Goal(s): 1, 6, 8
PROGRAM: Associate Degree Nursing				
COURSE LEVEL: NUR 2104 Women's Health and Newborn Nursing				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To prepare individuals to practice as registered nurses in various health care setting. The program provides a foundation for further study in nursing and contributes to the health care and well-being of our diverse and emerging community.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a curricula for an Associate Degree Nursing program with related support academic courses and services for Pearl River Community College students, to satisfy State mandates for preparing students for registered nursing licensure and to provide a foundation for future growth in nursing.				
	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 .
1	Students will be able to assess a postpartal woman's cultural, ethnic, and spiritual differences, developmental age, basic needs, and position on the wellness-illness continuum.	100% of the students will be assigned a postpartal patient to assess the patient's cultural, ethnic, and spiritual differences, developmental age, basic needs, and position on the wellness-illness continuum.	98% (50 of 53) assess the patient's cultural, ethnic, and spiritual differences, developmental age, basic needs, and position on the wellness-illness continuum. (1 student withdrew)	Students will continue to be assigned to assess the patient's cultural, ethnic, and spiritual differences, developmental age, basic needs, and position on the wellness-illness continuum during clinical.
2	Students will be able to make clinical decision, seeking assistance when needed, to promote accurate and safe patient care.	100% of the students will be able to make clinical decisions to promote accurate and safe care for each assigned patient.	98% (50 of 53) were able to make clinical decisions to promote accurate and safe care for each assigned patient. (1 student withdrew)	Students will continue to be assigned to patients in the clinical setting to make clinical decisions and provide accurate and safe care.
3	Students will demonstrate the knowledge of an understanding of the process of involution	100% of the students will be able to demonstrate having the knowledge of the process of involution in the classroom or didactic setting	98% (50 of 53) were able to demonstrate having the knowledge of the process of involution in the classroom or didactic setting. (1 student withdrew)	Students will continue to receive information in the class setting to help them gain the knowledge of the process of involution.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

DEPARTMENT: Nursing Education			Supports PRCC Strategic Goal(s): 1, 5, 6, 8	
INSTRUCTIONAL AREA: Associate Degree Nursing				
COURSE LEVEL: Nursing 2115 Nursing Care of Children				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful 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.				
PURPOSE OF UNIT: To prepare individuals to practice as registered nurses in various health care settings. The program provides a foundation for further study in nursing and contributes to the health care and well-being of our diverse and emerging community.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a curricula for an Associate Degree Nursing program with related support academic courses and services for Pearl River Community College students, to satisfy State mandates for preparing students for registered nursing licensure and to provide a foundation for future growth in nursing.				
	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? The student will:	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 .
1	The student will demonstrate a complete physical assessment of the pediatric patient.	100% of students who complete this course will successfully complete a physical assessment on a pediatric patient.	98% (127 of 129) successfully achieved mastery of the skill.	Students will continue to be required to participate in a pediatric skills assessment by instructors and 3 hours of self-directed lab practice with SimChild prior to going to clinical.
2	The student will use critical thinking in identifying nursing actions necessary to meet the pediatric patient's six basic needs.	100% of students will identify the six basic needs for the pediatric patient through the use of the nursing process.	91% (117 of 129) successfully achieved mastery of the skill.	Implementing basic needs within the written careplan will be a continued requirement for successful completion of the course.
3	The student will be able to interpret and administer medications using the most appropriate method based on the pediatric patient's developmental level.	100% of students who complete this course will be able to successfully interpret and administer medications to the pediatric patient.	98% (127 of 129) successfully achieved mastery of the skill.	Instructors will continue to evaluation medication administration skills through a skills review in the lab prior to clinical and also evaluate medication administration while at clinical.
4	The student will be able to compare and contrast the changes occurring at each stage of development.	100% of the students will identify the different stages of development and the effects on their plan of care. (Evaluated through testing and clinical care plan)	91% (117 of 129) successfully demonstrated mastery through testing and clinica I care plan)	Instructors will continue to evaluate the students incorporation of growth and development within the plan of care for pediatric patients with emphasis on the written plan of care.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Nursing Education				Supports PRCC Strategic Goal(s): 1, 6, 8
PROGRAM: Associate Degree Nursing				
COURSE LEVEL: Nursing 2203 Psychiatric/Mental Health Nursing				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To prepare individuals to practice as registered nurses in various health care setting. The program provides a foundation for further study in nursing and contributes to the health care and well-being of our diverse and emerging community.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a curricula for an Associate Degree Nursing program with related support academic courses and services for Pearl River Community College students, to satisfy State mandates for preparing students for registered nursing licensure and to provide a foundation for future growth in nursing.				
	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 .
1	Examine the impact of growth and development, basic needs, and cultural, ethnic and spiritual influence on the patient's position on the wellness-illness continuum.	98% of all NUR 2203 students will prepare a patient care plan consisting of growth and development, basic needs, and cultural, ethnic and spiritual influence on the patient's position on the wellness-illness continuum.	98% (47 of 49) of all NUR 2203 students prepared and were graded on patient care plans consisting of growth and development, basic needs, and cultural, ethnic and spiritual influence on the patient's position on the wellness-illness continuum.	NUR 2203 instructors reviewed and graded all patient care plans and had students revise deficiencies as needed.
2	Employ appropriate patient education in selected situations.	98% of all NUR 2203 students will provide patient education to patients in the clinical setting on medication compliance.	90% (42 of 49) of all NUR 2203 students prepared and provided patient education on medication compliance.	NUR 2203 instructors evaluated students providing patient education on medication compliance, and determined that students needed to be encouraged to provide more information on patient education
3	Communicate care provided and needed at each transition in care in a relevant, accurate, complete, and clear manner.	98% of all NUR 2203 students will communicate the care provided at the end of each clinical day.	98% (47 of 49) of all NUR 2203 students listened to report at the beginning of each clinical day and gave a relevant, accurate, complete, and clear report at the end of each clinical day.	NUR 2203 instructors evaluated students receiving and delivering report, and determined that the majority of them met approval. The students who did not meet with approval had to review their communication lecture notes and role play giving patient report.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Nursing Education			Supports PRCC Strategic Goal(s): 1, 6, 8	
PROGRAM: Associate Degree Nursing				
COURSE LEVEL: NUR 2209 Medical-Surgical Nursing II				
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: <div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And make College services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>				
PURPOSE OF UNIT: To prepare individuals to practice as registered nurses in various health care settings. The program provides a foundation for further study in nursing and contributes to the health care and well-being of our diverse and emerging community.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a curricula for an Associate Degree Nursing program with related support academic courses and services for Pearl River Community College students, to satisfy State mandates for preparing students for registered nursing licensure and to provide a foundation for future growth in nursing.				
	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	Display performance of competent nursing skills and provide a safe physical and psychosocial environment for the patient.	95% of all NUR 2209 students will satisfactorily demonstrate accessing and de-accessing an implanted port and changing a central line dressing using the principles of sterile technique in the campus lab using the critical behaviors check-off sheet.	100% of NUR 2209 students satisfactorily demonstrated these skills using sterile technique. Fall 2013 (53 out of 53) Spring 2014 (65 out of 65)	2209 instructors discussed the importance of continuing to demonstrate these skills prior to students practicing them. Discussion also included the need to maximize skills practice for the students within the allotted time-frame.
2	Display nursing procedures accurately based on evidence-based practice with minimal supervision, without causing undue physical or psychological distress to the patient or significant others and continually evaluate the plan of nursing care as related to established goals and revise as necessary.	95% of all NUR 2209 students will receive a satisfactory clinical summative evaluation after 2 clinical rotations.	98% of NUR 2209 students received a satisfactory clinical summative evaluation. Fall 2013 (55 out of 56) Spring 2014 (55 out of 56)	2209 instructors continued to monitor skills performance in the clinical setting. Instructors referred students to the ADN skills lab as needed.
3	Collaborate with other members of the health care team to solve problems and achieve patient outcomes and understand multiple dimensions of patient- centered care including preferences and values, involvement of significant support persons, and coordination and integration of care.	100% of all NUR 2209 students who participate in the preceptorship component will receive a satisfactory final faculty evaluation.	100% of NUR 2209 students who participated in the preceptorship component received a satisfactory final faculty evaluation. Fall 2013 (43 out of 43) Spring 2014 (47 out of 47)	Level 4 instructors performed an ongoing evaluation of the preceptorship component. Ways to satisfactorily prepare the students for preceptorship continued across the ADN curriculum.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Practical Nursing		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 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 prepare individuals to practice as registered nurses in various health care settings. The program provides a foundation for further study in nursing and contributes to the health care and well-being of our diverse and emerging community.			
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a curricula for an Associate Degree Nursing program with related support academic courses and services for Pearl River Community College students, to satisfy State mandates for preparing students for registered nursing licensure and to provide a foundation for future growth in nursing.			
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?
USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .			
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.	85% of students who completed the PN program scored at least a 90% on the overall computerized testing prior to graduation and were able to answer at least 8 questions correctly.
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.	85% of students who completed the PN program scored at least a 90% on ATI computerized testing prior to graduation and were able to answer at least 8 related questions correctly.
3	The student will demonstrate/apply knowledge of scientific principles and technical skills necessary to perform nursing procedures in the lab or healthcare setting.	80% of students who complete the practical nursing program will correctly identify knowledge of appropriate, effective and safe action and interaction with clients and other members of the healthcare team in clinical and lab	85% of students who completed the PN program scored at least a 90% on ATI computerized testing prior to graduation and were able to answer at least 8 related questions correctly.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		situations by correctly identifying proper preparation, sequence, and follow-up in 8 out of 10 scenario questions on the comprehensive final exam.		remediation with each unit of study.
4	The student will identify stages of development across the lifespan including normal and alternate routes of nutrition.	80% of all students who complete the practical nursing program will correctly identify 8 of 10 related questions on the comprehensive final exam.	85% of students who completed the PN program scored at least a 90% on the ATI computerized test prior to graduation and were able to answer at least 8 related questions correctly.	Continue ATI computerized testing with remediation in areas of weakness identified by ATI and on unit exam. Prep U computerized testing added for remediation with each unit of study.
5	The student will identify ways to promote and support the emotional, mental, and social well-being of individual and groups of clients.	80% of all students who complete the practical nursing program will correctly identify 8 of 10 related questions on the comprehensive final exam.	85% of students who completed the PN program scored at least a 90% on the ATI computerized test prior to graduation and were able to answer at least 8 related questions correctly.	Continue ATI computerized testing with remediation in areas of weakness identified by ATI and on unit exam. Prep U computerized testing added for remediation with each unit of study.
6	The student will synthesize understanding of common major disease processes, associated diagnostic test, treatments, and procedures for each.	80% of all students who complete the practical nursing program will correctly identify 8 of 10 related questions on the comprehensive final exam.	85% of students who completed the PN program scored at least a 90% on the ATI computerized test prior to graduation and were able to answer at least 8 related questions correctly.	Continue ATI computerized testing with remediation in areas of weakness identified by ATI and on unit exam. Prep U computerized testing added for remediation with each unit of study.
7	Students will be successful in the Practical Nursing Program and NCLEX-PN (National Council of Licensure Exam – Practical Nursing).	80% of students will complete the certification program in Practical Nursing and will successfully pass NCLEX-PN for licensure on the first attempt.	Poplarville had 12 of 18 (80%) students to successfully pass NCLEX on first write 3 unsuccessful and 3 are pending. Hattiesburg- 13 of 15 (92%) students passed Nclex, one failed and 2 have not taken. No results available on the December graduates.	Continue NCLEX review, Prep U computer remediation program added for unit review . ATI Comprehensive testing to assess the performance and preparedness of the PN student prior to completion of the program.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Nursing Education		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
PROGRAM: Practical Nursing			
COURSE LEVEL: PNV 1213 Body Structure and Function			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
PURPOSE OF UNIT: To provide educational opportunities in a one-year vocational program for qualified students to enable them to enter gainful employment and to help meet the healthcare needs of the community and to provide a foundation for additional educational opportunities.			
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide learning opportunities whereby students are guided into skills for work and into patterns of acceptable nursing behaviors and pattern of lifelong learning.			
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?
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 2 out of 4 related questions on the final exam.	64 students took the final exam, 67 % answered 2 of 4 questions related to SLO #1 correctly. 34 students-FCC(includes 3 dual) 30 students-Poplarville (includes 2 dual)
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 2 out of 4 related questions on the final exam.	64 Students took the final exam, 75% answered 2 of 4 questions related to SLO #2 correctly. Instructors met and decided to do review at the end of each chapter or unit. Add objectives and key terms for each chapter as assignment pre-lecture for and use as a study guide for testing. Assign NCLEX style questions from the “Point” computer program which accompanies text.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

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 2 out of 4 related questions (including scenario's and diagrams) on the final exam.	Of the 64 Students who took the final exam, 83% answered 2 or 4 questions related to SLO #3 correctly.	Instructors met and decided to do review at the end of each chapter or unit. Add objectives and key terms for each chapter as assignment pre-lecture and use as a study guide for testing. Assign NCLEX style questions from the "Point" computer program which accompanies text.
---	---	---	---	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Nursing Education			Supports PRCC Strategic Goal(s): 1, 3, 7, 8
PROGRAM: Practical Nursing			
COURSE LEVEL: PNV 1443 Nursing Fundamentals and Clinical			
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: <ol style="list-style-type: none"> 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training. 			
PURPOSE OF UNIT: To provide educational opportunities in a one-year vocational program for qualified students to enable them to enter gainful employment and to help meet the healthcare needs of the community and to provide a foundation for additional educational opportunities.			
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide learning opportunities whereby students are guided into skills for work and into patterns of acceptable nursing behaviors and pattern of lifelong learning.			
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 .
1 The student will identify the role of the practical nurse and other members of the healthcare team including the Licensed Practical Nurse (LPN) scope of practice, legal parameters, and ethical considerations.	80% of all students who complete the Fundamentals of Nursing Theory course will correctly identify 2 out of 4 healthcare team role questions on the final exam.	59 students took the final exam, 75% answered 2 of 4 questions related to SLO #1 correctly. FCC- 31 Students Poplarville- 28 Students	Instructors decided that that the ATI Proctored Fundamentals comprehensive exam will be administered prior to final exam in order to identify with each student areas of weakness. It was decided to review the Nurse Practice Act with students prior to final exam.
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 2 out of 4 nursing, care, and communication questions on the final exam.	59 students took the final exam, 67% answered 2 of 4 questions related to SLO # 2 correctly.	Instructors decided to review communication techniques with students in a group setting in classroom by working on a process recording. A decision was made to offer a care plan workshop after class to reinforce the process and to administer ATI Proctored Fundamentals comprehensive exam prior to final exam and review with each student.
3 The student will identify and demonstrate appropriate principles of pharmacology including basic drug	80% of all students who complete the Fundamentals of Nursing Theory course will correctly identify 2 out of 4	59 students took the final exam, 72% answered 2 of 4 questions related to SLO # 3 correctly.	Instructors decided to Increase use of ATI computerized testing for pharmacology and offer after class tutoring for students who

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

	knowledge and basic medication calculation and administration.	pharmacology questions on the final exam.		repeatedly show difficulty with pharmacology and basic math. A decision was made to administer ATI Proctored Fundamentals comprehensive exam to prior to final exam and review with each student to identified areas needing improvement.
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 2 out of 4 development questions on the final exam.	59 students took the final exam, 67% answered 2 of 4 questions related to SLO # 4 correctly.	Instructors decided to Increase assignments of ATI computerized testing for Growth and Development and review major theories related to growth and development as well as milestones expected at each stage of growth and development prior to final exam. A decision was made to administer ATI Proctored Fundamentals comprehensive exam prior to final exam and review with each student weak areas.
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 2 out of 4 basic nursing concept questions on the final exam.	59 students took the final exam, 88% answered 2 of 4 questions related to SLO # 5 correctly.	Instructors decided to continue use of ATI assignments, reviews before testing, and quizzes covering assigned reading materials. A decision was made to administer ATI Proctored Fundamentals comprehensive exam prior to final exam and review with each student to identify weak areas.
6	The student identify and demonstrate clinical and lab safety including standard precautions and infection control.	100% of all students who complete the course will be able to pass the OSHA safety test within 3 attempts	100 % of students passed the OSHA test within 2 attempts.	Instructors decided to increase the number of safety and Infection control questions on unit test and to review with students prior to final OSHA guidelines and infection control measures. It was decided to Assign ATI computerized testing for the units which focus on Infection control and to administer ATI Fundamentals comprehensive test prior to final. The instructors decided to follow up with students individually on weak areas.
7	The student will demonstrate proper basic data collection and vital signs including appropriate follow-up for abnormal findings.	100% of all students who complete the course will correctly demonstrate obtaining vital signs and focused assessment data collection in the lab and or in the clinical setting.	100 % of students who attended clinical were able to correctly demonstrate obtaining vital signs and focused assessment in the lab and or clinical setting as determined by clinical evaluation forms.	Instructors met and decided to Increase ATI module assignments on data collection including vital signs. The Instructors will follow up with students in clinical who are having difficulty with skills and refer to skills lab for practice.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Nursing Education		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
PROGRAM: Practical Nursing			
COURSE LEVEL: PNV 1524 Therapy and Pharmacology			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
PURPOSE OF UNIT: To provide educational opportunities in a one-year vocational program for qualified students to enable them to enter gainful employment and to help meet the healthcare needs of the community and to provide a foundation for additional educational opportunities.			
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide learning opportunities whereby students are guided into skills for work and into patterns of acceptable nursing behaviors and pattern of lifelong learning.			
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?
1	Students will safely start and manage an IV according to the clinical lab evaluation sheet in the nursing lab.	80% of students will correctly start and manage an IV according to the clinical lab evaluation sheet.	100% of students correctly started and managed an IV during clinical check offs or in the clinical setting. 28 students at FCC; 22 at Poplarville
2	Students will be able to list signs and symptoms of an IV Infiltration.	80% of students will list signs and symptoms of an IV infiltration correctly.	84% of students correctly identified signs and symptoms of an IV infiltration on final exam 28 students FCC; 22 at Poplarville
3	Students will be able to correctly identify medications specific to the scope of the LPN.	80% of students with answer 3 of 5 questions correctly on the final exam.	100% of students were able to correctly answer 3 or 5 related questions on the final exam 28 students FCC; 22 at Poplarville
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
			Instructors agreed to incorporate more clinical experience in the lab and or clinical facilities for IV starts
			Instructors agreed to do infiltration simulation in the lab and have students assess, document, and report results to instructor
			Instructors agreed to insure each student has a copy of the Ms. State Board of Nursing expanded role for LPN and a listing of specific medications allowed in LPN scope of practice. Will review medications before final exam.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Practical Nursing		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
PROGRAM: Practical Nursing			
COURSE LEVEL: PNV 1682 Adult Health Nursing Concepts			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
PURPOSE OF UNIT: To provide educational opportunities in a one-year vocational program for qualified students to enable them to enter gainful employment and to help meet the healthcare needs of the community and to provide a foundation for additional educational opportunities.			
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide learning opportunities whereby students are guided into skills for work and into patterns of acceptable nursing behaviors and pattern of lifelong learning.			
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?
1	The student will correctly identify safe and effective care practices for the adult patients experiencing alterations in health or surgical conditions.	80% of students who complete the course will correctly identify 3 of 5 related questions on the final exam.	73% of students correctly identified 3 of 5 related questions on the final exam
2	The student will correctly identify ways to promote early detection and prevention of common alterations in health.	80% of students who complete the course will correctly answer 3 of 5 related questions on the final exam.	73% of students correctly identified 3 of 5 related questions on the final exam
3	The student will correctly identify ways to promote the physical, emotional, and social well-being of patients disease processes and alterations in their health	80% of students who complete the course will correctly answer 3 of 5 related questions on the final exam.	86% of students scored a minimum satisfactory on 3 of 5 related objectives on the clinical evaluations

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

	4. The student will correctly implement, evaluate, and identify safe and effective care of patients in the clinical and or lab setting.	80% of students will score a minimum of "satisfactory" on objectives related to safe and effective care on the clinical evaluation.	86% of students in the clinical setting received at least a satisfactory on objectives related to safe and effective care on the clinical evaluation	Students will be assigned specific teaching plans to address emotional needs during hospitalization. Instructors agreed to revise the clinical evaluation tool to include more precise objectives related to safe and effective care.
--	---	---	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013 - 2014

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 complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 for occupational programs at 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 –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 .
1 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 freshman to sophomore years of training. 85% of students will complete the program and graduate with their Occupational Therapy Assistant (OTA) degree. 75% of graduates will find placement within the OTA profession within 2 months of graduation. 85% of OTA graduates will maintain their placement in field of Occupational Therapy after 6 months following graduation.	95% of students were retained 81% completed program (22/27) ~50% of graduates found placement within 2 months of graduation (Difficult to assess due to communication issues after graduation) >90% of graduates maintained placement 6 months after graduation, difficult to assess due to communication issues after graduation.	Faculty planned to reduce the number of students accepted into OTA program to maximum of 21.
2 Students will report overall satisfaction with program as per Student Assessment Tool.	Faculty will receive at least a “3” out of possible “5” in all areas of student	Debbie Goldberg evaluated and received >3/5 in all areas.	Faculty planned to attend Vocational Educators conference in August to enhance vocational training skills.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013 - 2014**

		evaluation of instructors.		
3	OTA graduates will pass the national NBCOT exam.	85% of OTA graduates will pass their national (NBCOT) certification exam.	95% passage rate	Faculty planned to implement new course structure for OT Transitions II class, requiring students to pass 1 of 3 mock certifications exams to graduate from OTA program.
4	Employers will report overall satisfaction with preparation of entry-level practitioners per Employer Satisfaction Survey.	Employers will rate graduate performance to a level of at least "3" out of possible "5" in all selected performance areas.	All responding employers rated graduate performance >3/5.	Faculty planned to do use direct contact as a method of gaining more information from employers.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Occupational Therapy Assistant Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: OTA 1315 Kinesiology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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.				
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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Students will identify selected boney landmarks on skeleton models.	Students will identify selected boney landmarks on skeleton models during written testing and lab practical testing at an 85% accuracy level.	Students identified selected boney landmarks on skeleton models during written testing and lab practical testing at an 92% accuracy level. This was a minimal gain from previous year (92%).	Faculty planned to require students to utilize surface anatomy in study sessions.
2	Students will identify selected muscles on human body models.	Students will identify selected muscles on human body models during written testing and lab practical testing at an 85% accuracy level.	Students identified selected muscles on human body models during written testing and lab practical testing at an 87% accuracy level. This was a minimal gain from previous year (92%).	Faculty planned to require students to utilize surface anatomy in study sessions.
3	Students will identify selected actions of muscles at an 80% accuracy level.	During written testing of muscle functions, students will identify selected actions of muscles at an 80% accuracy level.	Students identified muscle functions during written testing at an 83% accuracy level. This was a gain from previous year (79%).	Faculty planned to pair functional movement exercises with written movement analyses to selected kinesiology units.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Occupational Therapy Assistant Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: OTA 1433 Occupational Therapy Skills II				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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.				
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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Students will demonstrate knowledge of selected physical agent modalities.	During modality testing, students will score an average of 80% proficiency level.	Accuracy = 88%	Faculty planned to increase “hands-on” practice with modalities (including new Laser unit).
2	Students will describe selected principles of therapeutic exercise.	Students will score at an 80% proficiency level in written testing on concepts of therapeutic exercise.	Accuracy = 84%	Faculty planned to implement clinical simulations in which students will apply exercise principles in a written treatment planning format in role play scenarios.
3	Students will describe process of clinical judgments for appropriate manual muscle testing.	Students will score at an 95% proficiency level when describing describe process of clinical judgments for appropriate manual muscle testing in a lab practical format.	Accuracy = 90%	Faculty planned to implement role play scenarios in which student vocalize their clinical thoughts regarding manual muscle testing.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Occupational Therapy Assistant Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: OTA 1513 Group Process				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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.				
	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 .
1	The student will be able to apply group leadership principles	85% of students will apply principles of seven steps approach to group leadership at a proficiency of 90% in actual lab application.	94% of students applied principles of seven steps approach to group leadership at a proficiency of 90% in actual lab application.	Instructor planned to co-lead groups with students to enhance ability to apply principles of seven-step approach to group leadership activities.
2	The student will identify elements of psychosocial treatment frameworks.	85% of students will identify characteristics of 4/5 selected psychosocial frameworks in the context of a multiple choice test.	81% of students identified characteristics of 4/5 selected psychosocial frameworks in the context of a multiple choice test.	Instructor planned on leading a discussion session comparing and contrasting psychosocial treatment frameworks.
3	The student will demonstrate appropriate group planning.	85% of students will prepare a group planning sheet corresponding to the student's lab practical leadership activities at a proficiency of 90% with respect to elements presented in class.	92% of students prepared a group planning sheet corresponding to the student's lab practical leadership activities at a proficiency of 90% with respect to elements presented in class.	OT planned to provide sample group planning sheet (in addition to textbooks resources) at beginning of class for enhanced modeling.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Occupational Therapy Assistant Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8
COURSE LEVEL: OTA 2443 Occupational Therapy Skills III			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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.			
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 <u>CHANGE</u> or <u>IMPROVE</u> .
1 Students will demonstrate correct Manual Muscle testing procedure in Lab testing format.	Students will demonstrate correct Manual Muscle testing procedure in a Lab testing format at an 85% accuracy level.	Students demonstrated correct manual muscles test testing procedure in a Lab testing format at an (16/23) 69.5% accuracy level.	Instructor planned to work with students individually (rather than in groups) to enhance learning.
2 Students will demonstrate use of ultrasound and electrical stimulation modalities.	Students will demonstrate use of ultrasound and electrical stimulation modalities in a Lab testing format at an 85% accuracy level.	Students demonstrated use of ultrasound and electrical stimulation modalities in a Lab testing format at an 91% accuracy level.	Instructor noted that having more US units available to students did not necessarily lead to higher proficiency. Instructor planned to work with students individually (rather than small groups) to enhance learning
3 Students will demonstrate correct use of goniometer.	Students will demonstrate correct use of an goniometer in a Lab testing format at an 85% accuracy level.	Students demonstrated correct use of an goniometer in a Lab testing format at an 65% accuracy level.	Instructor planned to work with students individually (rather than small groups) to enhance learning.
4 Students will demonstrate principles of safe feeding of patients.	During feeding lab checkoff, 100% of students will demonstrate comprehensive application of basic feeding principles.	During feeding lab checkoff, 100% of students demonstrated comprehensive application of basic feeding principles.	Instructor planned to remove this goal in favor of new SLO focus.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Occupational Therapy Assistant Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: OTA 2813 Healthcare Systems				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Physical Therapy Assistant 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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Students will be able to differentiate eligibility, benefits, and selected details of Medicare Part A, Medicare Part B, and Medicaid	Students will differentiate eligibility and benefits and selected details of Medicare Part A, Medicare Part B, and Medicaid with 80% accuracy in a multiple choice testing format.	Students differentiated eligibility and benefits and selected details of Medicare Part A, Medicare Part B, and Medicaid with 66% accuracy in a multiple choice testing format.	Instructor planned to direct students to make a chart with selected details of Medicare A & B and Medicaid.
2	Students will be able to describe a health issue affecting large populations in moderate detail.	80% of students will describe a health issue affecting large populations in moderate detail in a discussion format.	100% of students described a health issue affecting large populations in moderate detail in a discussion format.	Instructor planned to direct students to focus their selected health issue on the effects of the issue on the occupational patterns or individuals of various contexts, families and larger populations.
3	Students will be able to identify selected characteristics of various health care environments.	Students will be able to identify selected characteristics of various health care environments with 80% accuracy in a multiple choice testing format.	Students were be able to identify selected characteristics of various health care environments with 85% accuracy in a multiple choice testing format.	Instructor planned to direct students to look up internet videos about various health care environments and to increase target level to 90%.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational 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 complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Training to students within the PRCC district.				
	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 a curriculum with quality instruction in courses which will satisfy the needs of industry and meet statewide standards.	<p>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.</p> <p>It should be noted that 2010-2011 student learning outcomes will continue to be assessed. The following student learning outcomes will be among those included for assessment during the 2011-2012 school year:</p> <p>Construction Management:</p> <p>70% of students will correctly demonstrate the ways of returning overhead costs in the bid.</p> <p>70% of students will correctly prepare a materials estimate for a construction bid.</p> <p>70% of students will correctly prepare a</p>	<p>A minimum of 70% of all students enrolled in the Occupational Training core curriculum classes successfully completed the student learning outcomes for the selected courses.</p> <p>It should be noted that 2010-2011 student learning outcomes will continue to be assessed. The following student learning outcomes will be among those included for assessment during the 2013-2014 school year:</p> <p>100% of students correctly demonstrated the ways of returning overhead costs in the bid.</p> <p>100% of student correctly prepared a materials estimate for a construction bid.</p> <p>100% of students correctly prepared a</p>	<p>It was decided that department chair persons will impress upon instructors the importance of student learning outcomes as it pertains to the student.</p> <p>The Construction Management Program will no longer be offered at Pearl River Community College.</p>

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

	<p>labor estimate for a construction bid.</p> <p>70% of students will correctly prepare an equipment estimate for a construction bid.</p> <p>Electrical:</p> <p>70% of students will correctly identify residential and commercial symbols used on drawings.</p> <p>70% of students will correctly design and wire switching circuits using the three basic types of switches.</p> <p>70% of students will correctly solve for unknown voltage, current, resistance and power values using ohm's law.</p> <p>70% of students will correctly design draw and wire 2 and 3 wire motor control circuits</p> <p>Heating, Air Conditioning, and Refrigeration :</p> <p>70% of students will correctly demonstrate the relationship of pressures and fluids at saturation temperatures.</p> <p>70% of students will correctly explain compound gauges.</p> <p>70% of students will correctly convert cooling capacity from tons of refrigeration to Kilo-watts (K.W.) and British thermal units/hour (Btu/h) to kW.</p> <p>70% of students will correctly demonstrate and describe the elements of Environmental Protection Agency and Occupational Safety and Health Administration safety regulations and first aid.</p> <p>Welding:</p> <p>70% of students will correctly perform safety</p>	<p>labor estimate for a construction bid.</p> <p>100% of students will correctly prepared an equipment estimate for a construction bid</p> <p>90% of students correctly identified residential and commercial symbols used on drawings as determined by final exam.</p> <p>80% of students correctly designed and wired switching circuits using the three basic types of switches as determined by lab practical.</p> <p>80% of students will correctly solved for unknown voltage, current, resistance and power values using ohm's law as determined by quiz.</p> <p>80% of the students did correctly draw and wire a 2-wire control circuit as determined by lab practical</p> <p>75% of students did correctly demonstrate the relationship of pressures and fluids at saturation temperatures</p> <p>80% of students did correctly explain compound gauges</p> <p>75% of students did correctly convert cooling capacity from tons of refrigeration to Kilo-watts (K.W.) and British thermal units/hour (Btu/h) to kW.</p> <p>70% of students did correctly demonstrate and describe the elements of Environmental Protection Agency and Occupational Safety and Health Administration safety regulations and first aid.</p> <p>80% of students correctly performed safety</p>	<p>It was decided that the difficulty of the assessment criteria will be increased to challenge to the student</p> <p>It was decided that the difficulty of the assessment will be increased to increase the challenge to the student</p> <p>It was decided that the difficulty of the assessment will be increased to increase the challenge to the student</p> <p>It was decided to include different brands of motor starters to identify parts on.</p> <p>It was decide to increase the difficulty of the assessment criteria.</p> <p>It was deiced to use different types of compound gauges to give the students more experience.</p> <p>It was decide to increase the difficulty of the assessment criteria</p> <p>It was decided to spend more time studying this topic.</p> <p>It was decided that students would</p>
--	--	---	--

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		<p>inspections of equipment and accessories.</p> <p>70% of students will correctly demonstrate safety rules required in the industrial workplace.</p> <p>70% of students will correctly make minor external repairs to equipment and accessories.</p> <p>70% of students will correctly set up shielded metal arc welding operations on carbon steel.</p>	<p>inspections of equipment and accessories.</p> <p>80% of students correctly demonstrated safety rules required in the industrial workplace.</p> <p>80% of students correctly made minor external repairs to equipment and accessories.</p> <p>80% of students correctly set up shielded metal arc welding operations on carbon steel.</p>	<p>perform safety inspections on a shift basis to improve competencies.</p> <p>It was decided that safety rules would be enforced using OSHA Occupational Safety and Health Administration standards.</p> <p>It was decided to use older equipment to practice making repairs.</p> <p>It was decided to offer more instruction on how to properly setup shielded metal arc welding operations.</p>
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.	Job placement for Occupational Training is measured by follow up. Follow up records are kept in the counselor's office.	The department chairs decided to place more emphasis on follow up of all students in the program.
3	To instruct students through curricula which have been created by the combined efforts of the Mississippi State University Research and Curriculum Unit and 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.	60% of the students demonstrated practical knowledge and skills that are necessary for employment in entry level positions in the workforce as determined by C-PAS exam.	The department chairs decided to stress the importance of proper preparation of the C-PAS for all programs.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Advanced Construction Technology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Business and Commerce Technology to students within the PRCC district.				
	DEPARTMENTAL OBJECTIVES- 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 .
1	Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in commercial and residential carpentry. Students will apply leadership skills and related academic knowledge needed to be a viable member of the workforce.	70% of all students will be able to demonstrate practical knowledge and skills of an entry level commercial and residential carpenter. Knowledge and skills will be assessed by means of final exams and performance evaluations.	90% of students were able to demonstrate practical knowledge and skills of an entry level commercial and residential carpenter.	The instructor utilized updated and improved material from various publishers in order to improve learning objectives.
2	Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions as cabinet makers.	70% of all students will be able to demonstrate practical knowledge and skills of an entry level cabinet maker. Knowledge and skills will be assessed by means of performance evaluations.	50% of all students were able to demonstrate practical knowledge and skills of an entry level cabinet maker.	The instructor will further instruct the learner on skills and techniques necessary for employment as a cabinet maker.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

3	Students will demonstrate practical knowledge and skills which are necessary for certification by the National Center for Construction Education and Research (NCCER).	80% percent of students will demonstrate practical knowledge and skills necessary for certification by the NCCER. Knowledge and skills will be assessed by means of written and performance exams.	90% of students demonstrated practical knowledge and skills necessary for certification by NCCER.	The instructor utilized instructional material from NCCER to improve learning outcomes and retain students.
4	Students will demonstrate practical knowledge and skills which are required for an OSHA 30 Card. (OSHA-Occupational Safety and Health Administration)	90% percent of students will demonstrate practical knowledge and skills required for an OSHA 30 Card. Knowledge and skills will be assessed by means of written and performance exams.	100% of students demonstrated practical knowledge and skills required for an OSHA 30 Card.	The instructor attended OSHA 502 update for construction to improve his knowledge of OSHA standards in order to pass on this knowledge to the learner.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Advanced Construction Technology				
COURSE LEVEL: CAV 1116 Foundations				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program 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.				
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.				
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 .
1	Explain the proper procedures for construction of residential and commercial building foundations.	80% of students will correctly explain the procedures for construction of residential and commercial building foundations. Knowledge and skills will be assessed using written and performance exams.	90% of students correctly explained the procedures for construction of residential and commercial building foundations.	The instructor decided to use different foundation examples found on campus.
2	Identify the materials needed to properly construct residential and commercial building foundations.	70% of students will correctly identify the materials needed to properly construct residential and commercial building foundations. Knowledge and skills will be assessed using written and performance exams.	90% of students correctly identified the materials needed to properly construct residential and commercial building foundations.	The instructor decided to provide a unit on concrete blocks as a foundation building element.
3	Utilize construction prints to determine dimensions and locations of various components of foundations.	80% of students will correctly utilize construction prints to determine dimensions and locations of various components of foundations. Knowledge and skills will be assessed using written and performance exams.	90% of students correctly utilized construction prints to determine dimensions and locations of various components of foundations.	The instructor provided different examples of prints in order for the student to visualize the difference between a construction drawing and a professional print.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

4	Complete NCCER Certification in Core Curriculum. (NCCER National Center For Construction Education and Research).	80% of students will complete NCCER modules and receive a certification in Core Curriculum. Knowledge and skills will be assessed using multiple choice exams and performance exams from NCCER guidelines.	90% of students completed NCCER modules and received a certification in Core Curriculum.	The instructor decided to provide additional opportunities for the student to complete the Core Curriculum by offering incentives for completion of certain modules.
5	Identify the location of a building using available construction prints and surveying equipment.	80% of students will correctly identify the location of a building using available construction prints and surveying equipment. Knowledge and skills will be assessed using performance exams.	100% of students correctly identified the location of a building using available construction prints and surveying equipment.	The instructor provided opportunities for students to perform actual building layout by working with other programs on campus.
6	Safely Construct form systems for various types of foundations.	80% of students will correctly safely construct form systems for various types of foundations. Knowledge and skills will be assessed using performance exams.	100% of students correctly and safely constructed form systems for various types of foundations.	The instructor decided to add prefab foam form systems to the learning objectives.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3	
PROGRAM: Advanced Construction Technology				
COURSE LEVEL: CAV 1236 Floor and Wall Framing				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program 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.				
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.				
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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Explain the proper construction techniques for residential and commercial floor and wall framing systems using wood as a building material.	70% of students will correctly explain the proper construction techniques for residential and commercial floor and wall framing systems using wood as a material. Knowledge and skills will be assessed using written and performance exams.	90% of students correctly explained the proper construction techniques for residential and commercial floor and wall framing systems using wood as a material.	The instructor utilized more hands on type learning in the lab environment in order to teach techniques of framing floor and wall systems.
2	Identify the components of residential and commercial floor and wall framing systems.	80% of students will correctly identify floor and wall framing components. Knowledge and skills will be assessed using written and performance exams.	95% of students correctly identified floor and wall framing components.	The instructor used diagrams and quizzes to help the student memorize the different floor and wall framing components.
3	Safely Construct floor and wall systems using wood as a building material.	70% of students will safely construct floor and wall systems using wood as a building material. Knowledge and skills will be assessed using performance exams.	90% of students safely constructed floor and wall systems using wood as a building material.	The instructor utilized more hands on type learning in the lab environment in order to teach techniques of framing floor and wall systems.
4	Complete NCCER (National Center for Construction Education and Research) standards and receive certification for	70% of students will complete NCCER (National Center for Construction Education and Research) standards and	90% of students completed NCCER (National Center for Construction Education and Research) and received	The instructor utilized materials, power points, work sheets, etc... provided by NCCER in order to better instruct the student

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	Carpentry Fundamentals Level One.	receive certification for Carpentry Fundamentals Level One. Knowledge and skills will be assessed by means of performance and written exams	certification for Carpentry Fundamentals Level One.	and help them to gain certification. The instructor also placed an emphasis on the importance of NCCER certification by using data from NCCER showing the employment rate of those students with certifications.
--	-----------------------------------	---	---	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Advanced Construction Technology				
COURSE LEVEL: CAV 1245 Ceiling and Roof Framing				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program 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.				
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.				
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 .				
1	Explain the proper construction techniques for residential and commercial ceiling and roof framing systems using wood as a building material.	70% of students will correctly explain the proper construction techniques for residential and commercial ceiling and roof framing systems using wood as a material. Knowledge and skills will be assessed using written and performance exams.	90% of students correctly explained the proper construction techniques for residential and commercial ceiling and roof framing systems using wood as a material.	The instructor determined to utilize diagrams and hands on techniques in order to help the student understand the concept of ceiling and roof framing.
2	Identify the components of residential and commercial ceiling and roof framing systems.	80% of students will correctly identify ceiling and roof framing components. Knowledge and skills will be assessed using written and performance exams.	90% of students correctly identified ceiling and roof framing components.	The instructor planned to use diagrams and quizzes to help the student memorize the different components of roof and ceiling framing systems.
3	Safely Construct ceiling and roof systems using wood as a building material.	70% of students will safely construct ceiling and roof systems using wood as a building material. Knowledge and skills will be assessed using performance exams.	90% of students safely constructed ceiling and roof systems using wood as a building material.	The instructor decided to utilize diagrams and hands on techniques in order to help the student understand the concept of ceiling and roof framing.
4	Complete NCCER (National Center for Construction Education and Research) standards and receive certification for	70% of students will complete NCCER (National Center for Construction Education and Research) standards and	90% of students completed NCCER (National Center for Construction Education and Research) standards and	The instructor planned to use materials supplied by NCCER, power points, diagrams and work sheets in order to help the student

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	Carpentry Fundamentals Level One.	receive certification for Carpentry Fundamentals Level One. Knowledge and skills will be assessed by means of performance and written exams	received certification for Carpentry Fundamentals Level One.	achieve certification. The instructor also planned to place emphasis on the importance of certifications to employment by showing the student employment data provided by NCCER.
--	-----------------------------------	---	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3	
PROGRAM: Advanced Construction Technology				
COURSE LEVEL: CAV 1513 Exterior Finishing				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program 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.				
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.				
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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Explain the materials and techniques used for exterior finishing in residential and commercial construction.	70% of students will correctly explain the materials and techniques used for exterior finishing in residential and commercial construction. Knowledge and skills will be assessed using written test and performance exams.	70% of students correctly explained the materials and techniques used for exterior finishing in residential and commercial construction.	The instructor planned to place more emphasis on learning different techniques used in the construction of exterior finishes.
2	Safely install exterior wall covering, cornices, and exterior trim.	80% of students will Safely install exterior wall covering, cornices, and exterior trim. Knowledge and skills will be assessed using performance exams.	80% of students safely installed exterior wall covering, cornices, and exterior trim.	The instructor decided to place more emphasis on learning different techniques used in the construction of exterior finishes.
3	Complete NCCER (National Center for Construction Education and Research) standards and receive certification for Carpentry Fundamentals Level Two.	70% of students will complete NCCER (National Center for Construction Education and Research) standards and receive certification for Carpentry Fundamentals Level Two. Knowledge and skills will be assessed by means of performance and written exams	0% of students completed NCCER (National Center for Construction Education and Research) standards and receive certification for Carpentry Fundamentals Level Two.	The instructor moved this class to the fall semester in order to facilitate more time in teaching the required topics for certification. (This being a new program at Pearl River Community College, the instructor has adjusted and will do whatever is necessary to help the student complete this certification.)

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3	
PROGRAM: Construction Management Technology				
COURSE LEVEL: CON 1213 Construction Materials				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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.				
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 .
1	Describe how soil relates to construction. Define Compaction and its applications. Visually classify soils.	80% 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.	100% of students who completed this course correctly described the different types of compaction for different classes of soils. Knowledge and skills were assessed using field performance exams as well as written test.	A plan was put into place to procure soil samples from actual construction sites and then these samples were student tested and compared with actual professional tests.
2	Explain the properties, placement, and tests for Portland cement concrete.	80% 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 who completed this course correctly identified, placed and tested Portland Cement concrete. Knowledge and skills were assessed using field and lab exams as well as written test.	A plan was put into place to perform slump test based on concrete strength requirements, then placing this tested concrete in cylinders for destructive testing after 28 days of curing.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

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 well as written test.	80% of students who completed this course correctly identified the uses of steel as a building component. Knowledge and skills were assessed using lab exams and written test.	A plan was implemented to devote more time to the study of steel as a building component, including having the welding instructor at Pearl River Community College discuss with the class welding and cutting techniques for different varieties of steel.
4	Describe the uses of wood as a building component. Construct using wood as a building component.	80% of students who complete this course will correctly be able to identify and construct using wood building materials. Knowledge and skills will be assessed using lab and field exams as well as written test.	100% of students who completed this course correctly identified and constructed using wood building materials. Knowledge and skills were assessed using lab and field exams as well as written test.	A plan was put into place to include the use of hardwoods as a building material. This included using hardwoods in cabinetry and furniture design.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3	
PROGRAM: Construction Management				
COURSE LEVEL: CON 2123 Construction Cost Estimation				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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.				
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 .
1	Describe the different types of bids in construction and the documents needed for the bidding process.	70% of students who complete this course will correctly be able to describe the different types of construction bids and the documents needed for the bidding process. Knowledge and skills will be assessed using written exams and performance exams.	100% of students who completed this course correctly described the different types of construction bids and the documents needed for the bidding process.	The instructor decided to create a project in which students were to bid on using the correct bid documents.
2	Demonstrate how to conduct quantity takeoffs using actual construction prints.	70% of students who complete this course will correctly be able to demonstrate how to conduct quantity takeoffs using actual construction prints. Knowledge and skills will be assessed using performance exams.	100% of students who completed this course correctly demonstrated how to conduct quantity takeoffs using actual construction prints.	Students will be given the assignment of drawing a set of plans for a building of their choice and conducting a quantity takeoff for every building component in the structure.
3	Explain overhead cost as they relate to the construction industry.	70% of students who complete this course will correctly be able to explain overhead cost as they relate to the construction industry. Knowledge and skills will be assessed using written test.	80% of students who completed this course were able to explain overhead cost as it relates to the construction industry.	Students will be given the assignment of determining the overhead cost for the building that they conceived and conducted a quantity takeoff of.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

4	Explain direct cost of materials, labor, and equipment as it relates to the construction industry.	70% of students who complete this course will correctly be able to explain direct cost of materials, labor, and equipment as it relates to the construction industry. Knowledge and skills will be assessed using written test.	100% of students who completed this course correctly explained direct cost of materials, labor, and equipment as it relates to the construction industry.	Students will be given the assignment of determining the direct cost for the building that they conceived after conducting a quantity takeoff of the building.
---	--	--	---	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3	
PROGRAM: Advanced Construction Technology				
COURSE LEVEL: CON 2413 Construction Safety Standards				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program 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.				
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.				
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 .
1	Locate and Identify OSHA standards. (OSHA-Occupation Safety and Health Administration)	70% of students who complete this course will receive OSHA 30 hour card. Knowledge and skills will be assessed by completing an authorized OSHA 30 hour class, including a written exam.	100% of students who completed this course received OSHA 30 hour card.	The instructor attended an OSHA 502 Update for Construction in July of 2014 in order to continue to keep the student updated on the OSHA standard for Construction.
2	Develop a Safety Policy and Program.	70% of students who complete this course will construct a useable safety policy and procedure program. Knowledge and skills will be assessed by completing a comprehensive safety policy program in writing that can be used for a viable construction company.	100% of students who completed this course constructed a useable safety policy and procedure program.	This class will no longer be offered at Pearl River Community College.
3	Plan and conduct a safety meeting.	70% of students who complete this course will plan and conduct a proper safety meeting. Knowledge and skills will be assessed by performance evaluation.	100% of students who completed this course planned and conducted a proper safety meeting.	This class will no longer be offered at Pearl River Community College.
4	Create and make use of JSA's and	70% of students who complete this course	100% of students who complete this	This class will no longer be offered at Pearl

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	TSA's on a construction job. (JSA-Job Site Analysis, TSA-Task Site Analysis)	will create and make use of JSA's and TSA's on a construction job. Knowledge and skills will be assessed by performance evaluation.	course created and made use of JSA's and TSA's on a construction job.	River Community College.
--	---	---	---	--------------------------

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013 – 2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Automotive Mechanics Technology			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
PURPOSE OF UNIT: To offer a career program, which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.			
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Automotive Mechanics 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 .			
1	Student will demonstrate practical knowledge and skills such as Engine repair, alignment, and electrical diagnosis operations which are necessary for employment in entry level positions in the workforce.	70% of completing students will pass and obtain NATEF certification.	Greater than 70% of completing students did obtain (pass) at least one NATEF certification
2	Students will demonstrate practical skills needed to master diagnostic test equipment.	90% of students must master diagnostic equipment, and must pass hands-on testing in lab shop observation.	More than 90 % of the completing students mastered equipment usage and hands-on shop observation.
			Improved shop tasks (hands-on) to increase level of mastery.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1- 3
PROGRAM: Automotive Mechanics Technology			
COURSE LEVEL: ATT 1124 Basic Electrical			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 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 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?
1	Students will show proficiency in basic electrical.	Testing – 60% will show proficiency in basic electrical on an Automotive Service Excellence Standard (ASE) style chapter test. Also end of semester ase test.	51.8% (14 of 27) showed proficiency in Basic Electrical.
2	Students will demonstrate the ability to repair basic electrical systems.	60% of all students will repair basic electrical systems and evaluation done by observation and ase test results	51.8% (14 of 27) of students have repaired basic electrical problems.
3	Student will perform basic electrical repair.	60% of students must demonstrate the ability to perform basic electrical repair on an exam with ASE questions.	51.8% (14 of 27) of the students have demonstrated the ability to perform basic electrical repair based on an exam.
		USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .	
		The instructors decided to improve more hands-on tasks, for basic electrical service so knowledge gained will increase performance.	
		A need to provide more hands-on tasks, for basic electrical service was realized so knowledge gained will increase performance.	
		After meeting, instructors made a determination to develop more basic electrical service hands-on activities.	

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Automotive Mechanics Technology			
COURSE LEVEL: ATT 1134 Advanced Electrical Electronic Systems			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 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 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 .			
1	Identify and apply advanced electrical principles in the auto shop.	70% of students will display a working knowledge of basic electrical on a standard test and by observation in a shop setting.	83% have displayed knowledge of advanced electrical standards by chapter tests and shop tasks .
2	Explore employment opportunities and responsibilities in the auto electrical field.	70% of all students will explore opportunities and requirements necessary to work in an automotive shop in electrical automotive field.	83% explored advanced electrical skills in the automotive field
3	Know basic electrical skills.	70% of students must demonstrate the ability to identify basic electrical terms.	83% identified electrical terms, using the ASE chapter tests and review questions given through Canvas
			Made a determination to provide additional resources to include ASE style practice questions.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1- 3
PROGRAM: Automotive Mechanics Technology			
COURSE LEVEL: ATT 1315 Manual Drive Trains/Transaxles			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 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 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?
1	The student will perform proper removal procedures of manual transmissions.	80% of students will perform proper removal procedures of manual transmissions as determined by lab observation.	81.8% of students performed proper removal procedures of manual transmissions. 9 out of 11
2	The student will properly remove, replace, and adjust clutch components.	80% of students will properly remove, replace, and adjust clutch components as determined by lab observation.	81.8% of students properly removed, replaced, and adjusted clutch components. 9 out of 11
3	Student will perform engine repair.	60% of students must demonstrate the ability to perform engine repair on the final exam with ASE style questions.	81.8 % demonstrated the ability to perform engine repair on the exam given. 9 out of 11
		USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance).). Make a CHANGE or IMPROVE .	
		Instructors decided to reevaluate assessment criteria and its difficulty increased to provide additional challenge to the students. Provide additional study guides.	
		Changed assessment tool to more challenging format. . Provide additional study guides.	
		Placed more emphasis on diagnosing and repairing of internal transmission problems. . Provide additional study guides.	

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Automotive Mechanics Technology			
COURSE LEVEL: ATT 1424 Engine Performance			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 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 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 .			
1	Student will show proficiency in engine performance ATT 1424.	Testing – 70% will pass the Automotive Service Excellence Standard (ASE) style test.	55% of the Students did pass the ASE test, assignments etc in course. 15 out of 27
2	Student will demonstrate the ability to diagnose and repair engine performance related tasks.	70% of students will diagnose and repair performance problems. Evaluation will occur through observation. And ase test	55% of the students are able to demonstrate the ability to diagnose and repair performance problems. 15 out of 27
3	Student will perform engine performance tasks.	70% of students must demonstrate the ability to perform engine performance tasks on an ASE style test.	55% of the students are able to demonstrate the ability to diagnose and repair performance problems. 15 out of 27

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Automotive Mechanics Technology			
COURSE LEVEL: ATT 1715 Engine Repair			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 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 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?
1	Student will show proficiency in engine repair.	Testing – 70% will pass the Automotive Service Excellence Standard (ASE) style chapter online test.	66.6% of the students passed the ASE online test. 18 out of 27
2	Student will demonstrate the ability to repair engine assembly.	70% of students will repair an engine. Evaluation done by observation of hands-on tasks. And ase test	66.6% of the students did repair an engine. 18 out of 27
3	Student will perform engine repair.	60% of students must demonstrate the ability to perform engine repair on the final exam with ASE style questions.	66.6 % demonstrated the ability to perform engine repair on the exam given. 18 out of 27
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance).). Make a CHANGE or IMPROVE .
			Instructors created an additional study guide.
			A need was determined to provide additional engine repairs.
			It was decided to focus more on ASE tests on engine repair.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s):1, 3, 7	
PROGRAM: Automotive Mechanics Technology				
COURSE LEVEL: ATT 1811 Introduction, Safety, and Employability Skills				
MISSION STATEMENT : Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer a career program, which upon successful completion, will qualify students for entry-level employment in business or industry and/or additional educational opportunities.				
RELATIONSHIP OF 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 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 .
1	Identify and apply safety in the auto shop. Describe how to avoid workplace accidents.	80% of students will display a working knowledge of safety on a standard safety test and by observation in a shop setting.	80% of students achieved a knowledge of safety on the ASE safety test.	Increased emphasis on safety standards,using shop practices
2	Explore employment opportunities and responsibilities.	80% 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.	80% of the students contacted places of employment.	Planned to encourage and demonstrate interview practices throughout semester.
3	Design a resume and complete a job application.	80% of students must demonstrate the ability of writing a resume with emphasis on accuracy of information to be determined by evaluation of resume.	80% or more have written , completed resume .	Instructors decided to place more emphasis on the need for a good resume.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Automotive Mechanics Technology			
COURSE LEVEL: ATT 2325 Automatic Transmissions and Transaxles			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 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 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 .			
1	The student will list the common characters of modern automatic transmissions.	80% of students will correctly list the common characters of modern automatic transmissions as determined by test.	81.8% of students correctly listed the common characters. 9 out of 11
2	The student will properly diagnose common automatic transmission problems.	80% of students will properly diagnose common automatic transmission problems as determined by lab observation and ase test	81.8% of students properly diagnosed common automatic transmission problems. 9 out of 11
3	The student will identify internal codes in modern automatic transmissions.	80% of students will properly identify internal codes in modern automatic transmissions as determined by lab observation and also ase test results.	81.8% of students properly identified internal codes. 9 out of 11

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Automotive Mechanics Technology				
COURSE LEVEL: ATT 2335 Steering and Suspension				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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 .				
1	Explore general suspension and steering diagnosis.	80% of students must display the ability to diagnose and repair suspension and steering concerns in lab. To be determined by observation of student in shop setting.	77% displayed the ability to perform steering and suspension repair in lab. Determined through observation and chapter ase tests.	Decided to use repeated hands-on steering and suspension tasks.
2	Perform standard alignment diagnosis and properly align an automobile.	75% of students must be able to perform a four wheel performing a four wheel alignment. Grade will be determined by observation.	77% have performed an alignment, determined by ASE chapter tests and observation	Realized a need to provide alignment tasks by using a mentor, (sophomore)
3	Explore wheel and tire diagnosis and repair.	85% of all students must define the alignment angles and their effect on steering stability. To be determined by testing using ASE style questions.	77% defined angles, this was determined by Chapter ASE test and review questions.	Determined a need to provide the students additional ASE practice questions.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Automotive Mechanics Technology				
COURSE LEVEL: ATT 2444 Engine Performance III				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 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?
1	The student will perform scan diagnostics on engines.	80% of students will properly perform scan diagnostics on engines as determined by lab observations.	55.5% of students properly performed scan diagnostics on engines as determined by lab observation. 15 of 27 students passed ase test	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE . Increased assessment criteria to provide additional challenge to the students. Provide additional tasks related to diagnostics.
2	The student will conduct preliminary checks on onboard diagnostics gen-2 processors.	80% of students will properly conduct preliminary checks on onboard diagnostics gen-2 processors as determined by lab observation.	55.5% of students properly conducted preliminary checks. 15 of 27 students passed ase test	Updated lecture information regarding processors. The instructor decided to increase the assessment criteria level. . Provide additional tasks related related to gen-2 processors.
3	The student will diagnose and repair related faults.	80% of students will properly diagnose and repair related faults as determined by lab observation.	55.5% of students properly diagnosed and repaired related faults as determined by lab observation. 15 of 27 students passed ase test	Planned to increase assessment criteria to provide additional challenge to the students. Provide additional tasks related to potential repairs.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 2, 6		
PROGRAM: Brick, Block and Stonemasonry				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer a career program, which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.				
RELATIONSHIP OF 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). Make a CHANGE or IMPROVE .
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.	80% of the graduating students demonstrated practical knowledge and skills which are necessary for employment in entry level positions which were assessed by means of final exams and instructor observation.	The instructor decided to stress more lab instruction in an effort to improve student learning.
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.	80% of students acquired fundamental skills associated with brick, block, and stone masonry as determined by final exams in the pertinent areas.	The instructor decided to allow the student more lab time in regards to brick laying techniques.
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.	70% of completers found employment in related workforce as determined by job placement follow-up.	The instructor decided to work with different services offered on campus in an effort to improve student employability skills.
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	A minimum of 90% of all students enrolled in the Brick, Block and Stone Masonry program successfully completed the student learning outcomes for the	The instructor decided to work more on some individual competencies in order to improve student graduation rate.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

	<p>courses.</p> <p>It should be noted that 2010-2011 student learning outcomes will continue to be assessed. The following student learning outcomes will be among those included for assessment during the 2013-2014 school year:</p> <p>The student will demonstrate the ability to read a carpenter's rule to 1/16th accuracy.</p> <p>The student will demonstrate the ability to estimate blocks, bricks, mortar and sand for a specific job.</p> <p>The student will demonstrate the ability to estimate miscellaneous materials for a masonry construction project.</p> <p>The student will demonstrate the ability to mix mortar to specifications (hand & machine)</p>	<p>selected courses.</p> <p>It should be noted that 2010-2011 student learning outcomes will continue to be assessed. The following student learning outcomes will be among those included for assessment during the 2014-2015 school year:</p> <p>The student demonstrated the ability to read a carpenter's rule to 1/16th accuracy.</p> <p>The student demonstrated the ability to estimate blocks, bricks, mortar and sand for a specific job.</p> <p>The student demonstrated the ability to estimate miscellaneous materials for a masonry construction project.</p> <p>The student demonstrated the ability to mix mortar to specifications (hand & machine)</p>	
--	---	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Brick, Block, and Stonemasonry				
COURSE LEVEL: BBV 1115 Brick and Block Laying				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 – 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 .				
1	The student will demonstrate the ability to establish, build and erect corner leads.	70% of students who successfully complete this course will establish, build and erect corner leads to instructor specifications.	75% of students met the skill attainment goal.	Instructor has planned for students practice procedures to perform tuck pointing.
2	The student will demonstrate the ability to lay brick/block to line.	70% of students who successfully complete this course will lay brick/block to line according to instructor's specifications.	100% of my students completed this course	Instructor decided to have students apply procedures to establish, build, and erect corner leads
3	The student will demonstrate the ability to set closures on a masonry course.	70% of students who successfully complete this course will set closures of brick/block on a masonry course according to instructor's specifications.	Due to the hands-on approach there was a 100% retention rate.	By improving some of the technology used, instruction and retention will stay at 100%

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s):1, 3, 7		
PROGRAM: Brick, Block, and Stonemasonry				
COURSE LEVEL: BBV 1215 Masonry Construction				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	
USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .				
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 completers were able to mix mortar by hand and machine.	Instructor is planning to continue stressing the difference between type N Mortar and type S mortar.
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.	90% of completers were able to install reinforcement to instructor's specifications.	Instructor is planning to continue stressing the difference in reinforcement fiber and steel .
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 completers were able to set up a safe and efficient work area.	Instructor Is planning to continue stressing the importance of safety .
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 completers were able to prepare mortar for stone masonry project according to instructor's specifications.	It was planned to continue stressing importance and difference of mortar for stone from brick and block.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Brick, Block, and Stonemasonry				
COURSE LEVEL: BBV 1223 Blueprint Reading and Estimating				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	
USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .				
1	The student will demonstrate the ability to read a carpenter's rule to 1/16 th accuracy.	70% of students who successfully complete this course will read a carpenters rule to 1/16 th accuracy according to instructor's specifications.	73% of students successfully learn to read a carpenter rule to 1/16"accuracy	Planned to continue stressing importance of tape reading skills.
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.	75% learn to read foundation plan according to the instructor specifications.	Instructor made a decision to continue using NCCER material for training.
3	The student will demonstrate the ability to estimate blocks, 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.	80% learn to estimate Blocks, bricks, mortar and sand according to instruction.	Instructor decided to utilize NCCER training material to upgrade instruction.
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.	75% of students successfully learn how estimate miscellaneous materials for a masonry project.	Instructor planned to integrate NCCER with other resources to teach estimating.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Brick, Block, and Stone Masonry				
COURSE LEVEL: BBV 1313 Tools, Equipment, and Safety				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Welding and Cutting 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 .
1	The student will be able to identify and use masonry tools and equipment.	70% of completers will demonstrate the ability to properly use masonry tools and equipment with evaluation by instructor.	100% of completers where able to successfully use masonry tools and equipment.	Instructor is planning to stress the importance of learning the use of hand stools and equipment.
2	The student will be able to explain safe work practices for the masonry shop and job site.	70% of completers will be able to explain safe work practices for the masonry shop and job site according to Occupational Safety and Health Administration (OSHA) and Environmental Protection Agency (EPA) regulations with evaluation by instructor.	75% passed the examination on safe work practices for the masonry shop and job site	Instructor decided to implement more ways of teaching the safe work practices, and have a student to demonstrate them.
3	The student will be able to demonstrate the ability to care for the tools and equipment in the masonry shop.	70% of completers will demonstrate proper care for masonry tools and equipment in the shop with evaluation by instructor.	100% of completers were able to demonstrate care for equipment properly	Instructor is planning to stress the importance of caring for hand tools and equipment.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Brick, Block, and Stone Masonry					
COURSE LEVEL: BBV 1425 Advanced Block Laying					
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.					
STRATEGIC GOALS:					
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.					
2. To provide quality student services.					
3. To provide access to college courses and programs using various instructional methods, including distance education.					
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.					
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.					
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.					
7. To recruit and retain students from a diverse population.					
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.					
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 Welding and Cutting 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?	
1 The student will demonstrate safety procedures for layout and construction of block columns, piers, and various walls.		70% of completers will demonstrate proper safety procedures for layout and constructions of block columns, piers, and various walls with evaluations by the instructor.		100% of students passed the examination of demonstrating safety procedures.	
2 The student will describe and perform procedures to layout and construct block columns.		70% of completers will be able to describe and perform procedures to layout and construct block columns to instructor specifications with instructor evaluation.		90% of students successfully performed the procedures to construct block columns with specifications by instructor.	
3 The student will explain and apply procedures to lay out hollow block pier.		70% of completers will demonstrate the ability to lay out a hollow block pier to instructor specifications with evaluation by instructor.		70% of students demonstrated the ability to apply procedures to lay out hollow block pier.	
				USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .	
				The instructor decided to continue to stress the importance of safety procedures in the class and workplace.	
				Instructor planned an updated and further discussion and practice procedures to construct block wall with pilasters to specifications.	
				Decided to further outline and use procedures to lay out a hollow block pier.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Brick, Block, and Stone Masonry				
COURSE LEVEL: BBV 1525 Advanced Brick Laying				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Welding and Cutting 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 .
1	The student will demonstrate safety procedures for layout and construction of brick columns, piers, and various walls.	70% of completers will demonstrate proper safety procedures for layout and constructions of brick columns, piers, and various walls with evaluations by the instructor.	100% of students were able to demonstrate proper safety procedures for layout and construction of brick columns, piers, and various walls that were evaluated by the instructor.	Instructor planned to describe and perform procedures to layout and construct columns to specifications.
2	The student will describe and perform procedures to layout and construct brick columns.	70% of completers will be able to describe and perform procedures to layout and construct brick columns to instructor specifications with instructor evaluation.	100% of completers were able to layout and construct brick columns.	Instructor planned to provide greater detail in describing and completing procedures with students to construct brick columns to specifications.
3	The student will explain and apply procedures to lay out hollow brick pier.	70% of completers will demonstrate the ability to lay out a hollow brick pier to instructor specifications with evaluation by instructor.	100% of completers were successfully able to lay out a hollow brick pier with instructor specifications.	Updated procedures for laying a hollow block pier will be explained to specifications.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Brick, Block, and Stonemasonry				
COURSE LEVEL: BBV 1623 Chimney and Fireplace Construction				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1	The student will utilize safety procedures to lay out and construct fireplaces and chimneys.	70% of students who successfully complete this course will be able to lay out and construct fireplaces and chimneys with evaluations by the instructor.	90% of students were able to construct fireplaces and chimneys	Instructors decided to more clearly explain safety procedures to lay out and construct fireplaces and chimneys.
2	The student will be able to describe and perform procedures to construct chimneys with mantel and hearth to specifications.	70% of students who successfully complete this course will perform procedures to construct chimneys with mantel and hearth with evaluations by the instructor.	90% of students were able to construct chimneys with mantel and hearth with evaluations by the instructor	Instructor planned to enhance performance demonstration to students for constructing fireplaces with mantel and hearth.
3	The student will explain and apply procedures to construct chimneys to specifications	70% of students who successfully complete this course will apply procedures to construct fireplaces or chimneys for a specific project with evaluations by the instructor.	90% of students were able to apply procedures pertaining to the construction of fireplaces and chimneys while being evaluated by the instructor.	Decided to more clearly explain and apply procedures to construct fireplaces and chimneys to specifications.
4	The student will follow procedures for refractory masonry. Layout, prepare, and demonstrate procedures for layout using refractory materials.	70% of students who successfully complete this course will estimate refractory materials for a masonry construction project with evaluations by the instructor.	100% of students were able to correctly estimate refractory materials for masonry construction.	Instructor decided to more thoroughly explain and demonstrate the layout and the use of refractory materials.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Brick, Block, and Stonemasonry				
COURSE LEVEL: BBV 1723 Arch Construction				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 – 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 .
1	The student will gain advanced experiences in layout and construction of arches	70% of students who successfully complete this course will establish layout and construction of arches to instructor specifications.	100% of students who completed this course established layouts and constructed arches to instructor's rubric.	Instructor designed the techniques of dry bond in developing arches to include cutting and shaping of arch techniques.
2	The student will describe and explain the history and development of arches.	70% of students who successfully complete this course will describe the different types of arches to instructor's specifications.	100% of students passed the given examination testing students' knowledge of arches.	Instructor planned to explain in more depth the history and necessity of arches in the masonry field.
3	The student will be able to explain the techniques utilized in developing arches to include cutting and shaping of various masonry units.	70% of students who successfully complete this course will develop the ability to build brick and stone arches according to instructor's specifications.	100% of students have demonstrated proper cutting and shaping techniques.	The instructor created more effective techniques of cutting and shaping the various masonry units.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Brick, Block, and Stonemasonry				
COURSE LEVEL: BBV 1823 Steps, Patios, and Brick Floors				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer a technical 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 – 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 .
1	The student will demonstrate the ability to construct steps, using a framing square with 2 and 4 foot levels	70% of students who successfully complete this course will establish and build brick steps.	100% of students were able to build brick steps to instructors specifications	Instructor is planning to use various types of steps and patterns used in constructing steps.
2	The student will demonstrate the ability to construct patios by laying a brick guideline.	70% of students who successfully complete this course will successfully build brick patios by guideline.	100% of students were able to build a brick patio by the guidelines provided.	Instructor is planning to enforce the students' knowledge of patio guidelines.
3	The student will demonstrate the ability to construct brick floors using different patterns such as a “running bun”, “basket weave”, or “herring bone”.	70% of students who successfully complete this course will be able to construct brick flooring.	100% of students were able to construct brick flooring.	Instructor is planning specify and various bond patterns used in constructing brick floors.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology				Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Electrical Technology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Electrical Technology to students within the PRCC district.				
	PROGRAM OUTCOMES- Broad description of 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). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1	To instruct students through curricula which have been created by the combined efforts of the Research and Curriculum Unit at Mississippi State University, Mississippi Department of Education, Vocational-Technical Division, and instructors from all programs in the State.	60% of students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce as determined by c-pas exam.	60% of students demonstrated practical knowledge and skills which are necessary for employment in entry level positions in the workforce as determined by c-pas exam.	It was decided more emphasis will be placed on practical knowledge and skills which are necessary for employment in entry-level positions in the electrical field,also c-pas revision are planned that will make it more applicable to our students .
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 residential, light commercial and industrial wiring, as determined by final exams in the pertinent areas.	80% of students acquired fundamental skills associated with residential, light commercial and industrial wiring as determined by final exams in the pertinent areas.	It was decided to continue emphasizing and implementing new fundamental skills associated with residential, light commercial and industrial wiring in pertinent areas.
3	To provide an individual the ability to find employment in a related workforce.	50% of completers will find employment in related workforce as determined by job placement follow up.	65% of completers found employment in related workforce as determined by job placement follow up.	It was decided to continue to maintain working relationships with local industry.
4	To retain students in the electrical program.	85% of students enrolled in the electrical program will be retained until graduation.	80% of students enrolled in the electrical program were retained until graduation.	It was decided to increase counseling with at-risk students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Electrical Technology				
COURSE LEVEL: ELT 1144 AC/DC Circuits				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Business and Commerce 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 –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 .
1	Analyze and evaluate the relationship between volts, current, resistance, and power in a series circuit.	70% of the students will be able to state the relationship between volts, current, resistance, and power in a series circuit. This will be done by a paper test.	100%of the students tested passed the test.	Though successful, it was decided that there is still improvements to be made in individual scores. Steps will be incorporated to achieve higher test scores
2	Analyze and evaluate the relationship between volts, current, resistance, and power in a parallel circuit.	70% of the students will correctly describe the relationship between volts, current, resistance, and power in a parallel circuit. This will be done by a paper test.	95% of students tested were able to successfully evaluate all the relationships.	It was decided that more time needs to be spent on this subject matter to improve test results.
3	Demonstrate the proper use of and read electrical values using a multi-meter.	70% of the students will successfully be able to use multi-meter equipment properly. This will be accomplished by a practical.	100% of the students successfully demonstrated how to use a multi-meter	Though successful, it was decided that there is still improvements to be made in individual scores. Steps will be incorporated to achieve higher test scores
4	Determine the change in value of voltage, current, and impedance from one side of a transformer to the other.	70% of the students will compute the correct changes of transformer values. This will be done by a written test.	90% of the students were able to correctly determine the change in values from one side of the transformer to the other	It was decided that more time needs to be spent on this subject matter to improve test results.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Electrical Technology				
COURSE LEVEL: ELT 1192 Fundamentals of Electricity				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Business and Commerce 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 –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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Read a tape measure and an architectural scale.	70% of the students will be able to read these measuring instruments. This will be done by a practical exam.	100% of the students successfully passed the practical exam.	Though the results indicate all were successful in passing the exam, it was decided that this instructor will incorporate new techniques as to try to raise the individual scores for each student
2	Perform the mathematical manipulations of numbers expressed in engineering notations.	70% of the students will correctly transpose the numbers. This will be accomplished by a paper exam.	100% of the students were able pass the exam.	Though the results indicate all were successful in passing the exam, it was decided that this instructor will incorporate new techniques as to try to raise the individual scores for each student
3	Solve for unknown voltage, current, resistance, and power values using Ohm's Law.	70% of the students will successfully be able to solve these problems. This will be done by a paper test.	100% of the students tested passed the exam.	Though the results indicate all were successful in passing the exam, it was decided that this instructor will incorporate new techniques as to try to raise the individual scores for each student
4	Identify overcurrent safety devices, load centers, and safety switches.	70% will correctly identify the correct overcurrent safety devices, load centers, and safety switch items. This will be done by a visual practical exam.	100% of the students were visually able to identify the various types of switch gear.	Though the results indicate all were successful in passing the exam, it was decided that this instructor will incorporate new techniques as to try to raise the individual scores for each student

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s):1, 3, 7	
PROGRAM: Electrical Technology				
COURSE LEVEL: ELT 1213 Electrical Power				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 –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 .
1	The student will list characteristics of different lighting systems.	70% of students will list characteristics of lighting systems as determined by final exam.	80% of students listed characteristics of lighting systems as determined by final exam.	It was decided the difficulty of the assessment criteria will be changed to provide additional challenge to the students.
2	The student will explain characteristics of common transformer banks.	70% of students will properly explain characteristics of common transformer banks as determined by final exam.	72% of students properly explained characteristics of common transformer banks as determined by final exam.	It was decided the difficulty of the assessment criteria will be changed to provide additional challenge to the students.
3	The student will list commonly used electrical hardware.	70% of students will properly list common electrical hardware as determined by final exam.	75% of students properly listed common electrical hardware as determined by final exam.	It was decided the difficulty of the assessment criteria will be changed to provide additional challenge to the students.
4	The student will properly wire HID and fluorescent ballasts.	70% of students will properly wire HID and fluorescent ballasts as determined by final exam.	68% of students properly wired HID and fluorescent ballasts as determined by final exam.	It was decided more emphasis will be put on ballast wiring.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Electrical Technology				
COURSE LEVEL: ELT 1223 Motor Maintenance				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 –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?
1	The student will identify diagrams of the 8 common motors discussed in class.	70% of students will correctly identify diagrams of motors discussed as determined by test.	65% of students did correctly identify diagrams of motors discussed as determined by test.	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE . It was decided that more emphases will be placed on diagram identification.
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.	86% of students did correctly identify motors by their external appearance as determined by final exam.	It was decided that a larger verity of different motors will be used.
3	The student will list the characteristics of motors studied in class.	70% of students will correctly list motor characteristics as determined by chapter test.	65% of students did correctly list motor characteristics as determined by chapter test.	It was decided that more time will be spent on motor characteristics.
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.	75% of students did correctly identify internal parts of motors as determined by final exam.	It was decided that assessments criteria percent will be raised to 80.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Electrical Technology				
COURSE LEVEL: ELT 1263 Blueprint Reading; Planning the Residential Installation				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 –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 .
1	The student will identify and explain the meaning standard electrical symbols used on residential prints.	70% of the students will correctly will identify and explain the meaning standard electrical symbols used on residential prints, as determined by test.	90% of the students did correctly will identify and explain the meaning standard electrical symbols used on residential prints, as determined by test.	It was decided that the difficulty of the assessment will be increased to increase the challenge to the student.
2	Will identify different lines used on prints.	70% of the students will correctly identify different lines used on prints, as determined by test.	85% of the students did correctly identify different lines used on prints, as determined by test.	It was decided that the difficulty of the assessment will be increased to increase the challenge to the student.
3	Find the inside and outside dimensions on a residential print.	70% of students will correctly determine the inside and outside dimensions on a residential print, as determined by final exam.	69% of students did correctly determine the inside and outside dimensions on a residential print, as determined by final exam.	It was decided additional time will be spent on print dimensions.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Electrical Technology				
COURSE LEVEL: ELT 1413 Motor Control				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 –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 .
1	The student will; Draw and wire a 2-wire control circuit.	70% of the students will correctly draw and wire a 2-wire control circuit as determined by lab practical.	80% of the students did correctly draw and wire a 2-wire control circuit as determined by lab practical.	It was decided that students will be required to draw and wire a 2-wire circuit with their non-dominant hand.
2	Draw and wire a 3- wire control circuit.	70% of students will correctly draw and wire a 3-wire control circuit as determined by lab practical.	82% of students did correctly draw and wire a 3-wire control circuit as determined by lab practical	It was decided that students will be required to draw and wire a 3-wire circuit with their non-dominant hand.
3	Identify the parts of a motor starter.	70% of students will correctly identify the parts of a motor starter as determined by lab practical.	90% of students did correctly identify the parts of a motor starter as determined by lab practical	It was decided to included different brands of motor starters to identify parts on.
4	Explain the function and name the parts of a control relay.	70% of students will correctly explain the function and name the parts of a control relay determined by lab practical.	80% of students did correctly explain the function and name the parts of a control relay determined by lab practical	It was decided to require more explanation of the function of parts on control relays.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s):1, 3, 7	
PROGRAM: Electrical Technology				
COURSE LEVEL: ELT 2424 Solid State Motor Control (SSMC)				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 –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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	The student will explain the characteristics of an electro-mechanical relay (EMR).	70% of students will correctly explain the characteristics of an electro-mechanical relay (EMR).	82% of students did correctly explain the characteristics of an electro-mechanical relay (EMR).	It was decided that more characteristics will be added to the assessment criteria.
2	The student will explain the characteristics of a solid state relay SSR.	70% of students will correctly explain the characteristics of a solid state relay SSR.	80% of students did correctly explain the characteristics of a solid state relay SSR.	It was decided that more characteristics will be added to the assessment criteria.
3	The student will identify the parts of a variable frequency drive (VFD).	70% of students will correctly identify the parts of a variable frequency drive (VFD).	65% of students did correctly identify the parts of a variable frequency drive (VFD)	It was decided that more emphasis will be placed on VFDs.
4	The student will program or change parameters on a VFD.	70% of students will correctly program or change parameters on a VFD.	64% of students did correctly program or change parameters on a VFD.	It was decided that more emphasis will be placed on VFDs.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s):1, 3, 7	
PROGRAM: Electrical Technology				
COURSE LEVEL: ELT 2613 Programmable Logic Controllers				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 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 –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 .
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.	77% of students did correctly draw 2 and 3 wire ladder logic as determined by test	It was decided that the difficulty of the assessment will be increased to present more challenge to the student.
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.	80% of students did correctly define discrete and analog I.O.s as determined by test.	It was decided that the difficulty of the assessment will be increased to increase the challenge to the student
3	The student will identify components of PLCs.	70% of students will correctly identify components of PLCs as determined by test.	80% of students did correctly identify components of PLCs as determined by test.	It was decided that more components will be added to challenge the student more.
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.	85% of students did correctly program internal and discrete instructions as determined by required class projects.	It was decided that the difficulty of the assessment will be increased to increase the challenge to the student

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Heating, Air Conditioning, Refrigeration			
COURSE LEVEL: ACT 1213 Controls			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
PURPOSE OF UNIT: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.			
RELATIONSHIP OF 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 –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?
1	Student will describe/explain operation of heat pump controls.	75% of students correctly will correctly describe/explain operation of heat pump controls. Students will demonstrate this ability through testing in presence of instructor.	70% of students correctly did correctly describe/explain operation of heat pump controls. Students will demonstrate this ability through testing in presence of instructor.
2	Student will describe/explain how energy management controls are used.	75% of Students will correctly describe/explain how energy management controls are used. Students will demonstrate this ability through testing in presence of instructor.	85% of Students will correctly describe/explain how energy management controls are used. Students will demonstrate this ability through testing in presence of instructor.
3	Student will describe and demonstrate how to trouble shoot heat pump defrost controls.	75% of Student will correctly describe and demonstrate how to trouble shoot heat pump defrost controls. Students will demonstrate this	85% of Student did correctly describe and demonstrate how to trouble shoot heat pump defrost controls. Students
		USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .	
		.It was decided to spend more time on assessment criterea	
		It was decided to make assessment criteria more challenging	
		It was decided to make assessment criteria more challenging	

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		ability through testing in presence of instructor.	will demonstrate this ability through testing in presence of instructor.	
4	Student will safely install gas controls.	75% Student will correctly install gas control valves of residential heating units. Students will demonstrate this ability through testing in presence of instructor.	80% Student did correctly install gas control valves of residential heating units. Students will demonstrate this ability through testing in presence of instructor.	It was decided to make assessment criteria more challenging

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Heating, Air Conditioning, and Refrigeration			
COURSE LEVEL: ACT 1813 Professional Service Procedures			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
PURPOSE OF UNIT: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.			
RELATIONSHIP OF 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 –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 <u>CHANGE</u> or <u>IMPROVE</u> .
1 Student will describe/explain customer and employer relations and communications.	70% of students will correctly describe/explain customer and employer relations and communications. Students will demonstrate this ability through testing in presence of instructor.	75% of students did correctly describe/explain customer and employer relations and communications. Students will demonstrate this ability through testing in presence of instructor.	It was decided to make assessment criteria more challenging
2 Students will perform customer and employer relations/communications activities.	70% of students will correctly perform customer and employer relations/communications activities. Students will demonstrate this ability through testing in presence of instructor.	80% of students did correctly perform customer and employer relations/communications activities. Students will demonstrate this ability through testing in presence of instructor.	It was decided to make assessment criteria more challenging
3 Students will complete a resume, an application, an interview.	80% of students will correctly complete a resume, an application, an interview. Students will demonstrate this ability through testing in presence of instructor.	85% of students did correctly complete a resume, an application, an interview. Students will demonstrate this ability through testing in presence of instructor.	It was decided to make assessment criteria more challenging

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Heating, Air Conditioning, Refrigeration Technology				
COURSE LEVEL: ACT 2324 Commercial Refrigeration				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.				
RELATIONSHIP OF 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 –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 .
1	Student will describe/explain the difference among medium, low and ultra- low temperature storage systems.	75% of students will describe/explain the difference among medium, low and ultra- low temperature storage systems. Students will demonstrate this ability through testing in presence of instructor.	85% of students did describe/explain the difference among medium, low and ultra- low temperature storage systems. Students will demonstrate this ability through testing in presence of instructor.	It was decided to make assessment more challenging
2	Student will describe/explain the operation of various types of ice makers and different methods of harvest.	75% of students will describe/explain the operation of various types of ice makers and different methods of harvest. Students will demonstrate this ability through testing in presence of instructor.	80% of students did describe/explain the operation of various types of ice makers and different methods of harvest. Students will demonstrate this ability through testing in presence of instructor.	It was decided to make assessment more challenging
3	The student will explain the operation of various types of chillers.	75% of students will explain the operation of various types of chillers. Students will demonstrate this ability through testing in presence of instructor.	70% of students did explain the operation of various types of chillers. Students will demonstrate this ability through testing in presence of instructor.	.It was decided to spend more time on various types of chillers

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

4	The student will identify capacity of compressors according to manufacturer's specifications	75% of students will identify capacity of compressors according to manufacturer's specifications. Students will demonstrate this ability through testing in presence of instructor.	80% of students did identify capacity of compressors according to manufacturer's specifications. Students will demonstrate this ability through testing in presence of instructor.	It was decided to make assessment more challenging
---	--	---	--	--

**Pearl River Community College Assessment
2013-2014**

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Heating, Air Conditioning, Refrigeration Technology				
COURSE LEVEL: ACT 2513 Heating Systems				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer a career and technical program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.				
RELATIONSHIP OF 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 –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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Student will explain the operation of various types of heating systems.	75% of students will correctly explain the operation of various types of heating systems. Students will demonstrate this ability through practical lab examinations in presence of instructor.	80% of students did correctly explain the operation of various types of heating systems. Students will demonstrate this ability through practical lab examinations in presence of instructor.	It was decided to make testing criteria more challenging to students
2	Students will identify and perform basic maintenance and repair of fossil fuel systems.	70% of students will correctly identify and perform basic maintenance and repair of fossil fuel systems. Students will demonstrate this ability through testing in presence of instructor.	68% of students have correctly identified and performed basic maintenance and repair of fossil fuel systems. Students will demonstrate this ability through testing in presence of instructor.	It was decided to spend more time on fossil fuel systems to increase student proficiency rates
3	Students will identify different types of humidifiers.	70% of students will correctly identify different types of humidifiers in presence of instructor.	75% of students did correctly identify different types of humidifiers in presence of instructor.	It was decided that more time would be spent on humidifiers for industry based knowledge
4	Student will troubleshoot basic electrical problems in an electric furnace.	75% will correctly troubleshoot basic electrical problems in an electric furnace.in the presence of the instructor.	80% did correctly troubleshoot basic electrical problems in an electric furnace.in the presence of the instructor.	It was decided that more time will be spent on troubleshooting an electric furnace

**Pearl River Community College Assessment
2013-2014**

5	Student will describe and demonstrate working with proper personal protective equipment.	100% of students will correctly describe and demonstrate working with proper personal protective equipment. Students will demonstrate this ability through practical lab examinations in presence of instructor.	100% of students did correctly describe and demonstrate working with proper personal protective equipment. Students will demonstrate this ability through practical lab examinations in presence of instructor.	It was decided to include more PPE for students to work with

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Precision Manufacturing and Machining Technology			
COURSE LEVEL: MST 1115 Power Machinery I			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Training 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 –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 .
1 The student will demonstrate the ability to Identify, discuss, and test Safety procedures.	70% of students who complete this course will make 100% on Power Machinery Safety Examination.	100% of students who completed this course made 100% on Power Machinery Safety Examination.	The instructor implemented the use of more PowerPoint and videos.
2 The student will demonstrate the ability to perform Layout operations to specifications.	70 % of students who complete this course will correctly perform a layout operation according to NIMS Layout Project specifications.	95% of students who completed this course correctly performed a layout operation according to NIMS Layout Project specifications.	The instructor demonstrated proper performance of how to layout a project to teach students.
3 The student will demonstrate the ability to perform a tapping operation to specifications.	70% of students who complete this course will correctly perform a tapping operation to NIMS Drill Press Project specifications.	95% of students who completed this course correctly performed a tapping operation to NIMS Drill Press Project specifications	The instructor created sample projects for students to practice on.
4 The student will demonstrate the ability to perform measurements with precision instruments.	70% of students who complete of this course will correctly use Precision Measurement Instruments according to NIMS Measurement Test Examination.	95% of students who completed of this course correctly used Precision Measurement Instruments according to NIMS Measurement Test Examination.	More information about measuring instruments was given to students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Precision Manufacturing and Machining Technology				
COURSE LEVEL: MST 1313 Advanced Shop Mathematics				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Training 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 –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 .
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.	100% of students who completed this course solved trigonometric functions according to NIMS Measurement Exam.	The instructor added Triangle problem solving to Skills Tudor.
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.	100% of students who completed this course solved trigonometric functions according to NIMS Measurement Exam.	The instructor created practice test in Skills Tudor for circle and problem solving.
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.	100% of students who completed this course solved trigonometric functions according to NIMS Measurement Exam.	Students were instructed by Skills Tudor for help with Geometric problem solving.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Precision Manufacturing and Machining Technology			
COURSE LEVEL: MST 1613 Precision Layout			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Precision Manufacturing and Machining 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?
1	The student will demonstrate the ability to Identify, discuss, and test Precision Layout Safety procedures.	70% of students who complete this course will pass the Precision Layout Safety Exam.	100% of students who completed this course passed the Precision Layout Safety Exam.
2	The student will demonstrate the ability to perform Layout operations to specifications.	70 % of students who complete this course will correctly create a layout project according to National Institute of Metalworking Skills (NIMS) layout Project specifications.	100% of students who completed this course correctly created a layout project according to National Institute of Metalworking Skills (NIMS) layout Project specifications.
3	The student will demonstrate the ability to perform precision measurements to specifications.	70% of students who complete this course will correctly perform precision measurements to NIMS Project specifications.	100% of students who completed this course correctly performed precision measurements to NIMS Project specifications.
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
			The instructor utilized multiple visual examples to teach proper techniques in layout.
			The instructor created multiple practice layout projects.
			The instructor worked with each student individually in order to determine the students knowledge of the use of precision instruments.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3 ,7
PROGRAM: Precision Manufacturing and Machining Technology			
COURSE LEVEL: MST 2135 Power Machinery III			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Precision Manufacturing and Machining 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 .			
1	The student will demonstrate the ability to Identify, discuss, and test Safety procedures.	70% of students who complete this course will make 100% on Power Machinery Safety Examination.	100% of students who completed this course made 100% on Power Machinery Safety Examination.
2	The student will demonstrate the ability to perform Lathe operations to specifications.	70 % of students who complete this course will correctly perform a lathe operation according to National Institute of Metalworking Skills (NIMS) Lathe Project specifications.	100% of students who completed this course correctly performed a lathe operation according to National Institute of Metalworking Skills (NIMS) Lathe Project specifications.
3	The student will demonstrate the ability to perform a Milling operation to specifications.	70% of students who complete this course will correctly perform a Milling operation to NIMS Milling Machine Project specifications.	100% of students who completed this course correctly performed a Milling operation to NIMS Milling Machine Project specifications.
4	The student will demonstrate the ability to perform grinding operations with surface grinder instruments.	70% of students who complete of this course will correctly use a surface grinder according to NIMS grinder Test Examination.	100% of students who completed of this course correctly used a surface grinder according to NIMS grinder Test Examination.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Precision Manufacturing and Machining Technology			
COURSE LEVEL: MST 2714 Computer Numerical Control I			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Precision Manufacturing and Machining 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 .			
1	The student will demonstrate the ability to Identify, discuss, and test CNC Safety procedures.	70% of students who complete this course will pass the CNC I Safety Exam.	100% of students who completed this course passed the CNC I Safety Exam.
2	The student will demonstrate the ability to perform Programming operations to specifications.	70 % of students who complete this course will correctly create a CNC program according to National Institute of Metalworking Skills (NIMS) CNC Project specifications.	100% of students who completed this course correctly created a CNC program according to National Institute of Metalworking Skills (NIMS) CNC Project specifications.
3	The student will demonstrate the ability to perform turning operations to specifications on a CNC turning center.	70% of students who complete this course will correctly perform a Turning operation to NIMS CNC turning Project specifications.	100% of students who completed this course correctly performed a Turning operation to NIMS CNC turning Project specifications.
4	The student will demonstrate the ability to perform milling operations to specifications on a CNC milling center.	70% of students who complete of this course will correctly program a CNC Mill according to NIMS Milling Test Examination.	100% of students who completed of this course correctly programmed a CNC Mill according to NIMS Milling Test Examination.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Precision Manufacturing and Machining Technology			
COURSE LEVEL: MST 2923 Supervised Work Experience			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Training 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 –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 .
1 The student will demonstrate the ability to apply skills needed to be a viable member of the workforce.	80% of students who complete this course will make 100% on supervised work experience employer evaluation.	100% of students who completed this course made 100% on supervised work experience employer evaluation.	The instructor reinforced the importance of students to take pride in their work and job by using examples and testimony from those in industry.
2 The student will practice human relationship skills in supervised work experience.	80 % of students who complete this course will correctly perform efficient human relation skills in the work place.	100 % of students who completed this course correctly performed efficient human relation skills in the work place.	The instructor reinforced the importance of students leadership abilities and that leadership sometimes means following.
3 The student practice positive work habits, responsibilities, and ethics.	80% of students who complete this course will correctly perform the ability demonstrate promptness, responsibility, and ethical behavior.	100% of students who completed this course correctly performed the ability demonstrate promptness, responsibility, and ethical behavior.	The instructor utilized video examples of positive work habits, responsibilities and ethics in the work place.
4 The student will develop written occupational objectives.	80% of students who complete of this course will correctly use supervised work experience objectives.	100% of students who completed this course correctly used supervised work experience objectives.	The instructor stressed the importance of setting goals and achieving small victories.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013 – 2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
PROGRAM: Welding and Cutting Technology			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
PURPOSE OF UNIT: To offer a career program which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.			
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide industry based training in Welding 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 –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?
1	Students will demonstrate the skills with basic welding and cutting equipment needed to be employed in the field of welding so as to graduate.	We will strive to have 30 or more students enrolled, with at least a 75% retention/completion/graduation rate. 80% of students will pass welding tests in lab with instructor supervision. 80% of completers will attain employment in the metal fields.	Prcc final total enrollment in welding was 52; Poplarville – 27, H-Burg – 13, Hancock – 12. Overall Retention – 81% Overall Completion – 81% Overall Graduation – 79% Overall placement – 77%
2	Students will demonstrate practical skills needed to master SMAW welding machines.	Students will be tested in lab with instructor supervision with 80% of students passing to AWS D1.1, ASME Section 9,or Huntington-Ingalls Shipbuilding Navy Codes and Specifications.	45 of 52 students passed tests to AWS D1.1/ASME Section 9/Ingalls Navy standards under instructor supervision using SMAW process. 87%
3	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.	47 of 52 students passed tests to AWS D1.1/ASME Section 9/Ingalls Navy standards under instructor supervision using GMAW/FCAW process. 90%
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
			Instructors decided to continue inviting outside industry representatives to speak to classes from the beginning of and throughout school year to encourage students to complete and know the job opportunities.
			Instructors decided to continue stressing the need of practice in lab for skill attainment.
			Instructors decided to incorporate other industry standards that are used across the country.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Welding and Cutting Technology			
COURSE LEVEL: WLW 1116 Shielded Metal Arc Welding I			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Welding and Cutting 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 .			
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.	52 of 52 students made 100 on the SMAW safety exam. 100%
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.	46 of 52 performed fillet and groove welds on plain carbon steel performance test. 88%
3	The student will be able to perform vertical groove(3G) and overhead groove (4G) 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.	41 of 52 performed 3G and 4G qualification test according to AWS D1.1 welding code. 75%

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Welding and Cutting Technology			
COURSE LEVEL: WLV 1124 Gas Metal Arc Welding (GMAW)			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Welding and Cutting 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?
1	The student will demonstrate the ability to identify, discuss and test safety procedures pertaining to GMAW.	70% of students who complete this course will make 100% on GMAW safety exam.	47 of 47 students made 100 on GMAW safety exam. 100%
2	The student will demonstrate the ability to make fillet and groove welds on plain carbon steel.	70 % of students who complete course will demonstrate the ability to perform fillet and groove welds on steel plate by performance tests.	40 of 47 students demonstrated the ability to perform fillet and groove welds in steel plate. 85%
3	The student will demonstrate the ability to perform vertical groove (3G) and overhead groove (4G) limited thickness qualification tests on steel plate.	70% of the students who complete this course will perform 3G and 4G limited thickness qualification tests on steel plate according to AWS D1.1 welding code.	35 of 47 students we able to perform 3G and 4G qualification tests to code standards. 74%
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
			Instructors decided to continue to stress the importance of safety in the welding industry.
			Instructors decided to incorporate welding techniques from different welding fabrication companies.
			Instructors decided to allow additional welding lab hours for students to practice qualification tests.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Welding and Cutting Technology			
COURSE LEVEL: WLW 1136 Gas Tungsten Arc Welding			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Welding and Cutting 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 .			
1	The student will demonstrate the ability to identify, discuss and test safety procedures pertaining to Gas Tungsten Arc Welding (GTAW).	70% of students who complete this course will make 100% on GTAW safety exam.	47 of 47 students attained 100% on GTAW safety exam. 100%
2	The student will demonstrate the ability to make fillet and groove welds on plain carbon steel.	70 % of students who complete course will demonstrate the ability to perform fillet and groove welds on steel plate by performance tests.	35 of 47students demonstrated the ability to perform fillet and groove welds on steel plate. 74%
3	The student will demonstrate the ability to perform vertical groove (3G) and horizontal groove (2G) limited thickness qualification tests on steel plate.	70% of the students who complete this course will perform 3G and 4G limited thickness qualification tests on steel plate according to the American Welding Society (AWS) D1.1 welding code.	31 of 47 students successfully performed 3G and 4G qualification tests to code standards. 66%
			Instructors decided to invite industry representatives from several companies to speak to students on what is required of them to attain employment.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Welding and Cutting Technology			
COURSE LEVEL: WLW 1143 Flux Cored Arc Welding			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Welding and Cutting 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?
1	The student will demonstrate the ability to identify, discuss, and test Safety procedures pertaining to FCAW.	70% of students who complete this course will make 100% on FCAW Safety Exam.	49 of 49 students made 100 on FCAW safety exam. 100%
2	The student will be able demonstrate the ability to set up and make minor repairs FCAW equipment.	70% of students who complete this course will successfully set up and make minor repairs to FCAW equipment by performance testing.	44 of 49 students demonstrated the ability to set up FCAW equipment and make minor repairs. 90%
3	The student will demonstrate the ability to perform vertical & overhead fillet (3F/4F) welds, vertical & overhead groove (3G/4G) tests according to American Welding Society D1.1 welding code standards.	70% of students who complete this course will demonstrate the ability perform 3F, 4F, 3G, and 4G limited thickness qualification tests according to AWS D1.1 welding code.	38 of 49 students were able to successfully perform 3F, 4F, 3G, and 4G qualification tests to code standards. 78%
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
			Instructors decided to continue stressing importance of safety with the FCAW process.
			Instructors decided to continue stressing the importance of knowledge of the welding equipment for employment.
			Instructors decided add different shielding gases welding wire sizes for student training, to meet industry needs.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Welding and Cutting Technology			
COURSE LEVEL: WLW 1155 Pipe Welding			
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:			
<div>1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including distance education.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.</div> <div>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>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.</div>			
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 Welding and Cutting 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?
1	The student will demonstrate the ability to identify, discuss, and test Safety procedures pertaining to pipe welding.	70% of students who complete this course will make 100% on Pipe Welding Safety Exam.	2 out of 3 students made 100% on pipe welding safety exam. 66%
2	The student will demonstrate the ability describe differences in pipe and tubing and describe faults in pipe welding.	70% of students who complete this course will successfully describe differences in pipe and tubing and describe faults in pipe welding by performance testing.	2 out of 3 students successfully described the differences in pipe and tubing and described faults in pipe welding tests. 66 %
3	The student will demonstrate the ability to fabricate and weld a 2G and 5G (pipe positions) open V-grooved pipe using E-6010 and E7018 electrodes.	70% of students who complete this course will demonstrate the ability to pass guided bend tests in 2G and 5G positions according to API 1104 welding code.	2 out of 3 students were able to pass bend tests according to API 1104 welding code. Administered by instructors.
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
			Instructors decided to continue stressing the importance of safety in the welding trade.
			Instructors decided to administer more stringent entrance tests.
			Instructors decided require student to pass 2G, 3G, and 4G open butt weld tests to be able to enroll in class.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Welding and Cutting Technology			
COURSE LEVEL: WLV 1162 Gas Metal Arc Aluminum Welding			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Welding and Cutting 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?
1	The student will demonstrate the ability to identify, discuss and test safety procedures pertaining to Gas Metal Arc Welding Aluminum (GMAW AL).	70% of students who complete this course will make 100% on GMAW AL safety exam.	35 Of 35 students made 100 on GMAW-AL safety exam. 100%
2	The student will demonstrate the ability to make fillet welds on 1/4" thick aluminum plate.	70 % of students who complete course will demonstrate the ability to perform fillet welds on aluminum plate by performance tests.	30 of 35 students demonstrated the ability to perform fillet welds on aluminum plate. 86%
3	The student will demonstrate the ability to perform horizontal and vertical fillet welds on aluminum plate that will include destructive testing.	70% of the students who complete this course will perform 2F and 3F destructive tests on aluminum plate according to American Welding Society (AWS) D1.1 welding code.	28 of 35 students will able to perform 2F and 3F tests according to code standards. 80%
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
			Instructors decided to continue stressing the importance of safety with the GMAW-AI process.
			Instructors decided to incorporate different welding wire sizes to better prepare students for jobs.
			Instructors decided to use weld demonstrations from Textron, to visually increase awareness of weld geometry to students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Welding and Cutting Technology			
COURSE LEVEL: WLW 1226 Shielded Metal Arc Welding II			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Welding and Cutting 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 .			
1	Students will demonstrate the skills with SMAW equipment that are necessary for employment in industry.	70% of graduating students will demonstrate the ability to operate SMAW equipment by passing performance and written tests evaluated by instructor.	53 of 53 students scored 100% on the cutting process safety exam. 100%
2	Students will demonstrate the ability to make fillet and groove welds using E7018 low-hydrogen electrodes.	70% of graduating students will demonstrate the ability to perform successfully fillet and groove welds with E7018 electrodes evaluated by instructor.	46 of 53 students have demonstrated the ability to setup and operate OFC/PAC/CAC equipment. 87%
3	Students will demonstrate the ability to perform vertical & overhead (3G & 4G) limited thickness qualification tests on steel plate in accordance with American Welding Society D1.1 welding code.	70% of graduating students will be able to perform 3G & 4G limited thickness qualification tests according to AWS D1.1 welding standards.	47 of 53 students have performed straight and shape cutting with OFC/PAC/CAC equipment. 89%
			Planned to invite industry professionals to provide real job related cutting and gouging training activities.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Welding and Cutting Technology			
COURSE LEVEL: WLW 1232 Drawing and Welding Symbol Interpretation			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Welding and Cutting 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 .			
1	Student will prepare parts from simple sketches or drawings.	70% of students who complete this course will be able to prepare parts from simple sketches or drawings in a performance test graded by instructor.	41 of 49 students were able to prepare and assemble parts from a simple drawing. 83%
2	Student will layout and fit-up joints from welding symbol information.	70% of students who complete this course will be able to layout and fit-up joints from welding symbol information on performance tests graded by instructor.	40 of 49 students were able to construct a part from information from welding symbols on a drawing. 83%
3	Student will perform welding operations to prepare welded fabrication from simple sketches or drawings supplied by instructor.	70% of students who complete this course will be able to perform welding operations to prepare welded fabrications from sketch or drawing in performance test graded by instructor.	42 of 49 welded up a fabricated part to specifications received from weld symbol information on a drawing.86%

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Welding and Cutting Technology			
COURSE LEVEL: WLW 1252 Advanced Pipe Welding			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Welding and Cutting 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?
1 The student will demonstrate the ability to fabricate and weld a 1G rolled position open V-grooved pipe on 6" pipe using Gas Tungsten Arc Welding (GTAW) and E7018 electrodes.		70% of students who complete this course will demonstrate the ability to pass visual tests in 1G rolled position with instructor evaluation.	2 out of 3 students were able to fabricate and weld a 1G position pipe test on 6" pipe with GTAW and 7018. 66%
2 The student will demonstrate the ability to fabricate and weld a 5G and 6G positioned V-grooved pipe on 6" pipe using GTAW and E7018 electrodes.		70% of students who complete this course will demonstrate the ability to pass a guided bend test a 5G and 6G V-grooved 6" pipe according to American Petroleum Institute 1104 welding code. Instructor evaluated.	2 out of 3 students were able to pass bend tests in 5G and 6G on 6" pipe to API 1104 welding code, administered by instructors. 66%
3 The student will demonstrate the ability to fabricate and weld a 6G V-grooved pipe on 2" pipe using GTAW and E7018 electrodes.		70% of students completing this course will demonstrate the ability to pass a guided bend test in 6G position, on 2" pipe using GTAW and E7018 electrodes according to API 1104 code standards. Instructor evaluated.	1 out of 3 students were able to pass bend tests in 6G on 2"pipe using GTAW and 7018 to API 1104 code standards, administered by instructors. 33%
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
			Instructors decided to incorporate the use of training on plate to better prepare the students for pipe welding.
			Instructors decided to add more lab training time for practice in pipe welding.
			Instructors decided to increase welding performance tests for entrance into the pipe welding classes.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Welding and Cutting Technology			
COURSE LEVEL: WLW 1314 Cutting Processes			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Welding and Cutting 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 .
1 The student will demonstrate the ability to identify, discuss and test safety procedures pertaining to Gas Metal Arch Welding (GMAW).	100% of students who complete this course will make 100% on Cutting Processes safety exam.	53 of 53 students scored 100% on the cutting process safety exam. 100%	No change needed.
2 The student will demonstrate the ability to make fillet and groove welds on plain carbon steel.	75% of students who complete course will demonstrate the ability to set up and operate oxyfuel cutting (OFC), plasma arc cutting (PAC), and arc gouging (CAC) equipment to instructor instructions.	46 of 53 students have demonstrated the ability to setup and operate OFC/PAC/CAC equipment. 87%	Decided to incorporate cutting and gouging tasks from different industries to better prepare student for workplace.
3 The student will demonstrate the ability to perform vertical groove (3G) and overhead groove (4G) limited thickness qualification tests on steel plate.	75% of the students who complete this course will perform straight and shape cutting and weld removal with OFC/PAC/CAC equipment to instructor specifications.	47 of 53 students have performed straight and shape cutting with OFC/PAC/CAC equipment. 89%	Planned to invite industry professionals to provide real job related cutting and gouging training activities.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
PROGRAM: Welding and Cutting Technology			
COURSE LEVEL: WLV 191(1-4)Special Problems in Welding and Cutting Technology			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Welding and Cutting 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?
1 Student will develop a written plan that details the activities and projects to be completed to instructor's specifications.		70% of students who complete this course will develop a written plan that details the activities and projects to be completed, graded by instructor.	28 of 28 students developed a detailed written plan on activities and projects. 100%
2 Student will prepare and present written assessments and reports of accomplishments to the instructor of activities performed and objectives accomplished.		70% of students who complete this course will prepare and present assessments and reports to instructor of activities performed and objectives accomplished to instructor's criteria.	28 of 28 students prepared and presented assessments and reports to instructor. 100%
3 Students will develop and follow a set of written guidelines for the special problem (approved by instructor).		70% of students who complete this course will develop and follow written guidelines for the problem to instructor's criteria.	28 of 28 students developed and followed written guidelines for project. 100%
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
			Instructors decided to make available to students more plans and ideas for projects.
			Instructors decided to have students keep all assessments and reports in folder until the end of the class.
			Instructors decided to have students review all guidelines and make changes where needed.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Occupational Training Technology		Supports PRCC Strategic Goal(s): 1, 3, 7		
PROGRAM: Welding and Cutting Technology				
COURSE LEVEL: WLV 192(1-6) Supervised Work Experience in Welding and Cutting Technology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Welding and Cutting 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 .
1	Student will prepare daily written assessments of work performance as specified in the occupational objectives.	All students who complete this course will prepare daily written assessments of work performances specified and graded by instructor.	One student completed and prepared written assessments of work performances.	Instructors decided to review work performances.
2	Student will provide documentation of work hours to instructor using provided forms.	All students who complete this course will provide documentations of work hours to instructor using provided forms for grade.	One student provided documentation of work hours.	Instructors decided to continue using work time cards for work hour documentation.
3	Student will be evaluated by workplace supervisor on worksite work habits, attendance, and skills.	All students who complete this course will attain an adequate performance evaluation from worksite supervisor.	One student attained great performance evaluation from worksite supervisor.	Instructors decided to re-evaluate performance sheet.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013 - 2014

Program: Physical Therapist 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 complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, And make College services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
PURPOSE OF UNIT: To offer an allied health program which upon successful completion will qualify students for entry-level employment in the field of physical therapy and/or additional educational opportunities.			
RELATIONSHIP OF UNIT TO PRCC MISSION: To add an important component to the health related professions which are offered in the district. Students do not have to travel out of district to obtain this important medical specialty.			
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?
Enrollment in the PTA program will adhere to the MS Framework Model Curriculum of an average enrollment of 10 students per full-time employee .		Enrollment Average: Enrollment per FTE will be 10	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE . PTA faculty and the program's advisory committee will continue to monitor enrollment appropriate to supply the needs of the consumers of physical therapy and to ensure the mandated 10:1 student:instructor ratio per class.
Retention of students in the PTA program will support the mission of the program.		Retention: 86% of students will complete and pass all levels of instruction Total students passed in program/Total students enrolled in program	Of the 19 freshmen who started spring 2013 15 progressed to sophomores spring 2014, passing all levels of instruction (1 re-entered the program in fall 2013 as a freshman) (16 of 19 students continued in the program; 80%. Of 20 freshmen who began the program fall 2013, one did not return in spring 2014 due to financial issues and two did not pass all levels of instruction. Thus, 89.5% (17/19) passed all levels of instruction. Criterion met with average of both classes (33 of 38 students continued in the program 86.9%. Instructors will continue to provide instruction and remediation of students as stated in the PTA Program Handbook and each course syllabi. And we will continue to allow three attempts to pass all laboratory practical examinations to ensure competency prior to students progressing in the curriculum.
PTA students will complete the program to support the mission of the program.		Completion: 85% of students will complete the program Completer level total passed/Completer level total	In the 2014 graduating class, 20 students began the program and 15 completed the entire curriculum (75%), thus criterion of PTA faculty will continue to monitor the number of completers to ensure the number of completers supports the

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013 - 2014

		enrolled	85% completion rate was not met. However, 2 of the 5 students chose not to continue in the program for personal reasons (financial and divorce). The other 3 did not complete the program secondary to academic failure. (One of those 3 re-entered the program and is scheduled to graduate in 2015) Thus, the program did meet the 85% criterion (17 of 20 students completing the program {85%}) in factors influenced by the program.	mission of the program to supply the community and state with qualified PTAs.
	Upon completion of the program students will receive an AAS degree.	Graduation: 75% of students will receive an AAS degree Number to receive degree/Number receiving degree	100% of the graduating students in 2014 (15 of 15) received the degree of AAS	PTA faculty will continue to promote receiving of the AAS degree so graduates can sit for the national licensure exam.
	PTA program graduates will be placed in jobs within six months of graduation.	Placement: 65% of graduates will have job placement	100% of the 2014 graduates who took the licensure exam were employed as PTAs within six months of graduation.	This information will continue to be used to objectively evaluate the needs of the community for the number of graduates from the PTA program.
	PTA students will demonstrate occupational skill proficiency by passing the licensure exam.	Occupational Skill: 85% of graduates will demonstrate occupational skill gain via passage of the licensure exam	All 15 2014 graduates who took the licensure exam passes on the first attempt. 100%, exceeding the threshold of acceptance.. One 2014 graduate has not taken the licensure exam as of 1/2015.	This information will continue to be used to evaluate the effectiveness of the program curriculum.
	PTA students will demonstrate academic gain.	Academic Gain: 90% of student will demonstrate academic gain via passage of each academic class with a grade of "C" or Better	100% of all students passed all academic courses with a "C" or better.	This data will continue to be monitored to ensure that graduates who choose to attend a senior college have a sound academic background on which to continue.
	Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce according to State Department of Education framework curriculum.	PTA students will demonstrate and skills proficiency via 100% of all proficiency check off criteria being mastered.	Upon completion of the program all 15, 2014 graduates demonstrated mastery of 100% of the proficiency check off criteria.	Faculty will continue to evaluate and monitor attainment of skills proficiency to ensure graduates are entry-level PTAs.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Physical Therapy Assistant Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: PTA 1123 Fundamental concepts of Physical Therapy			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Physical Therapy Assistant 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 .			
1	Upon completion of this course students will be able to identify the ethical and legal practice of physical therapy.	80% of students will be able to list 4 of 6 physical therapy duties a physical therapist cannot delegate to a physical therapist assistant via listing on written examination.	20 of 20 students (100%) met the assessment criterion.
2	Upon completion of this course students will be able to identify laws that affect the practice of physical therapy.	80% of students will be able to correctly identify 4 of 5 laws that affect the practice of physical therapy via matching items on written examination.	20 of 20 students (100%) met the assessment criterion
3	Upon completion of this course students will be able to identify commonly used medical terms.	80% of students will be able to correctly match 9 of 12 combining forms of medical word with the correct meaning via matching items on written examination.	20 of 20 students (100%) met the assessment criterion
			Instructor made a decision to review with the students the different components of medical words and how to define medical words.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Physical Therapy Assistant Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: PTA 1213 Fundamental Skills			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Physical Therapy Assistant 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 .
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 16 of 23 components of gait training and fitting of assistive device correctly by the second lab attempt. Teacher observation during lab practical examination.	19 of 19 (100%) of students performed at least 16 of 23 of the required competency components for gait training and fitting of assistive devices correctly.	This learning outcome has a 100 % student success rate, thus a new learning outcome has been planned for assessment in this course for 2015.
2 Students will demonstrate accurate assessment of blood pressure (BP).	80% of students will be able to perform 6 of 11 components of BP assessment correctly by the second lab attempt. Teacher observation during lab practical examination.	19 of 19 (100%) of students performed at least 6 of the 11 competency components of assessing BP correctly.	This learning outcome has a 100 % student success rate, thus a new learning outcome has been created for this course for 2015.
3 Students will demonstrate sterile technique.	80% of students will be able to perform 5 of 7 components of sterile glove donning and doffing by the second lab attempt. Teacher observation during lab practical examination.	19 of 19 (100%) of students performed at least 5 of 7 competency components of donning and doffing sterile gloves	This learning outcome has a 100 % student success rate, thus a new learning outcome has been planned for assessment in this course for 2015.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Physical Therapy Assistant Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: PTA 1224 Therapeutic Modalities				
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.				
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 Physical Therapy Assistant 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?
1 Students will be able to identify contraindications of cryotherapy interventions.		80% of students will be able to correctly identify contraindications of cryotherapy by the second lab attempt. Teacher observation during lab practical examination.		100% (17 of 17) students met this criterion.
2 Students will be able identify contraindications of intermittent compression therapy intervention.		80% of students will be able to correctly identify contraindications of intermittent compression therapy by the second lab attempt. . Teacher observation during lab practical examination		100% (17 of 17) students met this criterion.
3 Students will be able to identify contraindications of diathermy interventions.		80% of students will be able to correctly identify contraindications of diathermy by the second lab attempt. Teacher observation during lab practical examination.		100% (17 of 17) students met this criterion.
USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .				
The instructor planned to change the learning outcome and assessment criteria of this course to assess another competency required for clinical education experience.				
The instructor decided to change the learning outcome and assessment criteria of this course to assess another competency required for clinical education experience.				
The instructor determined a need to change the learning outcome and assessment criteria of this course to assess another competency required for clinical education experience.				

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Physical Therapy Assistant Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: PTA 1315 Kinesiology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Physical Therapy Assistant 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 <u>CHANGE</u> or <u>IMPROVE</u> .
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.	19 of 19 students (100%) performed 5 of 6 components of hip goniometry correctly.	The instructor decided to change the learning outcome and assessment criteria of this course to assess another competency required for clinical education experience.
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.	19 of 19 students (100%) were able to identify 7 of 7 UE dermatomes correctly.	The instructor planned to change the learning outcome and assessment criteria of this course to assess another competency required for clinical education experience.
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.	19 of 19 students (100%) were able to locate all 5 of the anatomical points to assess normal posture.	The instructor made a decision to change the learning outcome and assessment criteria of this course to assess another competency required for clinical education experience.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Physical Therapy Assistant Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: PTA 1325 Therapeutic Exercise and Rehabilitation I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Physical Therapy Assistant 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 .
1	Students will be able to demonstrate accurate manual muscle testing.	80% of students will be able to perform 3 of 4 components of manual muscle testing of the quadriceps muscle correctly by the second lab attempt. Teacher observation during lab practical examination.	15 of 15 students (100%) met this criterion.	Instructor planned to provide extended laboratory hours outside of regular scheduled laboratory instruction time for students to practice manual muscle testing skills on all appropriate muscles.
2	Students will be able to demonstrate passive stretching of muscle tissue correctly.	80% of students will be able to perform 4 of 6 components of passive stretching of the gastrocnemius muscle correctly by the second lab attempt. Teacher observation during lab practical examination.	15 of 15 students (100%) met this criterion. It was noted that approximately 50% of students did not provide sufficient pressure while stretching.	Instructor made a decision to provide demonstration of proper stretching technique on individual students to ensure sufficient pressure is being applied for a therapeutic stretch..
3	Students will be able to perform proprioceptive neuromuscular facilitation spirals.	80 % of students will be able to perform 4 of 6 components of a specific PNF spiral correctly by the second lab attempt. Teacher observation during lab practical examination.	15 of 15 students (100%) met this criterion.	Instructor made a plan to emphasize rhythm and timing in PNF spirals.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Physical Therapy Assistant Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: PTA 2335 Therapeutic Exercise and Rehab II				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Physical Therapy Assistant Technology to students within the PRCC district.				
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1	Upon completion of this course students will be able to list the progressive order of the developmental sequence of the perambulatory mat activity positions.	80% of students will be able to list, in progressive order, 9 of the 11 developmental sequence perambulatory mat activity positions correctly. Teacher evaluation of written examination.	13 of 15 students (86.7%) met this assessment criterion.	Instructor decided to provide additional laboratory time for students to master this knowledge.
2	Upon completion of this course students will demonstrate accurate assessment a common gait deviation.	80% of students will be able to correctly assess and document 7 of 9 components of the gait deviation (foot drop, hip hiking, excessive hip flexion and knee flexion). Teacher evaluation of gait assessment/documentation sheet during lab practical examination.	15 of 15 students (100%) met this assessment criterion.	Instructor decided to provide numerous examples of these particular common gait deviations for students to assess prior to examination.
3	Upon completion of this course students will demonstrate the ability to perform sensory assessments correctly.	80% of students will be able to perform 3 of 4 sensory assessments correctly. Teacher observation during lab practical examination.	15 of 15 students (100%) met this assessment criterion	Instructor decided to provide students with demonstrations of the sensory assessments and then laboratory time to practice the assessments with instructor critique, prior to examination.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Physical Therapy Assistant Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: PTA 2513 Medical Conditions and Related Pathology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Physical Therapy Assistant 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 –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 .				
1	Upon completion of this course students will be able to identify common cardiac pathologies	80% of students will be able to correctly answer 10 of 14 cardiac pathology multiple choice questions on written examination.	13 of 15 (86.7%) students met this assessment criterion.	Instructor decided to provide students with instructor's lecture notes for students' review for exams.
2	Upon completion of this course students will be able to demonstrate knowledge of HIV/AIDS	80% of students will be able to correctly answer 3 of 4 HIV/AIDS multiple choice questions on written examination.	15 of 15 (100%) students met this assessment criterion.	Instructor decided to provide students with instructor's lecture notes for students' review for exams.
3	Upon completion of this course students will demonstrate knowledge of common neurological diseases.	80% of students will be able to correctly answer 5 of 8 multiple choice questions related to common neurological diseases on written examination.	12 of 15 (100%) students met this assessment criterion.	Instructor decided to provide students with instructor's lecture notes for students' review for exams.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Respiratory Care Practitioner Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
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.				
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 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 Employer Satisfaction Surveys returned rated graduates 3 or higher.	Based on the outcomes, the instructors decided to continue 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 National Board for Respiratory Care (NBRC) Certified Respiratory Therapist (CRT) Credential	94% (17 of 18) of graduates obtained the NBRC CRT credential.	Based on the outcomes, the instructors decided to continue to monitor these results and modify as needed. In addition, the instructors ordered new software to better prepare the students for this outcome.
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 Student's Evaluation of Instruction either agreed or strongly agreed that overall instruction is effective.	Instructors decided to closely monitor these 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 Commission on Accreditation for Respiratory Care (CoARC) guidelines.	89% of graduates are working in the field of Respiratory Care.	Based on the assessment results, instructors 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 enrolled in the Respiratory Care Practitioner core curriculum classes will graduate from the program.	95% (18 of 19) of students graduated on time. One student had to repeat a course and graduated May 2014. In addition, one of these graduates was originally from the 2012-2013 assessment.	Based on the graduation rate, instructors decided to continue to monitor 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
2013-2014

PROGRAM: Respiratory Care Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: RCT 1214 Respiratory Care Science				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Respiratory Care 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 –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 .
1	The student will demonstrate an understanding of infection control principles in the cleaning of equipment and in the delivery of patient care.	80% of all students will answer 9 of 12 (75%) of infection control related questions on Exam 3 correctly.	67% of all students answered 9 of 12 questions correctly.	The instructor decided to restructure/ reword 4 of the 12 questions on exam 3 which were determined to be somewhat unclear.
2	The student will demonstrate an understanding of the ideal gas laws and their practical application to performance of clinical Respiratory Therapy skills.	80% of all students will answer 16 of 23 (70%) of ideal gas law related questions on Exam 3 correctly.	72% of all students answered 16 of 23 questions correctly.	The instructor decided to add a quiz on the ideal gas laws prior to exam 3 to identify problem areas which will be readdressed prior to the exam.
3	The student will be able to correctly perform static and dynamic compliance calculations, airway resistance calculations, alveolar oxygen and deadspace calculations, shunt calculations, O2 content calculations, and calculations using the Henderson-Hasselbalch equation.	70% of all students will answer 20 of 28 (71%) questions related to these calculations correctly on the Final Exam.	39% of all students answered 20 of 28 questions correctly.	The instructor decided to add a comprehensive calculations examination as part of the review process in preparation for the final examination.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Respiratory Care Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: RCT 1223 Patient Assessment and Planning				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Respiratory Care 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 –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 .
1	The student will demonstrate the correct performance of chest auscultation.	100% of all students will correctly demonstrate chest auscultation during a lab competency examination.	100% of all students correctly demonstrated chest auscultation on the lab competency evaluation using the interactive manikin.	The instructor decided to continue using the interactive manikin to assess this lab competency and will continue to monitor this outcome and make changes as necessary.
2	The student will be able to apply the results of chest palpation and percussion to the assessment of the cardiopulmonary status of a patient.	85% of all students will answer 5 of 6 questions related to chest palpation and percussion correctly on the final examination.	56% (10 of 18) students correctly answered questions related to palpation and percussion on the final examination.	Although there was some improvement (47 to 56%) from last Fall's results, the instructor decided to give an additional exam covering this material as part of the review process for the final examination.
3	The student will be to differentiate between obstructive and restrictive cardiopulmonary diseases.	85% of all students will answer 2 of 2 questions related to differentiation of obstructive and restrictive diseases correctly on the final examination.	78% (14 of 18) answered both questions correctly relating to obstructive and restrictive lung disease on the final examination.	Although there was significant improvement (42% to 78%) from last Fall's results, the instructor decided to include this material on the additional exam that will be given as part of the review process for the final examination.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Respiratory Care Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: RCT 1313 Cardiopulmonary Anatomy and Physiology					
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.					
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 Respiratory Care 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 –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?	
1 The student will be able to label blood flow of the adult heart.		90% of the students will be able to label the blood flow of the adult heart on the unit exam.		17 of 18/ 94% of the students were able to label the blood flow of the adult heart.	
2 The student will be able to identify the causes of shift changes in the oxygen dissociation curve.		90% of the students will be able to answer 4 out of 5 questions correctly on a unit exam regarding the oxygen dissociation curve.		18 of 18/ 100% of the students were able to identify causes of left and right shifts of the oxygen dissociation curve.	
3 The student will be able to identify the components that make up the upper and lower airway.		90% of the students will be able to label the upper and lower parts of the respiratory system on the unit exam.		13of 19/ 68% of the students were able to label 100% of the upper and lower parts of the respiratory system.	
4 The student will be able to correctly calculate minute ventilation, including alveolar and spontaneous minute ventilation.		90% of the students will be able to answer 80% of minute ventilation problems correctly on the unit exam.		10 of 19/ 57% of the students were able to answer 80% of the minute ventilation calculations.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Respiratory Care Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: RCT 1322 Pulmonary Function Testing				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Respiratory Care 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 –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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	The student will be able to identify the indications for pulmonary function testing.	85% of all students will answer this question correctly on the examination covering unit one of the course.	15 of 17 (88%) of students answered this question correctly on the unit one examination.	The instructor decided to increase the threshold to 90% and to continue to monitor this outcome.
2	The student will be able to interpret Pulmonary Function Test results.	85% of all students will interpret 5 of 6 interpretation questions correct on the examination covering unit 2 of the course.	8 of 17 (47%) of students were able to interpret 5 of 6 questions correctly.	The instructor decided to add a quiz prior to the unit examination so problem areas can be identified and reviewed in preparation for the unit examination.
3	The student will be able to perform a Flow Volume Loop (FVL) and a Forced Vital Capacity (FVC) Test which meet American Thoracic Society (ATS) guidelines.	85% of all students will correctly perform each test on lab competency examination.	11 of 17 (65%) of students were able to perform the tests according to ATS guidelines.	The instructor decided to assign students to pairs with one student to serve as the “coach” while the other student serves as the patient. A grading component will be added to the exercise for the “coaching” role in order to incentivize testing which meets ATS criteria.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Respiratory Care Technology		Supports PRCC Strategic Goals: 1, 3, 7, 8		
COURSE LEVEL: RCT 1416 Respiratory Technology I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Respiratory Care 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 –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 .
1	The student will be able to correctly interpret the results of an arterial blood gas analysis.	90% of all students will correctly answer 8 of 10 Interpretation questions on the final exam.	16 of 18/ 88% of the students mastered this objective.	The instructor decided to create remedial assignments for students. This includes practice time on software in the lab and homework.
2	The student will be able to demonstrate proper administration of aerosol/humidity therapy.	100% of all students will correctly demonstrate the administration of aerosol/humidity therapy during a lab competency exam.	18 of 18/ 100% of the students met this goal.	The instructor decided to continue monitoring this objective to maintain 100% mastery of this objective.
3	The student will be able to identify indications for placement of an artificial airway.	90% of all students will correctly answer 4 of 4 questions regarding indications for placement of artificial airways on the final exam.	15 of 18/ 83% of the students met this learning objective.	The instructor decided to increase lecture time to cover this area respiratory care.
4	The student will be able to identify hazards of placement of an artificial airway.	90% of all students will correctly answer 4 of 4 questions regarding hazards of placement of artificial airways on the final exam.	8 of 18/ 44% of the students mastered this objective.	The instructor decided to post videos related to intubation for the purpose of understanding this learning objective.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Respiratory Care Technology II		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: RCT 1424 Respiratory Technology II			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Respiratory Care 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 –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 .
1 The student will be able to identify the indications for mechanical support.	90% of the students will be able to answer 4 of 4 questions regarding indications for mechanical ventilation on the unit exam.	100% (17/17) of the students met this objective.	The instructor decided to continue to emphasize the importance of this learning objective. It was also decided to continue to monitor this outcome and make changes as needed.
2 The student will be able to perform proper set up a mechanical ventilator.	100% of the students will be able to perform this procedure during a lab competency exam.	100% (17/17) of the students met this objective.	The instructor decided to continue to emphasize the importance of this learning objective. The instructor also decided to continue to make sure that this is a 100% pass rate with continued practice in the lab and the hospital.
3 The student will be able to identify the criteria for weaning a patient from mechanical ventilation.	90% of students will be able to answer 8 of 10 questions, regarding the weaning criteria for a patient on mechanical ventilation on the unit exam.	58% (10/17) of the students met this objective.	Based on the results, the instructor decided to quiz students prior to exam. The instructor also decided to spend more time on this learning objective.
4 The student will be able to correct acid base disturbances from an arterial blood gas analysis by making the appropriate changes to mechanical ventilation.	90% of the students will be able to answer 8 of 10 questions to correct ventilation and oxygenation disturbances of a patient on a mechanical ventilation.	17% (3/17) of the students were able to meet this objective.	Based on the results, the instructor planned to administer a quiz prior to the unit exam to ensure 90% retention of this objective. The instructor spent extra time on this learning objective and give additional homework regarding this information. Also, stressed

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

				during lecture the importance of this information
--	--	--	--	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Respiratory Care Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: RCT 1515 Clinical Practice I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Respiratory Care 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 –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 .
1	The student will correctly perform basic modalities of Respiratory Therapy in the patient setting.	90% of all students will receive 100% of the required clinical (in-hospital) checkoffs for Pulse Oximetry, Oxygen set-up, SVN/HHN, MDI, DPI, IS, IPPB/IPAT, CPT/IPV.	17/17 (100%) pulse oximetry; 12/17 (71%)oxygen set-up, 17/17 (100%) SVN; 11/17(65%) MDI, IPPB, CPT;10/17 (59%)IS.	The instructor decided to reduce the percentage of required competencies from 100% to 80% which is consistent with the other clinical courses and which allows some leeway for availability of procedures at different clinical sites as well as interruptions in schedule for such things a school closing due to weather.
2	The student will demonstrate acceptable “professional” behavior in the clinical setting.	90% of all students will score 80% or greater on their daily grade (as outline in syllabus)	17 of 17 (100%) of students scored 80% or higher on the daily grade.	The instructor decided to increase the target score to 90% and to continue to monitor this outcome.
3	The student will demonstrate the ability to research the patient medical record, to summarize key aspects of care and to communicate their findings using appropriate medical terminology.	85% of all students will master 75% or better on the required clinical case study presentation.	14 of 17 (82%) of students scored 75% or higher on their case study presentation.	The instructor decided to continue to monitor this outcome emphasizing how students should prepare for the question and answer portion of the presentation, which was the area that resulted in lower scoring for the students who fell below the 75% mastery target.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Respiratory Care Technology			Supports PRCC Strategic Goal(s): 1, 3, 7	
COURSE LEVEL: RCT 1613 Respiratory Care Pharmacology				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and Technical skills training.				
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 Respiratory Care 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 –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 .
1	The student will demonstrate understanding of bronchodilators (adrenergic, anticholinergic, and xanthines).	80% of all students will answer 9 of 12 bronchodilator questions on Exam 3 covering chapters 6, 7, 8.	7 of 17 (41%) of students answered the required number of questions correctly.	The instructor decided to add a quiz covering this subject matter to identify problem areas which can be reviewed prior to the examination.
2	The student will be able to accurately perform required drug calculations.	80% of all students will answer 10 of 14 (71%) drug calculation questions on Exam 2 correctly.	15 of 17 (88%) of students answered the required number of questions correctly.	The instructor decided to increase the threshold to 85%.
3	The student will be able to identify the four emergency medications which may be administered via the Endotracheal Tube.	85% of all students will be able to identify the four emergency medications on Exam 6 correctly.	14 of 17 (82%) of students answered this question correctly.	The instructor decided to place greater emphasis on this material which will also be taught during the required ACLS certification class during the Summer Term. The outcome will continue to be monitored at the 85% threshold but will be changed to include knowledge of 5 emergency medications per new emergency standards.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Respiratory Care Technology		Supports PRCC Strategic Goal(s): 1, 3, 7	
COURSE LEVEL: RCT 2333 Cardiopulmonary Pathology			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.			
2. To provide quality student services.			
3. To provide access to college courses and programs using various instructional methods, including distance education.			
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.			
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.			
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.			
7. To recruit and retain students from a diverse population.			
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Respiratory Care 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 –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?
1 Students will be able to explain the etiology and pathophysiology of various diseases.		80% of students will be able to correctly answer 15 of 20 questions relating to etiology and pathophysiology of various diseases on the final exam.	100% of students were able to correctly answer 15 of 20 questions relating to etiology and pathophysiology of various diseases.
2 Students will be able to review patient records and recommend diagnostic procedures.		80% of students will be able to correctly answer 5 of 6 questions pertaining to recommending diagnostic procedures on the final exam.	64% of students were able to correctly answer 5 of 6 questions pertaining to recommending diagnostic procedures.
3 Students will be able to interpret diagnostic procedures and make modifications in the Respiratory care plan.		80% of students will be able to correctly interpret 8 of 10 results of diagnostic procedures on the final exam and make modifications to the care plan when needed.	73% of students were able to correctly interpret 8 of 10 results of diagnostic procedures and make modifications to the care plan when needed.
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
			Instructor decided to continue to emphasize the etiology and pathophysiology of various diseases during lecture. It was also decided to change the assessment criteria to the chapter exams for 2014-2015 assessment.
			Instructor decided to re-emphasize the importance of this outcome, as well as providing the students with additional examples during lecture. It was also decided to change the assessment criteria to the chapter exams for 2014-2015 assessment.
			Instructor decided to re-emphasize the importance of this outcome, as well as providing the students with additional examples during lecture. It was also decided to change the assessment criteria to the chapter exams for 2014-2015 assessment.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Respiratory Care Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: RCT 2534 Clinical Practice III				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Respiratory Care 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 –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 .
1	The student will correctly perform basic to advanced modalities of Respiratory Therapy in the patient setting.	90% of all students will obtain 80% of the required clinical (in-hospital) competency check offs as described by the course clinical competency checklist.	100% (19 of 19) of students obtained 80% of the required clinical competency check offs.	Based on the results, the instructor decided to increase the required competency completion level to 85% for future classes.
2	The student will demonstrate acceptable “professional” behavior in the clinical setting.	90% of all students will demonstrate clinical professional behavior based upon compliance with the requirements described in the course syllabus.	90% (17 of 19) of all students consistently demonstrated professional behavior based upon compliance with the requirements described in the course syllabus.	Based on the results, the instructor decided to increase the required clinical professional behavior compliance level to 95%.
3	Using a mechanically ventilated patient, the student will demonstrate the ability to research the patient medical record, to summarize key aspects of care and to communicate their findings using appropriate medical terminology.	85% of all students will correctly present a clinical case study as outlined by the case study guidelines document.	95% (18 of 19) of all students correctly presented a clinical case study.	Based on the results, the instructor decided to increase the required case study compliance level to 90%

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Respiratory Care Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: RCT 2546 Clinical Practice IV				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Respiratory Care 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 –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 .
1	The student will correctly perform basic to advanced modalities of Respiratory Therapy in the patient setting.	90% of all students will obtain 80% of the required clinical (in-hospital) competency check offs as described by the course clinical competency checklist.	95% (18 of 19) of students obtained 80% of the required clinical competency check offs.	Based on the results, the instructor decided to increase the required competency completion level to 85% for future classes.
2	The student will demonstrate acceptable “professional” behavior in the clinical setting.	90% of all students will demonstrate clinical professional behavior based upon compliance with the requirements described in the course syllabus.	90% (17 of 19) of all students consistently demonstrated professional behavior based upon compliance with the requirements described in the course syllabus.	Based on the results, the instructor decided to increase the required clinical professional behavior compliance level to 95%.
3	Using a mechanically ventilated patient, the student will demonstrate the ability to research the patient medical record, to summarize key aspects of care and to communicate their findings using appropriate medical terminology.	85% of all students will correctly present a clinical case study as outlined by the case study guidelines document.	95% (18 of 19) of all students correctly presented a clinical case study.	Based on the results, the instructor decided to increase the required case study compliance level to 90%

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Respiratory Care Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: RCT 2713 Respiratory Care Seminar				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Respiratory Care 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 –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?
1	By reviewing the National Board for Respiratory Care (NBRC) Detailed Content outline for the Entry Level Certified Respiratory Therapy (CRT) Exam, students will demonstrate understanding of exam content and test taking strategies.	70% of all students will satisfactorily complete the computer generated NBRC CRT Final Exam.		89% of students satisfactorily completed the Mock NBRC computer generated CRT Exam.
2	By reviewing the NBRC Detailed Content outline for the Written Registered Respiratory Therapy (WRRT) Exam, students will demonstrate understanding of exam content and test taking strategies.	70% of all students will satisfactorily complete the computer generated NBRC WRRT Final Exam.		33% of students satisfactorily completed the mock NBRC WRRT Exam.
3	Students will be able to develop an analytical approach to problem solving and critical thinking through computerized Clinical Simulation.	50% of all students will demonstrate problem solving and critical thinking by satisfactorily completing the computer generated NBRC Clinical Simulation Exam.		6% of students demonstrated problem solving and critical thinking skills on the NBRC Clinical Simulation Exam.
				USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
				Based on the results from the mock NBRC CRT Exam, the instructor decided to spend additional time reviewing the results of the detailed content areas to improve student learning.
				Based on the results from the mock NBRC WRRT Exam, the instructor decided to spend additional time reviewing the results of the detailed content areas to improve student learning. In addition, the instructor purchased additional computer software for practice exams and will utilize this to better prepare the students
				Based on the poor results from the NBRC Clinical Simulation Exam, the instructor decided to incorporate more critical thinking and problem solving in this course as well as in RCT 2333. . In addition, the instructor

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

				purchased additional computer software for practice exams and will utilize this to better prepare the students.
--	--	--	--	---

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

PROGRAM OF STUDY: Science, Mathematics, and Business			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 complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 departmental 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	Phase in the assessment of student learning outcomes for courses taught in the department.	In the Science, Mathematics, and Business Department, at least 75% of courses will evaluate student learning outcomes in the Spring 2013.	Fifty-nine courses successfully assessed student learning outcomes. This was done across the board: fulltime and adjunct instructors; day, night, and online courses.	Planned for at least eight additional courses to be evaluated by student learning outcomes in Fall 2014 or Spring 2015.
2	Insure the curriculum of the Science, Mathematics, and Business Department courses meet statewide standards in order to fulfill the articulation agreement between the Institutions of Higher Learning and Community and Junior Colleges.	Criteria in at least one out of three areas of Science, Mathematics, and Business Department will be evaluated each year.	Statewide curriculum meetings were not held in the areas of Science, Mathematics, or Business this year. However, the department has continued to follow the guidelines set forth in previous meetings.	Made plans to continue following previous recommendations. A statewide meeting in the area of Mathematics and Business should be scheduled for the 2014-2015 school year.
3	To improve performance, feedback will be provided to the department chair and instructors.	Following the policy and procedures manual schedule, the department chair and instructors will be evaluated by the appointed person(s).	Faculty members with less than six years of service were evaluated.	Per the PRCC evaluation schedule, employees with less than six years of service will be evaluated annually. Employees with six or more year of service will be evaluated at least every three years.
4	To prepare students to transfer and be successful in their studies and careers	70% of outcomes on individual assessment charts within the program of	134 out of 196 outcomes were successfully achieved, or 68.4%	Instructors met to discuss student learning outcome results. Some assessment instruments, particularly in the areas of

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		study will be achieved.		science and business, will be edited for next year. In some cases, outcomes will be adjusted to reflect better course content.																																																																																																																														
5	To retain students through completion of the course.	At least 70% of students enrolled at date of reconciliation will complete the course.	<table><tr><td>Course</td><td>Fall 2013</td><td>Spring 2014</td></tr><tr><td>ACC 1213</td><td>76.9</td><td>83.0</td></tr><tr><td>ACC 1223</td><td>100</td><td>100</td></tr><tr><td>BAD 2413</td><td>89.7</td><td>86.0</td></tr><tr><td>BAD 2533</td><td></td><td></td></tr><tr><td>BAD 2713</td><td>100</td><td></td></tr><tr><td>BIO 1113</td><td>74.4</td><td>92.3</td></tr><tr><td>BIO 1111</td><td>87.1</td><td>95.3</td></tr><tr><td>BIO 1123</td><td>91.2</td><td>90.8</td></tr><tr><td>BIO 1121</td><td>94.1</td><td>93.4</td></tr><tr><td>BIO 1133</td><td>88.2</td><td>84.6</td></tr><tr><td>BIO 1131</td><td>88.3</td><td>84.8</td></tr><tr><td>BIO 1143</td><td>89.6</td><td>93.7</td></tr><tr><td>BIO 1141</td><td>89.6</td><td>95.0</td></tr><tr><td>BIO 1513</td><td>76.7</td><td>63.2</td></tr><tr><td>BIO 1511</td><td>67.2</td><td>65.9</td></tr><tr><td>BIO 1523</td><td>44.4</td><td>90.9</td></tr><tr><td>BIO 1521</td><td>44.4</td><td>81.4</td></tr><tr><td>BIO 2513</td><td>88.8</td><td>79.6</td></tr><tr><td>BIO 2511</td><td>84.1</td><td>79.8</td></tr><tr><td>BIO 2523</td><td>82.4</td><td>95.9</td></tr><tr><td>BIO 2521</td><td>82.7</td><td>96.5</td></tr><tr><td>BIO 2923</td><td>89.0</td><td>82.5</td></tr><tr><td>BIO 2921</td><td>83.8</td><td>86.5</td></tr><tr><td>CHE 1213</td><td>73.9</td><td>70.7</td></tr><tr><td>CHE 1211</td><td>73.0</td><td>69.1</td></tr><tr><td>CHE 1223</td><td></td><td>79.6</td></tr><tr><td>CHE 1221</td><td></td><td>86.4</td></tr><tr><td>CHE 1314</td><td>91.7</td><td>72.2</td></tr><tr><td>CHE 2423</td><td>88.9</td><td></td></tr><tr><td>CHE 2421</td><td>88.9</td><td></td></tr><tr><td>CHE 2433</td><td></td><td>100</td></tr><tr><td>CHE 2431</td><td></td><td>100</td></tr><tr><td>CSC 1113</td><td>83.1</td><td>78.8</td></tr><tr><td>ECO 2113</td><td>85.5</td><td>88.7</td></tr><tr><td>ECO 2123</td><td>94.1</td><td>91.4</td></tr><tr><td>MAT 0113</td><td>69.0</td><td>76.2</td></tr><tr><td>MAT 0123</td><td>70.3</td><td>56.6</td></tr><tr><td>MAT 1233</td><td>74.5</td><td>69.0</td></tr><tr><td>MAT 1313</td><td>83.5</td><td>80.5</td></tr><tr><td>MAT 1323</td><td>76.7</td><td>81.1</td></tr><tr><td>MAT 1343</td><td>89.9</td><td>74.0</td></tr></table>	Course	Fall 2013	Spring 2014	ACC 1213	76.9	83.0	ACC 1223	100	100	BAD 2413	89.7	86.0	BAD 2533			BAD 2713	100		BIO 1113	74.4	92.3	BIO 1111	87.1	95.3	BIO 1123	91.2	90.8	BIO 1121	94.1	93.4	BIO 1133	88.2	84.6	BIO 1131	88.3	84.8	BIO 1143	89.6	93.7	BIO 1141	89.6	95.0	BIO 1513	76.7	63.2	BIO 1511	67.2	65.9	BIO 1523	44.4	90.9	BIO 1521	44.4	81.4	BIO 2513	88.8	79.6	BIO 2511	84.1	79.8	BIO 2523	82.4	95.9	BIO 2521	82.7	96.5	BIO 2923	89.0	82.5	BIO 2921	83.8	86.5	CHE 1213	73.9	70.7	CHE 1211	73.0	69.1	CHE 1223		79.6	CHE 1221		86.4	CHE 1314	91.7	72.2	CHE 2423	88.9		CHE 2421	88.9		CHE 2433		100	CHE 2431		100	CSC 1113	83.1	78.8	ECO 2113	85.5	88.7	ECO 2123	94.1	91.4	MAT 0113	69.0	76.2	MAT 0123	70.3	56.6	MAT 1233	74.5	69.0	MAT 1313	83.5	80.5	MAT 1323	76.7	81.1	MAT 1343	89.9	74.0	PHY 2524 had a small enrollment which contributed to the lower retention rate. Planned to continue offering Supplemental Instruction assistance to students in developmental math. Also, planned to implement more SI sessions in General Biology. Planned to schedule beginning algebra classes to meet more with the instructor in the classroom, rather than in the math lab.
Course	Fall 2013	Spring 2014																																																																																																																																
ACC 1213	76.9	83.0																																																																																																																																
ACC 1223	100	100																																																																																																																																
BAD 2413	89.7	86.0																																																																																																																																
BAD 2533																																																																																																																																		
BAD 2713	100																																																																																																																																	
BIO 1113	74.4	92.3																																																																																																																																
BIO 1111	87.1	95.3																																																																																																																																
BIO 1123	91.2	90.8																																																																																																																																
BIO 1121	94.1	93.4																																																																																																																																
BIO 1133	88.2	84.6																																																																																																																																
BIO 1131	88.3	84.8																																																																																																																																
BIO 1143	89.6	93.7																																																																																																																																
BIO 1141	89.6	95.0																																																																																																																																
BIO 1513	76.7	63.2																																																																																																																																
BIO 1511	67.2	65.9																																																																																																																																
BIO 1523	44.4	90.9																																																																																																																																
BIO 1521	44.4	81.4																																																																																																																																
BIO 2513	88.8	79.6																																																																																																																																
BIO 2511	84.1	79.8																																																																																																																																
BIO 2523	82.4	95.9																																																																																																																																
BIO 2521	82.7	96.5																																																																																																																																
BIO 2923	89.0	82.5																																																																																																																																
BIO 2921	83.8	86.5																																																																																																																																
CHE 1213	73.9	70.7																																																																																																																																
CHE 1211	73.0	69.1																																																																																																																																
CHE 1223		79.6																																																																																																																																
CHE 1221		86.4																																																																																																																																
CHE 1314	91.7	72.2																																																																																																																																
CHE 2423	88.9																																																																																																																																	
CHE 2421	88.9																																																																																																																																	
CHE 2433		100																																																																																																																																
CHE 2431		100																																																																																																																																
CSC 1113	83.1	78.8																																																																																																																																
ECO 2113	85.5	88.7																																																																																																																																
ECO 2123	94.1	91.4																																																																																																																																
MAT 0113	69.0	76.2																																																																																																																																
MAT 0123	70.3	56.6																																																																																																																																
MAT 1233	74.5	69.0																																																																																																																																
MAT 1313	83.5	80.5																																																																																																																																
MAT 1323	76.7	81.1																																																																																																																																
MAT 1343	89.9	74.0																																																																																																																																

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

			MAT 1513	61.1	96.4	
			MAT 1613	82.0	53.8	
			MAT 1623	100	60.7	
			MAT 1723	62.5	85.7	
			MAT 1733		100	
			MAT 2613	81.3		
			MAT 2623		100	
			PHY 2251		94.7	
			PHY 2253		94.7	
			PHY 2414	73.3		
			PHY 2424		100	
			PHY 2514	62.5		
			PHY 2524		20.0	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business				Supports PRCC Strategic Goal(s): 1, 3
COURSE LEVEL: BIO 1113 & BIO 1111 Principles of Biology I and Lab				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	Describe the fundamental principles of cell biology	At the end of the lecture course, at least 60% of the students will identify the importance of cell organelles and their functions. This item will be assessed on a common instrument prior to final exams.	Total-73.00% F2F-72.95% Online-73.04%	Instructors decided to include animations to enhance instruction.
2	Describe the fundamental principles of Mendelian genetics	At the end of the lecture course, at least 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.	Total-62.95% F2F-64.29% Online-60.31%	Instructors decided to add models to supplement instruction.
3	Describe the molecular basis for heredity, DNA structure and replication, and protein synthesis.	At the end of the lecture course, at least 60% of students will determine the role of DNA and RNA in the production of proteins. This item will be assessed on a common instrument prior to final exams.	Total-63.17% F2F-70.25% Online-56.08%	Instructors decided to add videos on the topic and supplement notes with added practice.
4	Describe the principles of adaptation and evolution in biology	At the end of the lecture course, at least 60% of students will demonstrate an		Instructors agreed to rewrite the learning outcome to better correlate to course description.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		understanding of the role of adaptation as a key characteristic of life. This item will be assessed on a common instrument prior to final exams.	Total-89.29% F2F-85.29% Online-	
5	Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in BIO 1113	At the end of the lab course, at least 60% of students will identify factors that are necessary for a valid experiment. This item will be assessed on a common instrument prior to final exams.	Total-75.65% F2F-73.95% Online-78.38%	Instructors agreed to assess lab questions in a separately from lecture assessment since some students take only lecture.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business				Supports PRCC Strategic Goal(s): 1, 3
COURSE LEVEL: BIO 1123 and 1121 Principles of Biology II and Lab				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Identify and describe the homeostatic mechanisms which allow organisms to survive in their respective environments	At the end of the lecture course, at least 60% of the students will identify and describe the homeostatic mechanisms which allow organisms to survive in their respective environments. This item will be assessed on a common instrument prior to final exams.	Total-74.69% F2F-75.69% Online-73.81%	Instructors decided to include fish adaption activities to explain concept.
2	Describe the fundamental anatomy and physiology of animals	At the end of the lecture course, at least 60% of the students will describe the fundamental anatomy and physiology of animals. This item will be assessed on a common instrument prior to final exams.	Total-91.93% F2F-92.36% Online-92.00%	Instructors agreed to change the assessment questions to reflect other aspects of the SLO.
3	Describe the fundamental anatomy and physiology of plants	At the end of the lecture course, at least 60% of the students will describe the fundamental anatomy and physiology of plants. This item will be assessed on a common instrument prior to final exams.	Total-79.97% F2F-72.22% Online-87.71%	Instructors decided to add an activity building plant models.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

4	Describe the basic principles of ecology and population biology	At the end of the lecture course, at least 60% of the students will describe the basic principles of ecology and population biology. This item will be assessed on a common instrument prior to final exams.	Total-76.13% F2F-79.86% Online-72.40%	Instructors decided to include role-play population studies.
5	Develop laboratory skills that allow a student to recognize and observe the concepts listed in BIO 1123, as well as develop the ability to analyze experimental data.	At the end of the laboratory course, at least 60% of the students will recognize components of plant and animal anatomy, as well parts of the habitat and interactions therein. This item will be assessed on a common instrument prior to final exams.	Total-93.74% F2F-97.00% Online-90.48%	Instructors decided to assess SLO 5 in laboratory, as opposed to lecture to accommodate those students taking lecture only.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business				Supports PRCC Strategic Goal(s): 1, 3
COURSE LEVEL: BIO 1133 and BIO 1131 General Biology I and Lab				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	Describe the fundamental principles of cell biology	At the end of the lecture course, 70% of the students will identify the importance of cell organelles and their functions. This item will be assessed on a common instrument prior to final exams.	Total-88.53% F2F-85.03% Online-92.03%	Instructors agreed to include extra Supplemental Instruction (SI) sessions during class time and to add extra Mastering Biology questions pertaining to this outcome.
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.	Total-83.49% F2F-81.97% Online-85.37%	Instructors decided to increase practice problems for students in the classroom and to create a new SI session for students to complete outside class time.
3	Describe the molecular basis for heredity, DNA structure and replication, and protein synthesis.	At the end of the lecture course, 60% of students will determine the role of DNA and RNA in the production of proteins. This item will be assessed on a common instrument prior to final exams.	Total-75.20% F2F-76.02% Online-74.39%	Instructors decided to add videos to Canvas, provide supplemental diagrams and notes, and to conduct an SI in the classroom on this topic.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

4	Describe the principles of adaptation and evolution in biology	At the end of the lecture course, 70% of students will demonstrate an understanding of the role of adaptation as a key characteristic of life. This item will be assessed on a common instrument prior to final exams.	Total-71.56% F2F-70.00% Online-73.11%	Instructors agreed to increase classroom instruction and to add Mastering questions to better reinforce this material.
5	Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in BIO 1133.	At the end of the lab course, 60% of students will identify factors that are necessary for a valid experiment. This item will be assessed on a common instrument prior to final exams.	Total-74.71% F2F-75.02% Online-71.33%	Instructors decided to place more emphasis on this topic in lecture to bridge the gap between lecture and lab.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business				Supports PRCC Strategic Goal(s): 1, 3
COURSE LEVEL: BIO 1143 and BIO 1141 General Biology II and Lab				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Identify and describe the homeostatic mechanisms which allow organisms to survive in their respective environments	At the end of the lecture course, 60% of the students will identify and describe the homeostatic mechanisms which allow organisms to survive in their respective environments.	Total-67.59% F2F-68.00% Online-62.50%	The instructors decided to conduct a fish adaptation activity.
2	Describe the fundamental anatomy and physiology of animals	At the end of the lecture course, 60% of the students will describe the fundamental anatomy and physiology of animals	Total-81.48% F2F-78.50% Online-87.50%	Instructors agreed to change th assessment question to reflect other aspects of the SLO.
3	Describe the fundamental anatomy and physiology of plants	At the end of the lecture course, 60% of the students will describe the fundamental anatomy and physiology of plants	Total-93.75% F2F-91.00% Online-96.50%	Instructors decided to add an activity to build plant models.
4	Describe the basic principles of ecology and population biology	At the end of the lecture course, 60% of the students will describe the basic principles of ecology and population	Total-84.02% F2F-84.03%	Instructors decided to include role-playing population studies.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		biology	Online-84.01%	
5	Develop laboratory skills that allow a student to recognize and observe the concepts listed in BIO 1143, as well as develop the ability to analyze experimental data.	At the end of the laboratory course, 60% of the students will recognize components of plant and animal anatomy, as well parts of the habitat and interactions therein.	Total-73.44% F2F-79.43% Online-67.40%	Instructors decided to assess the laboratory SLO in lab instead of lecture to accommodate students taking lecture or lab only.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3
COURSE LEVEL: BIO 1313 and 1311 Botany Lecture and Lab			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 transfer requirements for 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?
1	Describe plant cell structure and organization	At the end of the lecture course, at least 70% of the students will identify the importance of plant cell organelles and their functions. This item will be assessed on a common instrument prior to final exams.	Fall 2013: 100% correct
2	Describe the reproduction, growth and development of plants	At the end of the lecture course, at least 70% of the students will describe the reproduction, growth and development of plants. This item will be assessed on a common instrument prior to final exams.	Fall 2013: 100% correct
3	Discuss the ecology and evolution of plants	At the end of the lecture course, at least 70% of the students will discuss the ecology and evolution of plants. This item will be assessed on a common instrument prior to final exams.	Fall 2013: 100% correct
4	Describe the anatomy and physiology of plants	At the end of the lecture course, at least 70% of the students will describe the anatomy and physiology of plants. This	Fall 2013: 100% correct
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a CHANGE or IMPROVE .
			Instructor decided to provide students with a cell activity for comparing and contrasting plant and animal cells.
			Instructor planned to guide students in plant asexual reproduction techniques.
			It was decided to provide students with cladistic activities pertaining to the evolution of plants.
			The instructor planned to provide more opportunities for hands-on activities, such as plant pigment chromatograph.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		item will be assessed on a common instrument prior to final exams.		
5	Describe the diversity and distribution of plant species	At the end of the lecture course, at least 70% of the students will describe the diversity and distribution of plant species. This item will be assessed on a common instrument prior to final exams.	Fall 2013: 100% correct	To help solidify this topic, the instructor decided to guide students on specific field trips.
6	Develop laboratory skills that allow a student to recognize and observe the concepts listed in BIO 1313, as well as develop the ability to analyze experimental data	At the end of the lecture course, at least 70% of the students will exhibit laboratory skills needed for the study of Botany. This item will be assessed on a common instrument prior to final exams.	Fall 2013: 90% correct	Instructor decided to provide more data experiences for student interpretation.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1,
3			
COURSE LEVEL: BIO 1513 and BIO 1511 Principles of Anatomy and Physiology I and Lab			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 transfer requirements for 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 .		
1	Use correct anatomical and physiological terms to describe the human body.	At the end of the lecture course, at least 60% of the students will identify the importance of anatomical terms. This item will be assessed on a common instrument prior to final exams.	65.27%
2	List, describe, and identify the anatomical components and functions of the tissues and integumentary system, skeletal system, muscular system, and nervous system that are explored by the course.	At the end of the lecture course, at least 60% of the students will correctly answer 2 out of 3 questions that demonstrate the importance of functions of systems in overall health of the body. This item will be assessed on a common instrument prior to final exams.	70.71%
3	Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body	At the end of the lecture course, at least 60% of the students will correctly answer 2 out of 3 questions that demonstrate the connections between the studied body systems and overall function of the human	86.61%
			Instructors agreed to add integration of systems through Mastering videos and tutorials. Instructors agreed to change the assessment criteria for Fall 2014.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		body.		
5	Identify anatomical structures concerning the tissues and integumentary system, skeletal system, muscular system, and nervous system.	At the end of the lecture course, at least 60% of the students will correctly answer 2 out of 3 questions that demonstrate anatomical structures concerning the body systems studied. This item will be assessed on a common instrument prior to final exams.	76.99%	Instructors agreed to change the assessment criteria for Fall 2014. Instructors decided to assess this outcome in lab only to accommodate students taking only lecture.
6	Analyze laboratory experiments concerning physiology of the muscular system and nervous system.	At the end of the lecture course, at least 60% of the students will correctly answer 2 out of 3 questions that demonstrate relationships between the anatomy and physiology of the muscular and nervous systems. This item will be assessed on a common instrument prior to final exams.	74.48%	Instructors agreed to change the assessment criteria for Fall 2014. Instructors decided to add a muscle fatigue lab for physiology. Instructors decided to assess this outcome in lab only to accommodate students taking only lecture.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business				Supports PRCC Strategic Goal(s): 1, 3
COURSE LEVEL: BIO 1523/1521 Principles of Anatomy and Physiology II and Lab				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	List, describe, and identify the anatomical components and functions of the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system	At the end of the lecture course, at least 60% of the students will correctly answer 2 out of 3 questions that demonstrate the importance of anatomical terms concerning the studied systems. This item will be assessed on a common instrument prior to final exams.	50.85%	Instructors discovered a faulty question that will be edited for Fall 2014. Instructors discovered the method of data collection was incorrect for 2 out of 3 questions in the assessment criteria. New method will be used in Fall 2014. Instructors decided to change assessment questions.
2	Demonstrate the ability to make connections between the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive systems and how these connections relate to the overall function of the human body.	At the end of the lecture course, at least 60% of the students will correctly answer 2 out of 3 questions that demonstrate the importance of functions of systems in overall health of the body. This item will be assessed on a common instrument prior to final exams.	63.39%	Instructors agreed to increase emphasis on connections of disorders between systems. Instructors discovered the method of data collection was incorrect for 2 out of 3 questions in the assessment criteria. New method will be used in Fall 2014. Instructors decided to change assessment questions.
3	Identify anatomical structures concerning the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and	At the end of the lecture course, at least 60% of the students will correctly answer 2 out of 3 questions that demonstrate anatomical structures concerning the	82.20%	Instructors decided to asses this SLO in lab only due to some students only taking lecture.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

	reproductive system.	systems studied. This item will be assessed on a common instrument prior to final exams.		
4	Analyze laboratory experiments concerning physiology of the cardiovascular system, endocrine system, respiratory system, digestive system, urinary system.	At the end of the lecture course, at least 60% of the students will correctly answer 2 out of 3 questions that demonstrate connections between the anatomical structure and physiology of the systems studied. This item will be assessed on a common instrument prior to final exams.	54.24%	Instructors decided to asses this SLO in lab only due to some students only taking lecture. Instructors agreed to use Physio EX in lab for group activities in physiology of these systems.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business				Supports PRCC Strategic Goal(s): 1, 3
COURSE LEVEL: BIO 2513/2511 Anatomy and Physiology I and Lab				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	Use correct anatomical and physiological terms to describe the human body.	At the end of the lecture course, at least 60% of the students will identify the importance of anatomical terms. This item will be assessed on a common instrument prior to final exams.	Total-74.46% F2F-76.34% Online-67.11%	Instructors decided to use the surface temperature activity to review anatomical and physiological terms.
2	List, describe, and identify the anatomical components and functions of the tissues and integumentary system, skeletal system, muscular system, and nervous system that are explored by the course.	At the end of the lecture course, at least 60% of the students will correctly answer 2 out of 3 questions that demonstrate the importance of functions of systems in overall health of the body. This item will be assessed on a common instrument prior to final exams.	Total-74.64% F2F-69.83% Online-79.47%	Instructors decided to change the assessment criteria for Fall 2014. Instructors will add an adaptive learning module for major topics in Mastering Anatomy & Physiology.
3	Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body	At the end of the lecture course, at least 60% of the students will correctly answer 2 out of 3 questions that demonstrate the connections between the studied body systems and overall function of the human body.	Total-80.12% F2F-79.34% Online-82.89%	Instructors decided to change the assessment criteria for Fall 2014. Instructors decided to change the disorder activity to include an analysis of how the body systems are connected.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

4	Identify anatomical structures concerning the tissues and integumentary system, skeletal system, muscular system, and nervous system.	At the end of the lecture course, at least 60% of the students will correctly answer 2 out of 3 questions that demonstrate anatomical structures concerning the body systems studied. This item will be assessed on a common instrument prior to final exams.	Total-80.03% F2F-80.65% Online-79,58%	Instructors decided to assess this SLO in lab instead of lecture. Instructors will conduct a computer activity designed to review an reinforce tissues.
5	Analyze laboratory experiments concerning physiology of the muscular system and nervous system.	At the end of the lecture course, at least 60% of the students will correctly answer 2 out of 3 questions that demonstrate relationships between the anatomy and physiology of the muscular and nervous systems. This item will be assessed on a common instrument prior to final exams.	Total-67.94% F2F-68.01% Online-76.10%	Instructors decided to assess this SLO in lab instead of lecture. A muscle fatigue lab will be used to explore the physiology of the muscular and nervous system.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: BIO 2523/2521 Anatomy and Physiology II and Lab				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	List, describe, and identify the anatomical components and functions of the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system.	At the end of the lecture course, at least 60% of the students will correctly answer 2 out of 3 questions that demonstrate the importance of anatomical terms concerning the studied systems. This item will be assessed on a common instrument prior to final exams.	Total-73.25% F2F-70.40% Online-73.61%	Instructors decided to change the assessment criteria for Fall 2014. Instructors decided to use the Practice Anatomy Lab software to investigate the anatomical components of a cadaver.
2	Demonstrate the ability to make connections between the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive systems and how these connections relate to the overall function of the human body.	At the end of the lecture course, at least 60% of the students will correctly answer 2 out of 3 questions that demonstrate the importance of functions of systems in overall health of the body. This item will be assessed on a common instrument prior to final exams.	Total-83.90% F2F-84.02% Online-83.69%	Instructors decided to change the assessment criteria for Fall 2014. Instructors decided to change the disorder activity to reflect the connections between body systems.
3	Identify anatomical structures concerning the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and	At the end of the lecture course, at least 60% of the students will correctly answer 2 out of 3 questions that demonstrate anatomical structures concerning the	Total-73.64% F2F-68,70% Online-78.57%	Instructors decided to change the assessment criteria for Fall 2014. Instructors will utilize the torso models to review anatomical structures.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

	reproductive system.	systems studied. This item will be assessed on a common instrument prior to final exams.		
4	Analyze laboratory experiments concerning physiology of the cardiovascular system, endocrine system, respiratory system, digestive system, urinary system.	At the end of the lecture course, at least 60% of the students will correctly answer 2 out of 3 questions that demonstrate connections between the anatomical structure and physiology of the systems studied. This item will be assessed on a common instrument prior to final exams.	Total-65.92% F2F-67.54% Online-64.29%	Instructors decided to change the assessment criteria for Fall 2014. Increased emphasis will be placed on physiology data collection and analysis in lab.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: BIO 2923 & 2921 Microbiology Lecture and Lab				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program 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.				
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 transfer requirements for 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 –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 .
1	Demonstrate knowledge of the structural and functional similarities and differences between prokaryotic and eukaryotic cells.	60% of students will be able to make distinctions between gram positive and gram negative cell structure. This item will be assessed on a common instrument prior to final exams.	Fall 2013 66/90 73% Spring 2014 66/90 73%	Students met the assessment criteria. Due to the importance of this topic, instructors will continue to assess the student learning outcome in the same manner. To improve student learning, we will continue to emphasize this topic in both the lecture and laboratory setting.
2	Demonstrate knowledge of microbial growth and metabolism along with the common methods to control such growth.	60% of students will be able to identify the important factors involved in choosing a microbial control method. This item will be assessed on a common instrument prior to final exams.	Fall 2013 72/90 80% Spring 2014 72/90 56/90 62%	Students met the assessment criteria. To improve student learning the instructors will related the use of microbial control agents to everyday life.
3	Demonstrate knowledge of innate and specific immunity.	60% of students will be able to demonstrate an understanding of the four general types of acquired immunity. This item will be assessed on a common	Fall 2013 71/90 79% Spring 2014 68/90 76%	Student met the assessment criteria. To improve student learning the instructors will expand the example applications of immunity by discussing important vaccinations.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		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 be able to identify the causative agent and mode of transmission for selected infectious diseases. This item will be assessed on a common instrument prior to final exams.	Fall 2013 73/90 81% Spring 2014 74/90 86%	Students met the assessment criteria. To improve student learning the instructors will continue to discuss a variety of diseases in the classroom and relate the discussions to current events.
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. This will be assessed on Practical 1.	Fall 2013 105/105 100% Spring 2014 92/98 94%	Students met the assessment criteria. To improve student learning the instructors will continue to emphasize the use of the microscopes and include virtual training prior to the lab.
6	Demonstrate knowledge of a microbe's metabolic requirements using various selective and differential media.	60 %Students will correctly interpret the results of the following differential/selective media; Mannitol Salt agar, Citrate agar, and Phenol Red Lactose in a practical situation. This will be assessed on Practical 2.	Fall 2013 MSA 59/104 57% Citrate 72/104 69% PRL 77/98 79% Spring 2014 MSA 75/96 78% Citrate 76/96 79% PRL 77/92 84%	Students met the assessment criteria. To improve student learning the instructors will use canvas based assignments to provide students additional practice interpreting the different outcomes for the media.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business				Supports PRCC Strategic Goal(s): 1, 3
COURSE LEVEL: CHE 1213/1211 and CHE 1223/1221 General Chemistry I and II and Lab				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving chemistry.	Of students completing the course General Chemistry I: 60% General Chemistry II: 80% will correctly compare 2 of 3 problems or situations involving chemistry on the final exam.	Of students completing the course Fall Semester: 45% Spring Semester: 62%	Instructors decided to have the students work more problems that they have to think about before they start to work.
2	Use appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry.	Of students completing the course General Chemistry I: 60% General Chemistry II: 80% will correctly answer 2 of 3 quantitative problems on the final exam.	Of students completing the course Fall Semester: 45% Spring Semester: 61%	Instructors agreed to encourage the students to learn how to read a question and organize their thoughts so that they can process the mathematical problem.
3	Understand how Periodic Law relates to the relationships between: e.g., atomic structure, chemical names and symbols, characteristics of inorganic	Of students completing the course General Chemistry I: 60% General Chemistry II: 80%	Of students completing the course Fall Semester: 83%	Instructors agreed to place more emphasis on and to encourage the students to become more familiar with the periodic table and how to use it.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	chemicals, etc..	will correctly answer 2 of 3 Periodic law problems on the final exam.	Spring Semester: 72%	
4	Collect and analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory	Of students completing the course General Chemistry I: 60% General Chemistry II: 80% will correctly answer 2 of 3 comparisons between experiment and theoretical data in lab.	Of students completing the course Fall Semester: 25% Spring Semester: 65%	Instructors decided to encourage the students to think critically about what they are working on in the lab and how it connects to what they are doing in the lecture class.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business				Supports PRCC Strategic Goal(s): 1, 3
COURSE LEVEL: CHE 1314 Principles of Chemistry				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving chemistry.	60% of students will correctly compare 2 of 3 problems or situations involving chemistry on the final exam.	Of the students completing the course Spring Semester: 40%	Instructors decided to have the students work more problems that they have to think about before they start to work.
2	Use appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry.	60% will correctly answer 2 of 3 quantitative problems on the final exam.	Of the students completing the course Spring Semester: 65%	Instructors agreed to encourage the students to learn how to read a question and organize their thoughts so that they can process the mathematical problem.
3	Understand how Periodic Law relates to the relationships between: e.g., atomic structure, chemical names and symbols, characteristics of inorganic chemicals, etc	60% will correctly answer 2 or 3 Periodic law problems on the final exam.	Of the students completing the course Spring Semester: 55%	Instructors agreed to place more emphasis on and to encourage the students to become more familiar with the periodic table and how to use it.
4	Collect and analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory.	60% will correctly answer 2 of 3 comparisons between experiment and theoretical data in lab.	Of the students completing the course Spring Semester: None	Data was not collected for this objective for the spring semester. Instructors agreed to accurate assess this SLO in the upcoming school year.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business				Supports PRCC Strategic Goal(s): 1, 3
COURSE LEVEL: CHE 2423, 2421 and CHE 2433, 2431 Organic Chemistry I and II Lecture and Lab				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	The student will determine the basic reaction mechanism for given organic chemical reactions.	Of students completing the course Fall Semester: 60% Spring Semester: 80% will correctly determine 2 of 3 reaction mechanisms given on the final exam.	Of students completing the course Fall Semester: 38% Spring Semester: 100%	Instructors determined to work with the students more in Organic I on the topic of reaction mechanisms.
2	The student will name organic compounds.	Of students completing the course Fall Semester: 60% Spring Semester: 80% will correctly name 2 of 3 organic compounds given on the final exam.	Of students completing the course Fall Semester: 62% Spring Semester: 98%	Instructors agreed to continue to emphasize the naming process of organic compounds.
3	The student will use the basic reaction mechanisms.	Of students completing the course Fall Semester: 60% Spring Semester: 80% will correctly use the basic reaction	Of students completing the course Fall Semester: 12% Spring Semester: 88%	Instructors agreed to work with the students more throughout the semester emphasizing the reaction mechanisms.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		mechanisms 2 of 3 times on the final exam		
4	The student will interpret spectrographs.	<p>Of students completing the course</p> <p>Fall Semester: 60% Spring Semester: 80%</p> <p>will correctly interpret spectrographs 2 of 3 times on the final exam</p>	<p>Of students completing the course</p> <p>Fall Semester: 5% Spring Semester: 100%</p>	Instructors decided to continue to introduce the concept in Organic I but continue to go into greater detail in Organic II.
5	The student will analyze experimental data.	<p>Of students completing the course</p> <p>Fall Semester: 60% Spring Semester: 80%</p> <p>will calculate the theoretical yield and the percent yield of the reactions performed in lab 2 of 3 times.</p>	<p>Of students completing the course</p> <p>Fall Semester: 60% Spring Semester: 100%</p>	Instructors agreed to remind the students to calculate the theoretical yield and the percent yields of the reactions done in lab.
6	The student will set up and use the glassware used in the organic chemistry lab.	<p>Of students completing the course</p> <p>Fall Semester: 60% Spring Semester: 80%</p> <p>will correctly set up organic reaction glassware 2 of 3 times in the lab.</p>	<p>Of students completing the course</p> <p>Fall Semester: 50% Spring Semester: 100%</p>	Instructors decided to have each lab group verify the glassware setup of one of the other lab groups.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3
COURSE LEVEL: PHY 2514 and PHY 2524 Engineering Physics I and II			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 transfer requirements for 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?
1	The student will qualitatively compare different physical situations.	Of students completing the course Fall Semester: 60% Spring Semester: 80% will correctly rank 2 of 3 qualitative physical situations given on a quiz near the end of the semester.	Fall 2013 – 6 of 11: 54.5% Spring 2014 – 0 of 1: 0% Determined a need to work on answering essay question. Add some questions to each lab exercise next year.
2	The student will quantitatively compare different physical situations.	Of students completing the course Fall Semester: 60% Spring Semester: 80% will correctly rank 2 of 3 quantitative physical situations given on a quiz near the end of the semester.	Fall 2013 – 6 of 11: 54.5% Spring 2014 – 0 of 1: 0% Can't tell from these numbers how well the students perform currently. Decided to try the same approach next year and see if the numbers are better.
3	The student will numerically solve a physics problem.	Of students completing the course Fall Semester: 60% Spring Semester: 80%	Fall 2013 – 8 of 11: 72.7% Spring 2014 – 1 of 1: 100% The questions this year were probably too easy. Planned to change the question for next year to be a little more challenging.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		will find the correct solution to 2 of 3 problems on a quiz near the end of the semester.		
4	The student will use a graphical description to generate a mathematical description of a physical situation.	<p>Of students completing the course</p> <p>Fall Semester: 60%</p> <p>Spring Semester: 80%</p> <p>will correctly generate an appropriate equation from a graph on a quiz near the end of the semester.</p>	<p>Fall 2013 – 7 of 11: 63.6%</p> <p>Spring 2014 – 0 of 1: 0%</p>	Decoded to add more of this type of exercise to labs next year to improve these numbers.
5	The student will analyze experimental data.	<p>Of students completing the course</p> <p>Fall Semester: 60%</p> <p>Spring Semester: 80%</p> <p>will enter experimental data on a spreadsheet and fit the data with a function during a lab exercise.</p>	<p>Fall 2013 – 9 of 11: 81.8%</p> <p>Spring 2014 – 1 of 1: 100%</p>	Decided to make several changes to labs next year. Keep this the same so not too much is different.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: PHY 2414 and PHY 2424 General Physics I and II and Lab				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1	Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving physics,	Of students completing the course Fall Semester: 60% Spring Semester: 80% will correctly qualitatively rank 2 of 3 physical situations on a quiz near the end of the semester.	Fall 2013 – 7 of 11: 63.6% Spring 2014 – 5 of 6: 83.3%	The instructor decided to change labs next year to improve essay question performance on tests.
2	Use graphical techniques to solve a kinematics problem in one- or two-dimensions.	Students completing the course will be able to obtain a graph of the motion of an object from a verbal description of its motion. When tested on a quiz 60% Fall Semester 80% Spring Semester will correctly graph the motion of an object for 2 of 3 problems.	Fall 2013 – 7 of 11: 63.6% Spring 2014 – 3 of 6: 50%	This objective is very important in the first semester (fall), but less so in the second. Planned to change this SLO to be something more appropriate for both semesters.
3	Use appropriate mathematical techniques (algebra and trigonometry)	Of students completing the course	Fall 2013 – 6 of 11: 54.5% Spring 2014 – 6 of 6: 100%	The Spring 2014 class was exceptional which makes this data a little hard to use

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	and physical concepts to obtain a quantitative solution to a problems in physics,	60% Fall Semester 80% Spring Semester will correctly solve 2 of 3 problems on a quiz near the end of the semester.		for next year. Decided to keep focusing on problem-solving, but don't change anything for next year.
4	Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.	Of students completing the course 60% Fall Semester 80% Spring Semester will be able to use graphical methods to solve a constant acceleration problem on a quiz near the end of the semester.	Fall 2013 – 7 of 11: 63.6% Spring 2014 – 5 of 6: 83.3%	Constant acceleration is more appropriate for first semester than second semester. Planned to change the method of assessment to something more appropriate for both semesters.
5	Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory.	Of students completing the course 60% Fall Semester 80% Spring Semester will enter experimental data on a spreadsheet and fit the data with a function during a lab exercise.	Fall 2013 – 6 of 11: 54.5% Spring 2014 – 6 of 6: 100%	The Spring 2014 class was exceptional which makes this data a little hard to use for next year. Decided to see if next year's class can perform at this same level with the same instruction.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: PHY 2253 & PHY 2251 Physical Science Survey II Lecture and Lab				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	The student will compare and classify different types of matter.	Of the students completing this course 70% will correctly classify matter by type through observations 2 of 3 times in a laboratory setting.	Of students completing the course Fall Semester: 45% Spring Semester: 42%	Instructors decided to revise the activity used to measure this by incorporating more pictures for the students to study.
2	The student will balance chemical equations.	Of the students completing this course 70% will correctly balance chemical equations 2 of 3 times on the final exam.	Of students completing the course Fall Semester: 68% Spring Semester: 70%	Instructors agreed to give students more practice with the concept to help them better understand the process.
3	The student will name and write formulas for inorganic chemical substances.	Of the students completing this course 70% will use the periodic table to correctly write chemical formulas 2 of 3 times on the final exam.	Of students completing the course Fall Semester: 81% Spring Semester: 75%	Instructors decided to increase the usage of the chemical nomenclature throughout the class. Encourage the students to connect the naming of chemicals to the chemicals they come in contact on a day to day bases.

PEARLRIVERCOMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business				Supports PRCC Strategic Goal(s): 1, 3
COURSE LEVEL: MAT 0113 Fundamentals of Mathematics				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Without the use of a calculator, the student will add, subtract, multiply, divide, and round whole numbers.	70% of students who complete this course will correctly round whole numbers on the final exam.	Fall 2013: 90.91% Fall 2013 Online:81.82% Spring 2014: 100%	As part of a statewide reorganization of developmental courses, Fundamentals of Mathematics will no longer be taught at PRCC.
2	The student will add, subtract, multiply, divide, and round decimals.	70% of students who complete this course will correctly divide decimals on the final exam	Fall 2013: 63.64% Fall 2013 Online: 63.64% Spring 2014: 54.5%	As part of a statewide reorganization of developmental courses, Fundamentals of Mathematics will no longer be taught at PRCC.
3	The student will add, subtract, multiply, and divide fractions.	70% of students who complete this course will correctly add fractions on the final exam.	Fall 2013: 36.36% Fall 2013 Online:27.27% Spring 2014: 27.3%	As part of a statewide reorganization of developmental courses, Fundamentals of Mathematics will no longer be taught at PRCC.
4	The student will set up and solve simple word problems dealing with rates, ratios, and proportions.	70% of students who complete this course will correctly solve simple word problems, dealing with rates as proportions on the final exam.	Fall 2013: 86.36% Fall 2013 Online:81.82% Spring 2014: 81.8%	As part of a statewide reorganization of developmental courses, Fundamentals of Mathematics will no longer be taught at PRCC.

PEARLRIVERCOMMUNITY COLLEGE ASSESSMENT
2013-2014

5	The student will convert whole and mixed numbers to equivalent fractions, decimals, and percents for use in setting up and solving problems involving percent	70% of students who complete this course will correctly construct an equation from a word problem on the final exam.	Fall 2013: 59.09% Fall 2013 Online: 54.55% Spring 2014: 81.8% Spring 2014 Online:	As part of a statewide reorganization of developmental courses, Fundamentals of Mathematics will no longer be taught at PRCC.
6	The student will apply simple concepts dealing with order of operations and exponents.	70% of students who complete this course will correctly apply simple concepts dealing with order of operations and exponents on the final exam.	Fall 2013: 95.45% Fall 2013 Online:100% Spring 2014: 100% Spring 2014 Online:	As part of a statewide reorganization of developmental courses, Fundamentals of Mathematics will no longer be taught at PRCC.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: MAT 0123 Beginning Algebra				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	Without the use of a calculator, 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.	Fall 2013: 87.29% 103/118 Fall 2013 Online: 70.27% 26/37 Spring 2014: 95.31% 61/64 Spring 2014 Online: 88.89% 32/36	It was decided to provide a Module 1 – 3 review prior to the SLO assessment.
2	The student will evaluate algebraic expressions.	70% of students who complete this course will correctly evaluate algebraic expressions on the final exam.	Fall 2013: 66.10% 78/118 Fall 2013 Online: 62.16% 23/37 Spring 2014: 67.19% 43/64 Spring 2014 Online: 66.67% 24/36	Instructors decided to assess SLOs 1, 2, 3, and 4 on a mid-semester assessment.
3	The student will solve linear equations.	70% of students who complete this course will correctly solve linear equations on the final exam.	Fall 2013: 58.47% 69/118 Fall 2013 Online: 40.54% 15/37 Spring 2014: 60.32% 38/63 Spring 2014 Online: 44.44% 16/36	Instructors agreed to assess this SLO earlier in the semester.
4	The student will solve linear inequalities.	70% of students who complete this course will correctly solve linear inequalities on the final exam.	Fall 2013: 56.41% 66/117 Fall 2013 Online: 45.95% 17/37 Spring 2014: 42.19% 43/64 Spring 2014 Online: 38.89% 14/36	Instructors decided to assign more homework problems related to this outcome and to place more emphasis on notation during lecture.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

5	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.	Fall 2013: 68.64% 81/118 Fall 2013 Online: 45.95% 17/37 Spring 2014: 67.19% 43/64 Spring 2014 Online: 52.78% 19/36	Instructors decided to reword the assessment criteria to reflect the specific arithmetic operation being assessed.
6	The student will factor polynomials.	70% of the students who complete this course will correctly factor polynomials on the final exam.	Fall 2013: 74.58% 88/118 Fall 2013 Online: 48.65% 18/37 Spring 2014: 71.88% 46/64 Spring 2014 Online: 55.56% 20/36	Instructors felt improvement was needed for online sections. Online instructors decided to add a discussion board activity, having students explain why a given problem is correct or incorrect.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

DEPARTMENT: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: MAT 1233 Intermediate Algebra				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	The student will solve linear equations and inequalities.	70% of students who complete this course will correctly solve a linear inequality on the final exam.	Fall 2013: 94.94% 244/257 Fall 2013 Online: 77.14% 54/70 Spring 2014: 83.54% 137/164 Spring 2014 Online: 66.67% 30/45	Instructors decided to increase the difficulty level of the linear equation on the final exam from one variable each side to double variables each side.
2	The student will solve equations containing rational expressions.	70% of students who complete this course will correctly solve rational expressions equations on the final exam.	Fall 2013: 72.37% 186/257 Fall 2013 Online: 65.71% 46/70 Spring 2014: 64.02% 105/164 Spring 2014 Online: 46.67% 21/45	The instructors decided that online courses would add a quiz or discussion board activity to enhance student learning.
3	The student will factor polynomials.	70% of students who complete this course will correctly factor polynomials on the final exam.	Fall 2013: 95.33% 245/257 Fall 2013 Online: 87.14% 61/70 Spring 2014: 88.41% 145/164 Spring 2014 Online: 77.78% 35/45	Since this criteria was successfully, the instructors agreed to change the final assessment question to a problem having a leading coefficient other than one.
4	The student will simplify radical expressions.	70% of students who complete this course will correctly simplify radical expressions on the final exam.	Fall 2013: 97.28% 250/257 Fall 2013 Online: 85.71% 60/70 Spring 2014: 85.98% 141/164 Spring 2014 Online: 75.56% 34/45	The instructors decided to change the assessment question to a problem that includes variables as well as numbers within the radical.
5	The student will perform operations on polynomials.	70% of students who complete this course will correctly manipulate polynomials on	Fall 2013: 95.72% 246/257 Fall 2013 Online: 90% 63/70	The instructors agreed to change the difficulty level of the assessment question

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

		the final exam.	Spring 2014: 89.02% 146/164 Spring 2014 Online: 84.44% 38/45	to a problem in which students would multiply binomial times a binomial.
6	The student will solve quadratic equations.	70% of students who complete this course will correctly solve quadratic equations on the final exam.	Fall 2013: 64.98% 167/257 Fall 2013 Online: 48.57% 34/70 Spring 2014: 54.94% 89/162 Spring 2014 Online: 48.89% 22/45	Instructors decided to change Test 6 to have a greater percentage of quadratic equations.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: MAT 1313 College Algebra				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	The student will solve linear equations and inequalities.	70% of students who complete this course will correctly solve a linear inequality on the final exam.	Fall 2013: 82.39% 290/352 Fall 2013 Online: 77.23% 78/101 Spring 2014: 69.60% 190/273 Spring 2014 Online: 78.01% 110/141	Due to success on linear inequalities, instructors decided to change the SLO to solving quadratic equations. (This will also help confirm background knowledge needed to solve logarithmic equations, which is a struggle.)
2	The student will demonstrate knowledge of functions and their behavior.	70% of students who complete this course will correctly answer a problem related to algebraic functions on the final exam.	Fall 2013: 61.36% 216/352 Fall 2013 Online: 63.37% 64/101 Spring 2014: 57.14% 156/273 Spring 2014 Online: 67.38% 95/141	Instructors decided to change this exam question to the type (f-g)(x), rather than being evaluated at a specific point.
3	The student will graph polynomial functions.	70% of students who complete this course will correctly graph a polynomial function on the final exam.	Fall 2013: 75.57% 266/352 Fall 2013 Online: 76.24% 77/101 Spring 2014: 67.77% 185/273 Spring 2014 Online: 73.76% 104/141	Instructors agreed to change the exam question to the type $y = (x-h)^2 + k$ to determine if students can solve polynomials presented in various forms.
4	The student will derive mathematical solutions for real-world situations.	70% of students who complete this course will correctly solve an interest rate problem on the final exam.	Fall 2013: 76.50% 267/349 Fall 2013 Online: 77.23% 78/101 Spring 2014: 71.17% 195/274 Spring 2014 Online: 76.60% 108/141	Instructors decided to employ SI leaders/tutors in the math lab to work with students on the use of a calculator to solve this type of problem.
5	The student will solve logarithmic	70% of students who complete this course	Fall 2013: 39.20% 138/352	Instructors realized this outcome has been

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	equations.	will correctly solve a logarithmic equation on the final exam.	Fall 2013 Online: 42.57% 43/101 Spring 2014: 36.90% 100/271 Spring 2014 Online: 26.43% 37/140	continually low. They decided to change the exam question to the form: $y = \log_a x = b$ in order to determine basic knowledge of students. In addition, the current, short logarithmic review will be changed to a focused review on solving logarithmic equations only.
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 2013: 84.85% 280/330 Fall 2013 Online: 81.19% 82/101 Spring 2014: 75.09% 205/273 Spring 2014 Online: 78.01% 110/141	In order to ensure students were solving a system rather than simply checking an answer, instructors decided to change this assessment question on the final exam.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: MAT 1323 Trigonometry				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Identify exact trigonometric values of the special angles in degree and radian measure.	Based upon the final exam, seventy percent of the students will correctly identify trigonometric values of special angles in radian and degree measure.	Fall 2013: 73.33% 11/15 Fall 2013 Online: 100% 6/6 Spring 2014: 95.45% 21/22 Spring 2014 Online: 85.71% 6/7	Instructors decided the criteria for this assessment item has been met for two consecutive years so this item will be discontinued.
2	Solve right triangles using trigonometric ratios.	Based upon the final exam, seventy percent of the students will correctly solve right triangles using trigonometric ratios.	Fall 2013: 66.67% 10/15 Fall 2013 Online: 50% 3/6 Spring 2014: 54.55% 12/22 Spring 2014 Online: 85.71% 6/7	Instructors decided to change the problem by removing the application portion.
3	Solve trigonometric equations.	Based upon the final exam, seventy percent of the students will correctly solve trigonometric equations.	Fall 2013: 60% 9/15 Fall 2013 Online: 66.67% 4/6 Spring 2014: 63.64% 14/22 Spring 2014 Online: 42.86% 3/7	Instructors decided to add five additional homework problems for this topic.
4	Determine trigonometric function values of quadrantal and nonquadrantal angles in standard position.	Based upon the final exam, seventy percent of the students will determine the trigonometric function values of quadrantal and nonquadrantal angles in standard position.	Fall 2013: 46.67% 7/15 Fall 2013 Online: 83.33% 5/6 Spring 2014: 58.33% 14/24 Spring 2014 Online: 85.71% 6/7	Instructors decided to change the assessment to an angle whose terminal side is in quadrant one.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

5	Simplify expressions involving trigonometric identities.	Based upon the final exam, seventy percent of the students will be able to simplify expressions involving trigonometric identities.	Fall 2013: 53.33% 8/15 Fall 2013 Online: 83.33% 5/6 Spring 2014: 72.73% 16/22 Spring 2014 Online: 42.86% 3/7	Instructors decided to change the assessment to a problem involving a product only.
6	Graph the basic trigonometric functions, and their inverses, and identify the periodic behaviors of each.	Based upon the final exam, seventy percent of the students will be able to graph the basic trigonometric functions and their inverses, and identify the periodic behaviors of each.	Fall 2013: 53.33% 8/15 Fall 2013 Online: 66.67% 4/6 Spring 2014: 54.55% 12/22 Spring 2014 Online: 42.86% 3/7	Instructors decided to reinstate the multiple choice option for the assessment of this problem.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: MAT 1343 Precalculus				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Identify properties of functions and their graphs, including symmetry, transformations, the algebra of functions and composition and inverse functions.	Given the graph of a function 70% of students that complete the course will be able to identify 2 of 3 of domain.	Fall 2013: 77.59% 45/58 Fall 2013 Online: 90.91% 10/11 Spring 2014: 73.91% 17/23 Spring 2014 Online: 85% 17/20	Instructors made major changes to this assessment last year. Decided to monitor for another year before more changes.
2	Graph polynomial, exponential, and logarithmic functions and apply those functions to models.	70% of students that complete the course will be able to correctly identify the graph of 2 of 3 logarithmic functions.	Fall 2013: 74.14% 43/58 Fall 2013 Online: 54.55% 6/11 Spring 2014: 82.61% 19/23 Spring 2014 Online:	Instructors decided to change the difficulty of assessment by mixing logarithmic and exponential in the 3 problems. Instructors also agreed to change the assessment criteria to include exponential.
3	Apply properties of exponential and logarithmic functions to solve application problems.	70% of students that complete the course will be able to expand 2 of 3 logarithmic expressions.	Fall 2013: 44.83% 26/58 Fall 2013 Online: 27.27% 3/11 Spring 2014: 60.87% 14/23 Spring 2014 Online: 35% 7/20	To help students recall this information for the final exam, instructors decided to add exponential and logarithmic questions to later tests to keep the material current.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

4	Graph trigonometric functions.	70% of students that complete the course will be able to correctly identify 2 of 3 graphs of trigonometric functions.	Fall 2013: 56.90% 33/58 Fall 2013 Online: 81.82% 9/11 Spring 2014: 73.91% 17/23 Spring 2014 Online: 80% 16/20	Because Fall and Spring numbers are so different, instructors decided to monitor for another year.
5	Verify expressions using trigonometric identities	60% of students that complete the course will be able to identify 2 out of 3 correct on verification of a trigonometric identity.	Fall 2013: 79.31% 46/58 Fall 2013 Online: 63.64% 7/11 Spring 2014: 78.26% 18/23 Spring 2014 Online: 55% 11/20	Instructors determined that the assessment criteria would be changed to 70%.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: MAT 1513 Business Calculus				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Compute limits of algebraic functions graphically, numerically, and algebraically.	70% of students who complete this course will correctly compute the limit of a function numerically on the final exam.	Fall 2013: 72.73% 8/11 Fall 2013 Online: 92.31% 12/13 Spring 2014: 85.71% 18/21 Spring 2014 Online: 71.43% 10/14	Instructors decided to add a video link into the course. Students can view the video for additional instruction
2	Compute the derivative of basic algebraic functions using derivative rules and implicit differentiation.	70% of students who complete this course will correctly compute the derivative of a function using explicit differentiation on the final exam.	Fall 2013: 54.55% 6/11 Fall 2013 Online: 38.46% 5/13 Spring 2014: 38.10% 8/21 Spring 2014 Online: 64.29% 9/14	Instructors decided to add an assignment to review this concept.
3	Use the derivative to compute rates of change and marginal changes in business applications.	70% of students who complete this course will correctly compute the marginal cost of a function on the final exam.	Fall 2013: 63.64% 7/11 Fall 2013 Online: 69.23% 9/13 Spring 2014: 71.43% 15/21 Spring 2014 Online: 57.14% 8/14	Instructors decided to expand the in class lecture on this topic to include more examples.
4	Use limits and derivatives to construct, analyze and interpret the graph of a function.	70% of students who complete this course will correctly determine where a function is increasing and/or decreasing using the first derivative on the final exam.	Fall 2013: 54.55% 6/11 Fall 2013 Online: 53.85% 7/13 Spring 2014: 52.38% 11/21 Spring 2014 Online: 57.14% 8/14	Instructors decided to require the students to complete additional problems on this topic in order to increase mastery of the topic.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

5	Compute the derivative of exponential and logarithmic functions.	70% of students who complete this course will correctly compute the derivative of an exponential function on the final exam.	Fall 2013: 72.73% 8/11 Fall 2013 Online: 92.31% Spring 2014: 85.71% 18/21 Spring 2014 Online: 85.71% 12/14	Due to the fact students met the assessment criteria for two consecutive years, it was decided to remove this item from the assessment process.
---	--	--	---	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: MAT 1613 Calculus I with Analytic Geometry				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	The student will evaluate the limit of an algebraic expression.	70% of the students will be able to evaluate the limit of an algebraic expression (final exam)	Fall 2013: 68.57% 24/35 Spring 2014: 62.96% 17/27	Instructors decided to add additional problems to the limit section
2	The student will find the derivative of an algebraic function.	70% of the students will be able to find the derivative of an algebraic function (final exam)	Fall 2013: 85.71% 30/35 Spring 2014: 81.48% 22/27	Instructors decided to increase the assessment goal to 80%
3	The student will find the derivative of a trigonometric function.	70% of the students will be able to find the derivative of a trigonometric function(final exam)	Fall 2013: 82.86% 29/35 Spring 2014: 74.07% 20/27	Instructors decided to add additional assignment throughout the entire course to increase retention of this topic.
4	The student will find the derivative of a transcendental function.	70% of the students will be able to find the derivative of a transcendental function(final exam)	Fall 2013: 74.29% 26/35 Spring 2014: 51.85% 14/27	Instructors decided to continue to introduce transcendental functions prior to the use of the chain rule and in addition increased lecture time will be devoted to this topic
5	The student will sketch a function using the first and second derivative tests.	70% of the students will be able to sketch a function using first and second derivative tests (final exam)	Fall 2013: 68.57% 24/35 Spring 2014: 37.04% 10/27	Instructors decided to increase class exposure and class activities for this topic, by introducing the concept of extrema as soon as derivatives were covered and including them in every section forward.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

6	The student will find the anti-derivative of an algebraic function.	70% of the students will be able to find the anti derivative of an algebraic function(final exam)	Fall 2013: 85.71% 30/35 Spring 2014: 74.07% 20/27	Instructors decided that due to the high levels of understanding of this topic, this SLO will no longer be assessed.
---	---	---	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3
COURSE LEVEL: MAT 1623 Calculus II with Analytic Geometry			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 transfer requirements for 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?
1	The student will find the anti-derivative of an algebraic expression	70% of the students will be able to find the anti-derivative of an algebraic expression (final exam)	Fall 2013: 70% 7/10 Spring 2014: 88.89% 16/2
2	The student will find the anti-derivative of a trigonometric function.	70% of the students will be able to find the anti-derivative of a trigonometric function. (final exam)	Fall 2013: 70% 7/10 Spring 2014: 88.89% 16/2
3	The student will find the anti-derivative of a transcendental function.	70% of the students will be able to find the anti-derivative of a transcendental function. (final exam)	Fall 2013: 60% 6/10 Spring 2014: 72.22% 13/5
4	The student will use integration to solve real world applications	70% of the students will be able to integration to solve real world applications. (final exam)	Fall 2013: 90% 9/10 Spring 2014: 77.78% 14/4
5	The student will evaluate an integral using integration by parts	70% of the students will be able to evaluate an integral using integration by parts. (final exam)	Fall 2013: 60% 6/10 Spring 2014: 77.78% 14/4
6	The student will evaluate an integral using partial fractions	70% of the students will be able to	Fall 2013: 100% 10/10 Instructors decided to re-evaluate this SLO and have students evaluate an

USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a **CHANGE** or **IMPROVE**.

Instructors decided to add additional problem sets for this topic.

Instructors decided to increase the level of difficulty of the function used to evaluate this learning objective.

Instructors decided to add outside assignment for the evaluation of the transcendental functions.

Instructors decided to increase the level of difficulty of this problem to include asking the students to graph the bounded region.

Instructors decided to dedicate more class time in lecture to this area of study.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

		evaluate an integral using partial fractions	Spring 2014: 83.33% 14/4	integral using both partial fraction and inverse trigonometric functions.
--	--	--	--------------------------	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: MAT 1723 Real Number System				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	The student will identify set notations and perform operations on sets.	70% of students who complete this course will correctly identify set notations and perform operations on the final exam.	Fall 2013: 30% mastery Spring 2014 Online: 94.44% 17/18	Instructors agreed that students confuse unions with intersections. This topic is taught early in the semester, so we will discuss this objective a second time later in the semester.
2	The student will draw a Venn diagram.	70% of students who complete this course will correctly draw a Venn diagram on the final exam.	Fall 2013: 70% mastery Spring 2014 Online: 100% 18/18	It was decided that instructors will give a quiz on Venn diagrams.
3	The student will convert historical numeration systems into our present numeration system.	70% of students who complete this course will correctly convert between numeration systems on the final exam.	Fall 2013: 100% mastery Spring 2014 Online: 88.89% 16/18	It was decided to have students research and provide at least one interesting fact regarding historical numeration systems prior to instruction.
4	The student will convert between number bases.	70% of students who complete this course will correctly convert between number bases on the final exam.	Fall 2013: 60% mastery Spring 2014 Online: 77.78% 14/18	It was agreed to spend extra class time on changing bases and to provide a separate homework assignment on this objective alone.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

5	The student will identify number patterns and their characteristics.	70% of students who complete this course will correctly identify number patterns and their characteristics on the final exam.	Fall 2013: 80% mastery Spring 2014 Online: 88.89% 16/18	Instructors decided to adjust the class lecture time to give more practice on arithmetic and geometric sequences.
---	--	---	--	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: MAT 1733 Geometry, Measurement, and Probability				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	The student will identify, describe, and compare two-dimensional and three-dimensional geometric shapes.	70% of students who complete this course will identify, describe, and compare two-dimensional and three-dimensional geometric shapes on the final exam.	Spring 2014: 100% mastery	Instructors decided to change this question from a two-dimensional shape to a three-dimensional shape.
2	The student will perform geometric constructions using a compass.	70% of students who complete this course will correctly perform geometric constructions using a compass on the final exam.	Spring 2014: 100% mastery	Instructors agreed to change this SLO item to a more difficult construction.
3	The student will solve polygon angle measures algebraically.	70% of students who complete this course will correctly solve a polygon angle measures algebraically on the final exam.	Spring 2014: 100% mastery	Instructors decided to change this item to a more difficult level using at least one angle measured in degrees with minutes.
4	The student will apply area, perimeter, and volume to real-world situations.	70% of students who complete this course will correctly apply area, perimeter, and volume to real-world situations on the final exam.	Spring 2014: 100% mastery	Instructors agreed not to provide a diagram for this item.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

5	The student will convert unit measure.	70% of students who complete this course will correctly convert unit measure on the final exam.	Spring 2014: 100% mastery	Instructors decided to use a different unit of conversion.
---	--	---	---------------------------	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business				Supports PRCC Strategic Goal(s): 1, 3
INSTRUCTIONAL AREA: Mathematics				
COURSE LEVEL: MAT 2113 Introduction to Linear Algebra				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	Perform operations on matrices in order to solve systems of linear equations and analyze linear transformations and apply matrix theory to model real-life situations.	On a quiz, 60% of students that complete the course will be able to solve a system of three linear equations in three unknowns.	Fall 2013: 4 of 4 students	It was decided that less time could be spent on systems of equations.
2	Apply determinants, eigenvalues, matrix diagonalization to analyze matrices.	On a quiz, 60% of students that complete the course will be able to calculate the determinant of a 3 x 3 matrix.	Fall 2013: 3 of 4 students	Since this was the first year of assessment, the instructor decided to continue assessment before making changes.
3	Use the Gram-Schmidt process to orthogonalize matrices.	On a quiz, 60% of students that complete the course will be able to use the Gram-Schmidt process to orthogonalize a matrix.	Fall 2013: 2 of 4 students	The instructor planned to spend more time on Gram-Schmidt process.
4	Find the kernel, range, rank, and nullity of a linear transformation.	On a quiz, 60% of students that complete the course will be able to determine the	Fall 2013: 3 of 4 students	The instructor decided to change the assessment question to ask only about rank and nullity.

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

		kernel, range, rank and nullity of a matrix.		
5	Determine bases for the row, column and null spaces of a matrix.	On a quiz, 60% of students that complete the course will be able to determine an appropriate basis for the row space of a matrix.	Fall 2013: 4 of 4 students	Because of the small student pool, the instructor determined change would be implemented after assessing a hopefully larger pool of students next fall.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

COURSE LEVEL: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: MAT 2613 Calculus III with Analytic Geometry				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	The student will evaluate the convergence of an infinite series using the appropriate test for convergence.	70% of students will be able to evaluate the convergence of an infinite series using the appropriate test for convergence. (final exam)	Fall 2013: 38.46% 5/13	Instructors decided to apply more external assignments to this topic to help students to practice and better learn the objective
2	The student will find the interval of convergence of an infinite series.	70% of students will be able to find the interval of convergence of an infinite series (final exam)	Fall 2013: 46.15% 6/13	Instructors decided to increase class exposure and lecture time to help improve this skill.
3	The student will graph conic sections using vertices, foci, centers, asymptotes, and directrix lines.	70% of students will be able to graph conic sections using foci, centers, asymptotes and directrix lines (final exam)	Fall 2013: 38.46% 5/13	The instructors decided to load a video link into the course for students to view for additional study purposes
4	The student will perform operation on vectors.	70% of students will be able to perform operations on vectors (final exam)	Fall 2013: 53.85% 7/13	Instructors decided to increase the number of problems on finding the cross products of 2 vectors
5	The student will use vectors to describe lines and planes using a three dimensional coordinate system.	70% of students will be able to use vectors to describe lines and planes in three dimension. (final exam)	Fall 2013: 53.85% 7/13	The instructors decided to add additional homework problems to reinforce this concept.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business				Supports PRCC Strategic Goal(s): 1, 3
COURSE LEVEL: MAT 2623 Calculus IV with Analytic Geometry				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	The student will find the derivatives and anti-derivatives of vector valued functions.	70% of students will be able to find the derivatives & anti-derivatives of vector valued functions. (final exam)	Spring 2014: 100% 6/6	Instructors decided change the problem being evaluated from a derivative to an anti-derivative of a vector valued function
2	The student will find the partial derivatives of functions of several variables.	70% of students will be able to find the partial derivatives of functions of several variables. (final exam)	Spring 2014: 66.67% 4/6	Instructors decided to increase class exposure to applications of the chain rule as an alternate form of a partial derivative
3	The student will find the directional derivatives and gradients of a function of several variables.	70% of students will be able to find the directional derivatives & gradients of a function of several variables. (final exam)	Spring 2014: 50.00% 3/3	Instructors decided to add an additional out of class assignment for finding directional derivatives
4	The student will evaluate double and triple integrals for functions of several variables.	70% of students will be able to evaluate double & triple integrals for functions of several variables. (final exam)	Spring 2014: 16.67% 1/6	Instructors decided to increase problem sets requiring evaluation of both double and triple integrals throughout this and later chapters
5	The student will find the area, volume and center of mass of a surface using double integration.	70% of students will be able to find the area, volume and center of mass of a surface using double integration. (final exam)	Spring 2014: 33.33% 2/6	Instructors decided to include comparison of methods used to evaluate the centers of mass using both uniform and variable densities

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

6	The student will evaluate the line and surface integrals for functions of several variables.	70% of students will be able to evaluate the line & surface integrals for functions of several variables. (final exam)	Spring 2014: 100% 6/6	Instructors decided to increase the level of difficulty of this assessment problem to include parameterization of plane curves for evaluating line integrals
---	--	--	-----------------------	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: ACC 1213 Principles of Accounting I				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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 .
1	Identify the accounting equation.	85% of students will be able to identify the accounting equation. (final exam)	Spring 2014 – 89.36% Spring Online – 92.86%	Despite the high success rate, the instructors decided to continue assessing this SLO since it is a vital part of the course.
2	Classify accounts in the accounting system.	70% of students will be able to classify accounts in the accounting system. (final exam)	Spring 2014 – 82.98% Spring Online – 85.71%	Instructors decided to continue reviewing this concept throughout the semester.
3	Complete a problem demonstrating the use of journals and ledgers in an accounting system	70% of students will be able to complete a problem using journals and ledgers in the accounting system. (final exam)	Spring 2014 – 70.21% Spring Online – 85.71%	Because the % is borderline low, instructors decided to introduce the use of journal entries in the classroom.
4	Prepare a set of financial statements.	75% of students will be able to prepare a set of financial statements in good form. (final exam)	Spring 2014 – 89.36% Spring Online – 64.29%	The instructor decided to provide additional resources for online accounting students as well as face to face in order to improve upon the implementation of financial statements and their preparation.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: ACC 1223 Principles of Accounting II				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	The student will be able to prepare a complete set of financial statements.	75% of students will be able to produce a complete set of financial statements (final exam)	67% Spring 2014 45% Spring Online	It was decided to include more written exercises rather than computer exercises.
2	The student will be able to present an oral report on an accounting related topic.	85% of the students will be able to do an oral presentation with the use of Power Point to discuss their case study company's financial position (Presentation)	100% Spring 2014 100% Spring Online	The instructor planned to assign a case study for students to complete and present to the class.
3	The student will be able to accurately solve for the gain or loss resulting from the early redemption of a bond	70% of the students will be able to make journal entries for the purchase and retirement of bonds (final exam)	67% Spring 2014 54% Spring 2014	The instructor decided to continue to assess this SLO because of its importance.
4	The student will be able to identify the advantages and disadvantages of the corporate form of business ownership.	90% of the students will be able to identify the advantages and disadvantages of the corporate form of business ownership (final exam)	67% Spring 2014 90% Spring Online	The instructor planned to stress advantages and disadvantages of corporate ownership through classroom discussion and written exercises.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: BAD 2413 Legal Environment of Business				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 –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.
1	Understand the court system and its role in business.	70% of students will correctly identify the position of the courts and its impact on business.	Spring 2014 32 of 32 100%	Instructor decided to provide charts to evaluate different court systems.
2	Recognize the elements of business torts.	70% of students will correctly identify business torts.	Spring 2014 27 of 32 84%	Instructor decided to incorporate the GMC and Toyota corporate cases of business torts into discussions.
3	Identify the elements of a contract	70% of students will correctly identify the elements of a contract.	Spring 2014 18 of 32 56%	Instructor decided to have the students draft contracts and evaluate their effectiveness through classroom evaluation.
4	Analyze a contract.	70% of students will correctly associate the factors that determine a valid contract.	Spring 2014 19 of 32 59%	Instructor decided to have students draft an employment contract for protection of the employee to emphasize this SLO.
5	Identify warranties and product liability issues.	70% of students will correctly analyze statements to determine the presence of warranties.	Spring 2014 30 of 32 93%	Instructor decided to spend more time on product warranties provided from purchases.
6	Identify the types of commercial paper	70% of students will correctly identify	Spring 2014	In an effort to increase results, instructor decided

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	and recognize the requirements for each.	the factors of commercial paper.	23 of 32 71%	to have students draft commercial paper documents during class.
7	Identify the relationship between an agent and a principal in the employment setting and the duties imposed on each.	70% of students correctly identify the roles of agent/principal in the work place.	Spring 2014 29 of 32 90%	Instructor decided to have students interview an employer concerning issues in the workplace.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: BAD 2713 Principles of Real Estate				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	List the different careers in which a real estate license is beneficial.	70% of students will correctly identify the real estate agent's positions in the job market on the final exam.	FALL 2013 19 of 19 100%	The instructor decided to have students continue to research the expanding careers in Real Estate both in the United State & beyond.
2	Research licensing criteria of the states	70% of students will correctly identify real estate licensing requirements on the final exam.	FALL 2013 18 of 19 94%	The instructor planned to require students to complete a comparison of neighboring Real Estate Licensing laws.
3	Recognize basic principles of real estate practice and real estate financing.	70% of students will correctly identify the elements of real estate financing on the final exam.	FALL 2013 18 of 19 94%	It was determined that students will compile necessary documentation of financial documents in the average mortgage packet.
4	Work proficiently on the filing and preparing of real estate documents.	70% of students will correctly identify filing and preparation of real estate documents on the final exam.	FALL 2013 18 of 19 94%	The instructor decided to provide Internet sites of online filing for deeds and title searches.
5	Read and use land contracts, public records, and recorded documents, including deeds.	70% of students will analyze recording statutes and criteria on the final exam.	FALL 2013 15 of 19 78%	The instructor decided to create a packet containing samples of various deeds and contracts for hands on preparation by the students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

6	Complete a title search.	70% of students will analyze title search requirements on the final exam.	FALL 2013 14 of 19 73%	The instructor planned to guide the students on a trip to visit the local Chancery Clerk's office for an introduction into the land records & title search process.
---	--------------------------	---	------------------------------	---

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: BAD 2723 Real Estate Law				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	List the rights and duties that go with the ownership of real property.	70% of students will correctly identify rights and responsibilities of a property owner on the final exam.	Spring 2014 17 of 19 89%	Instructor decided to have students research expanding issues in ownership
2	Describe how fixtures on the land can be made part of the real property.	70% of students will correctly identify the bundle of rights as it relates to real, personal and fixtures on the final exam.	Spring 2014 17 of 19 89%	The instructor decided to present challenges of changes in fixtures and descriptions to better emphasize this SLO.
3	Describe how the state's right of escheat and eminent domain works.	70% of students will correctly identify the legal criteria for operation of escheat/ eminent domain on the final exam.	Spring 2014 19 of 19 100%	Instructor decided to provide additional information to keep students abreast of changing eminent domain rulings.
4	Distinguish forms of ownership.	70% of students will correctly identify tenancy in severalty and joint tenancy on the final exam.	Spring 2014 14 of 19 73%	Instructor agreed to use ownership documents to familiarize students with concepts.
5	Prepare a purchase and sale agreement.	70% of students will correctly identify missing elements required in a sale agreement on the final exam.	Spring 2014 14 of 19 73%	The instructor decided to provide purchase/sales agreements for analysis
6	Prepare statements for financing of real	70% of students will correctly identify	Spring 2014	Instructor decided to include an activity in

**PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014**

	estate and security instruments.	rights of lien holders on real property on the final exam.	14 of 19 73%	which students will be required to prepare financing agreements
7	Outline circumstances where a mortgage is normally used to secure debt on real property.	70% of students will correctly identify the mortgagor, mortgagee, and deed of trust on the final exam.	Spring 2014 9 of 19 47%	Instructor decided to continue assessment of this SLO to determine question validity. Instructor agreed to review this topic prior to final exam.
8	Determine situations where foreclosure is necessary.	70% of students will correctly identify foreclosure, eviction, and owner rights on the final exam.	Spring 2014 12 of 19 63%	The instructor decided to further develop this area through document research.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: ECO 2113 Principles of Macroeconomics				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
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.	Fall %: 35 of 41 or 85.37% were successful Spring %: 30 of 33 or 90.91% were successful Fall Online %: 15 of 20 or 75% were successful Spring Online %: 13 of 16 or 81.25% were successful	Online instructor decided to add supplemental materials and homework questions to reinforce this assessment question.
	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.	Fall %:38 of 41 or 92.68% were successful Spring %: 30 of 33 or 90.91% were successful Fall Online %: 17 of 20 or 85% were successful Spring Online %: 10 of 16 or 62.5% were successful	Instructor decided to make modifications to the current assessment question.
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.	Fall %: 37 of 41 or 90.24% were successful Spring %: 31 of 33 or 93.94% were successful Fall Online %: 19 of 20 or 95% were successful Spring Online %: 15 of 16 or 93.75% were successful	Instructor decided to continue monitoring this assessment question to make sure improvements continue.
4	Develop an understanding of fiscal and	70% of students will be able to correctly	Fall %: 28 of 41 or 68.29% were successful	Online instructor decided to add

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	its various components with an emphasis on American concepts which influence economic stability and economic growth.	identify the appropriate fiscal policy for recession and inflation on the final exam.	Spring %: 31 of 33 or 93.94% were successful Fall Online %: 18 of 20 or 90% were successful Spring Online % : 11 of 16 or 68.75% were successful	supplemental materials and homework problems to online course to reinforce assessment questions.
5	Develop an understanding of the global economy and U.S. trade policy.	70% of students will be able to correctly identify United States trade patterns on the final exam.	Fall %: 37 of 41 or 90.24% were successful Spring %: 31 of 33 or 93.94% were successful Fall Online %: 16 of 20 or 80% were successful Spring Online %: 14 of 18 or 87.5% were successful	Online instructor decided to add supplemental materials and homework problems to online course to reinforce assessment questions.
6	Explain the functions of money, the Federal Reserve's monetary policies and their effect on the money supply to influence the economy.	70% of students will be able to correctly identify the three functions of money on the final exam.	Fall %: 37 of 41 or 90.24% were successful Spring %: 28 of 33 or 84.85% were successful Fall Online %: 17 of 20 or 85% were successful Spring Online %: 16 of 16 or 93.75% were successful	Instructor decided to continue monitoring this assessment question to make sure improvements continue and to determine whether this SLO should be modified or deleted.
7	Identify the national accounts and define national income, GDP, NDP, personal income, and disposable income.	70% of students will be able to correctly identify the definition of GDP on the final exam.	Fall %: 38 of 41 or 92.68% were successful Spring %: 17 of 17 or 100% were successful Fall Online %: 17 of 20 or 85% were successful Spring Online %: 13 of 16 or 81.25% were successful	Online instructor agreed to add supplemental materials and homework problems to online course to reinforce assessment questions.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: ECO 2123 Principles of Microeconomics				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS:				
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.				
2. To provide quality student services.				
3. To provide access to college courses and programs using various instructional methods, including distance education.				
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.				
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.				
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.				
7. To recruit and retain students from a diverse population.				
8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
1	Identify the role of "supply and demand" in the market economy and describe its graphical presentation	70% of students will correctly identify the relationships between quantity supplied and quantity demanded and price on the final exam.	Fall %: 7 of 8 or 87.5 % were successful Spring %: 15 of 18 or 83.33% were successful Fall Online %: 7 of 7 or 100% were successful Spring Online %: 13 of 14 or 92.86% were successful	Classroom instructor decided to add supplemental materials and homework problems to course to reinforce assessment questions. Instructor decided to make modifications to the current assessment question.
2	Describe the concept of price elasticity of demand and supply and the determinants of price elasticity of demand;	70% of students will correctly identify the definition of price elasticity of demand on the final exam.	Fall %: 6 of 8 or 75 % were successful Spring %: 15 of 18 or 83.33% were successful Fall Online %: 6 of 7 or 85.71% were successful Spring Online %: 11 of 14 or 78.57% were successful	Instructor decided to make modifications to the current assessment question.
3	Describe the theory of consumer choice based on utility maximization;	70% of students will correctly identify the definition of utility on the final exam.	Fall %: 8 of 8 or 100% were successful Spring %: 17 of 18 or 94.44% were successful Fall Online %: 6 of 8 or 75.% were successful Spring Online %: 11 of 14 or 78.57% were successful	Classroom instructor agreed to add supplemental materials and homework problems to online course to reinforce assessment questions.
4	Define the various types of production	70% of students will correctly identify the	Fall %: 7 of 8 or 87.5 % were successful	Instructor decided to continue monitoring

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	costs and distinguish between the long-run and short-run.	definition of a fixed cost on the final exam.	Spring %: 18 of 18 or 100% were successful Fall Online %: 5 of 6 or 83.33% were successful Spring Online %: 13 of 14 or 92.86% were successful	this assessment question to make sure improvements continue.
5	Identify the distinguishing characteristics of the four types of market structures	70% of students will correctly identify the main characteristics of the four market structures on the final exam.	Fall %: 7 of 8 or 87.5% were successful Spring %: 16 of 18 or 88.89% were successful Fall Online %: 100 % were successful Spring Online %: 13 of 14 or 92.86% were successful	Because of continued success, instructor decided to continue monitoring this assessment question to determine whether this SLO should be modified or deleted.
6	Evaluate both the TR/TC and MR=MC approaches to determine the short-run price and output that maximizes profits (or minimizes losses) for the four types of market structures.	70% of students will correctly identify the profit-maximizing rule on the final exam.	Fall %: 8 of 8 or 100% were successful Spring %: 13 of 18 or 72.22% were successful Fall Online %: 77.78% were successful Spring Online%: 10 of 14 or 71.43% were successful	Instructor decided to make modifications to the current assessment question.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1, 3	
COURSE LEVEL: CSC 1113 or BAD 2533 Computer Concepts				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 transfer requirements for 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 .
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.	60% of the students answered these questions correctly.	Instructors decided to upgrade textbook and review questions for relevancy, starting fall 2014.
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.	70% of the students answered these questions correctly.	Instructors agreed to review assessment question and answers for clarity.
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.	85% of the students answered these questions correctly.	Instructors decided to upgrade operating system to Windows 8 and update questions to match the new operating system.
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.	78% of the students answered these questions correctly.	To meet the new operating system and office suit, instructors decided to also change course software and to review/revise questions as needed.
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 spreadsheet on the final exam.	56% of the students answered these questions correctly.	Instructors agreed to upgrade software to Microsoft Office 2013 and revise questions to match new office suit.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013 - 2014

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: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
PURPOSE OF UNIT: To offer allied health programs, which upon successful completion will qualify students for entry-level employment in business or industry and/or additional educational opportunities.				
RELATIONSHIP OF UNIT TO PRCC MISSION: To add an important component to the health related professions which are offered locally. Students do not have to travel out of district to obtain this important medical specialty.				
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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Students will demonstrate practical knowledge and skills which are necessary for employment in entry-level positions in the workforce according to State Department of Education framework curriculum.	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%.	Retention rate was 68% which is below benchmark of 70%. Started with 22 students and graduated 15.	Decided to lower the number of students accepted into program to meet Lab Ratio from 22 to 20. Notify students of all grades below 70. Decided to implement various ways to try and increase retention.
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: ARC/STSA Benchmark is 80%.	12 of the 15 graduates sought and gained employment in the ST or related field. 3 graduates chose to not seek employment.	Decided to continue to notify previous graduates of job opportunities and to track this communication.
3	Employer satisfaction must be demonstrated for entry-level graduates who have been in the field for one year.	ARC/STSA Benchmark is 85%.	8 of the 12 Employment surveys were returned which met the benchmark of 50% return rate. Of those returned, the satisfactory rate was 100% which exceeds the benchmark.	Discussed ways to continue to monitor the needs of employment sites and document feedback regarding graduates they employ.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013 - 2014

4	Graduate satisfaction must be demonstrated for entry-level graduates who have been in the field for one year.	ARCSTSA Benchmark is 85%.	Graduate survey return rate was 80% with a satisfactory rate of 100% which exceeds the benchmark.	Decided to implement assignments to gain more detailed feedback from students regarding program layout and experiences.
5	The program shall demonstrate acceptable pass rates for the LCC-ST Program	NBSTSA Program Assessment Exam. ARC/STSA Benchmark is 75%.	CST pass rate was 80% with a total of 12 out of the 15 graduates passing. This was increase from the 21% last year.	Decided to continue with the 1703 Certification course in the curriculum and increase the content of the Mock Exams.
6	The program shall demonstrate that community needs are assessed routinely through Advisory Committee meeting.	Advisory Committee Comments	Community needs are monitored and documented within our department. Various methods are used.	Discussed ways to have more structured committee input. Decided to have a minimum of 2 PAC meetings annually.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

PROGRAM: Surgical Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: SUT 1113 Fundamentals of Surgical Technology			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Surgical 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?
1	Identify environmental hazards in the OR environment.	100% of students will identify environmental hazards in the OR.	100% of students were given a written assessment relating to environmental hazards in the OR with a class average of 91%.
2	Identify the sterile and unsterile team members in the operating room.	100% of students will identify the sterile and unsterile team members in the operating room.	A class average of 78 % on the written test that was taken by 100% of the students.
3	Describe the care of different populations of surgical patients.	100% of students will identify the care of special populations of surgical patients.	100 % of students researched an assigned special patient population and presented a Power Point including discussion time.
4	Identify areas of potential lawsuits involving the OR and surgical patients.	100 % of students will be able to identify and discuss Operating Room incidents that may result in lawsuits.	100 % of students researched an OR related incident that resulted in a lawsuit. The incident was presented on a Power Point that included prevention measures, safety issues and patient care.
			USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
			Decided to implement a research assignment regarding environmental hazards in the OR.
			Decided to try and schedule student OR observation time early in the Spring semester each year so that students can relate the SUT content.
			Reviewed the rubrics for this assignment and decided to include more specific guidelines.
			Reviewed the requirements for this assignment and need to adjust minimally. Need to allow more class time for discussion as this is very interesting to students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Surgical Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: SUT 1216 Principles of Surgical Techniques				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Surgical 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 –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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Identify and apply the principles of aseptic technique.	100% of students will Identify and apply the principles of aseptic technique	Students were graded on a set of skills that were outlined on the Rubrics. 100 % of the students performed this skill set.	Decided to mandate all lab hours missed be made up and require mandatory extra lab time for students scoring under 70 % on any Lab skill set.
2	Identify the various techniques to perform a surgical scrub.	100% of students will be able to identify the various techniques for performing a surgical scrub.	100 % of students performed various surgical scrubs multiple times. This is documented on Lab Station sheets.	Reviewed and discussed ways to utilize student down time while instructors are checking off other students.
3	Identify the various basic surgical clamps included on a laparotomy set to be used during a skill set which includes a basic set up.	100% of students will be able to identify basic surgical clamps.	100 % of students participated in multiple Lab Stations identifying basic clamps and their usages.	Decided to move up the passing of instruments and require all students to possibly do note cards with pictures. Also decided to create a master instrument lists with pictures of our actual lab instruments.
4	Identify and demonstrate open gloving technique while donning sterile gloves.	100% of students will be able to properly execute donning sterile gloves within three attempts.	100 % of students participated in Lab Stations practicing donning sterile gloves.	Decided to revise all Lab Stations and require each skill to be practiced a minimum of 3 times. Add “open Lab” time with Lab Station requirements.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

PROGRAM: Surgical Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: SUT 1314 Surgical Anatomy			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Surgical 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 .
1 Identify and differentiate the various types of tissues and membranes found in the body and discuss their location and functions	100% of students will take a written assessment to identify the different types of tissue and membranes found in the body, as well as identify their various functions	70%	Decided to separate the chapters and not combine the organization of the body and anatomical directional terms combined with tissue and membrane and functions.
2 Identify and differentiate the anatomical structures of the axial and appendicular skeletal system.	100% of students will identify the anatomical structures of the axial and appendicular skeletal system on a written assessment.	85%	Decided to incorporate videos to help distinguish between the axial and appendicular skeletal systems.
3 Identify and apply knowledge of the anatomical structures circulatory system, and the pathway of blood flow through the heart	100% of students will identify and display knowledge of the circulatory system.	95%	Developed pneumonic devices to help the students remember the pathway of blood flow through the heart. Also incorporated a class quiz game to help understand and re-enforce the material
4 Identify word roots, combining forms, suffixes and prefixes in basic medical terminology relating to the reproductive system.	100% of students will take a written assessment to identify the basic medical terminology related to the reproductive system.	85%	Decided to discuss this chapter in conjunction with the lecture section to help the students better understand the medical terms and their meaning in reference to the anatomical structures of the reproductive

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

				system.
--	--	--	--	---------

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

PROGRAM: Surgical Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: SUT 1413 Surgical Microbiology			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Surgical 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 .
1 Identify and explain universal precautions, standard precautions, Health Insurance Portability & Accountability (HIPPA), and Occupational Safety and Health Administration (OSHA), as well as their application in the healthcare and surgical setting.	100% of students will take a written assessment to describe and explain universal and standard precautions, HIPPA, and OSHA	86%	Established criteria mandating that students must have an 80% or higher on the OSHA written assessment in order to participate in clinicals in the summer. This helped them understand the importance of the material in relation to surgical technology.
2 Be able to classify organisms using the Five-Kingdom System of classification	100% of students will be able to classify organisms and explain the Five-Kingdom system of classification on a written assessment.	78%	Decided to explore and implement more media/internet videos to help the students have a better understanding of the introduction into microbiology.
3 Identify and explain various phases of wound healing and classify types of traumatic injuries	100% of students will take a written assessment to identify the various phases of wound healing and classify the various types of traumatic injuries	80%.	Discussed wound healing in A&P in the beginning of the semester, which helped re-enforce the material in the latter portion of the semester. Will try to implement real pictures of wounds vs. illustrations.
4 Identify and explain the various types of sterilizers used in the healthcare	100% of students will identify the various types of sterilizer and sterilization methods	82%	Discussed the scenarios in which each type of sterilizing method would be used in a real

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

	facilities, and the various methods of sterilization.	on a written assessment.		life situation. Would like to invite someone who works in Central Sterile to come and talk about the various sterilizers/sterilizing techniques used in the hospitals.
--	---	--------------------------	--	--

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Surgical Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: SUT 1518 Basic and Related Surgical Procedures				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Surgical 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 –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 .
1	Identify minimally invasive and robotic surgical equipment and supplies.	100% of students will be able to identify various equipment and supplies used during minimally invasive and robotic procedures.	100 % of students completed a written assessment with an average of 95 %. The assessment consisted of multiple choice questions and researching utilizing textbook for Minimally Invasive and Robotic Assisted Procedures.	Decided to continue to use an open note and research format for the assignment on Minimally Invasive and Robotic Assisted Procedures due to the students limited exposure of this specialty.
2	Identify various surgical procedures performed to correct pathological abnormalities in General surgery.	100% of students will be able identify surgical procedures performed to correct pathological conditions included under General surgery specialty.	72% was the class average on a 100 question multiple choice test covering surgical procedures performed under the General surgery specialty.	It was decided to add more Case Studies covering General surgery procedures. Also decided to do Power Point Presentations before General Surgery test for future semesters.
3	Identify pathological conditions that necessitate surgical procedures to correct and restore disorders involving the Female Reproductive system.	100% of students will be differentiate various female reproductive system pathological conditions and Ob/Gyn surgical procedures.	82% was the average on a 50 question multiple choice test covering gynecological and obstetrical surgery	Planned to continue to assign students on Ob/Gyn and Labor and Delivery procedures, will incorporate videos of various ob/gyn surgical procedures for future classes.
4	Be able to identify pathological conditions and the different methods of surgical intervention required to correct or restore the abnormalities of the male reproductive system.	100% of students will be able identify pathological conditions of the genitourinary (GU) system GU disorders and the surgical procedures required to restore and repair abnormalities.	78% was the class average on a 40 question multiple choice test covering Genitourinary surgical procedures	Decided to incorporate the students who were assigned GU Case Studies to present in class during lecture. Will also implement videos of GU surgical procedures to watch during lecture.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

PROGRAM: Surgical Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: SUT 1528 Specialized Surgical Procedures				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Surgical Technology to students within the PRCC district.				
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <u>WHAT</u> 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) <u>HOW</u> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <u>CHANGE</u> or <u>IMPROVE</u> .
1	Identify and explain the various Ophthalmic surgical procedures used to correct and restore vision.	100% of students will be able to identify various Ophthalmic surgical procedures used to correct and restore vision.	100% of students answered questions on Ophthalmic procedures, disorders, and relevant anatomy on a written assessment with an average of 80%	Decided to include multimedia resources such as internet videos for the students to see various eye procedures and help gain a better grasp of the complicated cases not often done in the area surgical facilities
2	Identify and discuss the various pathology, disorders, and surgical treatment related to Oromaxillofacial and Ear, Nose, and Throat (ENT) surgery	100 % of students will take a written assessment to identify the pathology, disorders, and surgical intervention involving Oromaxillofacial and ENT surgery.	100% of students answered a minimum of 75% questions correct on a written assessment about Oromaxillofacial and Ear, Nose and Throat surgical procedures.	Decided to obtain an Oral Surgery Clinic next year and have students rotate through to get a better understanding of the Oromaxillofacial surgical procedures.
3	Identify and discuss the various pathologies related to Plastic and Reconstructive surgery, and the procedures used to correct them.	100% of students will be able to identify the pathological conditions and Plastic and Reconstructive Procedures	100% of students participated in class discussion about the differences between surgical procedures, burn classification, and various types of skin grafts	Discussed ways to implement more assignments about plastic and reconstructive procedures. Decided to have students complete a take-home assignment and locate the page numbers where the correct answer could be found.
4	Identify and explain the various Orthopedic surgical procedures	100% of students will take a written assessment to identify the various Orthopedic surgical procedures	100% of students answered questions on a written assessment on various Orthopedic procedures, pathology, and relevant anatomy, with an average of 78%	Decided to implement more internet videos on the different orthopedic procedures and have each student discuss their experience with those procedures during lecture.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2013-2014

PROGRAM: Surgical Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8		
COURSE LEVEL: SUT 1538 Advanced Surgical Procedures				
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.				
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.				
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 Surgical 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 –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 <u>CHANGE</u> or <u>IMPROVE</u> .
1	Identify and explain the various disorders related to the Peripheral Vascular specialty and the procedures required to treat them.	100% of students will take a written assessment to identify the pathology and surgical intervention involving Peripheral Vascular diseases, abnormalities and surgical procedures.	75%	Discussed ways to implement more assignments about peripheral vascular pathology and procedures. Decided to have students complete Case Studies on more peripheral vascular procedures.
2	Identify the differences in disorders and the specialty procedures designed to treat them relating to Cardiovascular.	100 % of students will complete Specialty Application questions and Surgical Instrumentation involving Cardiovascular surgical procedures.	85%	Documented clinical rotations through cardiac specialty and decided to start the rotations sooner in next Fall semester. Decided to also assign students a specialty assignment for a cardiac procedure.
3	Identify the pathological conditions and abnormalities associated with Thoracic and Pulmonary Surgical procedures.	100% of students will take a written assessment to identify the pathology, abnormalities and surgical intervention involving Thoracic/ Pulmonary Procedures.	60%	Decided to include an assignment in which each student is assigned at least 1 Thoracic procedure for a case study or class Power Point Presentation .
4	Identify and discuss various injuries that may require surgical intervention.	100% of students will present and review various surgical interventions needed for specific injuries. This will be assessed through written assignments.	100%	Decided to include an assignment where each student is assigned a patient with traumatic injuries and they have to do a Power Point on the Perioperative care of the patient. Also decided to have a Trauma Set up timed assignment.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2013-2014

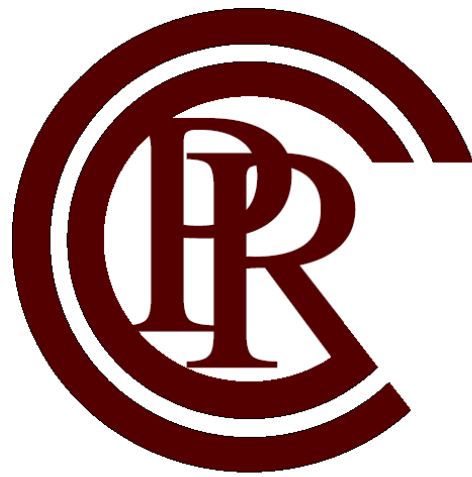
PROGRAM: Surgical Technology		Supports PRCC Strategic Goal(s): 1, 3, 7, 8	
COURSE LEVEL: SUT 1703 Certification and Role Transition			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including distance education. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet. 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.			
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 Surgical 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 –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 .
1 Complete a professional Resume and submit electronically via Canvas.	100 % of students will be required to complete and submit a Resume.	100 % of students completed and submitted a professional Resume.	Decided to do more research and post for tips and recommendations for students on Canvas before they are required to complete Resume. Also decided to have a guest speaker come in to discuss Resumes.
2 Identify eligibility and complete documentation for sitting for the National Certification for Surgical Technologist (CST) Exam.	100% of students will complete all documentation and submit application for taking the National Certification Exam.	100 % of students completed documentation and met all requirements to be eligible to sit for the National Certification Exam. Exam is scheduled for Dec. 7, 2013.	Decided to continue to follow AST and ARC/STSA guidelines to eligibility requirements for sitting for CST Exam. Continuing to follow NBSTSA guidelines.
3 Students will be able to identify and recognize correct responses to questions regarding medical terminology, application of sterile technique, wound healing, infection control, basic sciences, technological sciences and specialty surgeries.	100 % of students will be assessed on this content by taking a Practice Exam.	100 %	Decided to have students review first and second semester content more and incorporating a Practice Exam in the Summer semester.
4 Identify surgical procedures, instrumentation and care of patients in surgical specialties.	100 % of students will take a Mock Exam including content on surgical procedures, instrumentation and care of patients. Mock Exam # 4.	100 % of students sat for the Mock Exam # 4 and showed at least minimal proficiency.	Discussed possibility of incorporating more Mock Exam and analytical type questions in chapter test and assignments.



Program Review Outline

PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEW



ASSOCIATE DEGREE NURSING

2013 - 2014

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

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 education and employment opportunities. The College does not discriminate on the basis of race, religion, color, sex, age, national origin, veteran status, or disability. For inquiries regarding the non-discrimination policies or to request accommodations, special assistance, or alternate format publication please contact Tonia Moody, ADA/Civil Rights Coordinator, at P.O. Box 5118, Poplarville, MS 39470 or 601-403-1060.

PEARL RIVER COMMUNITY COLLEGE

DEPARTMENT OF NURSING EDUCATION

ASSOCIATE DEGREE NURSING

POPLARVILLE, MISSISSIPPI

FOLLOW-UP REPORT

FALL 2013

SUBMITTED FOR REVIEW TO THE
ACCREDITATION COMMISSION FOR EDUCATION IN NURSING
(ACEN)

TABLE OF CONTENTS

SECTION ONE: Introduction

General Information.....	2
Program History.....	4

SECTION TWO: Presentation of Non-Compliant Standards

Standard 4 Curriculum

Criterion 4.1.....	7
Criterion 4.2.....	9
Criterion 4.3.....	10
Criterion 4.4.....	14
Criterion 4.5.....	14
Criterion 4.6.....	16
Criterion 4.7.....	21
Criterion 4.8.....	23
Criterion 4.8.1.....	24

Standard 6 Outcomes

Criterion 6.1.....	26
Criterion 6.2.....	28
Criterion 6.3.....	29
Criterion 6.4.....	30
Criterion 6.5.....	32
Criterion 6.5.1.....	32
Criterion 6.5.2.....	34
Criterion 6.5.3.....	37
Criterion 6.5.4.....	41

SECTION THREE:

Summary.....	44
--------------	----

SECTION FOUR:

Progressive Systematic Evaluation Plan.....	47
---	----

SECTION FIVE: Appendices

Appendix A: Faculty Profile – Full Time.....	143
Appendix B: Faculty Profile – Adjunct	146
Appendix C: Job Descriptions	147
Appendix D: Graduate Student Learning Outcomes (G-SLOs).....	161
Appendix E: Program Outcomes	162
Appendix F: Conceptual Framework.....	164
Appendix G: Mission Statement.....	165
Appendix H: Philosophy.....	165
Appendix I: Prerequisite Statement for A&P I and Microbiology with labs	169
Appendix J: Document Review Checklist.....	170
Appendix K: Hardcopy/Online Catalog Revisions.....	171
Appendix 4.1-1: Comparison of Guidelines.....	172
Appendix 4.1-2: Organizational Guide for the Delivery of G-SLOs & Course Objectives.....	174
Appendix 4.2-1: In-house Curriculum Chart.....	195
Appendix 4.2-2: Topical Theory Outline.....	208
Appendix 4.2-3: Syllabus Guidelines.....	215
Appendix 4.2-4: Curriculum Evaluation of G-SLOs.....	216
Appendix 4.2-5: Cognitive Test Plan.....	219
Appendix 4.2-6: Test Blueprint Form.....	220
Appendix 4.2-7: Test Guidelines.....	222

Appendix 4.3-1: Course Syllabi.....	240
Appendix 4.3-2: Care Plans.....	260
Appendix 4.5-1: Teaching & Evaluation Methods.....	266
Appendix 4.5-2: Wound Care.....	273
Appendix 4.5-3: Clinical Evaluation Tools.....	274
Appendix 4.7-1: ADN Program of Study (2013).....	276
Appendix 4.7-2: Course Descriptions.....	277
Appendix 4.7-3: ADN Program of Study (2011).....	280
Appendix 4.8-1: Clinical Experiences.....	281
Appendix 6.1-1: Administration Schedule of Evaluations / Surveys.....	288
Appendix 6.1-2: Graduate Tracking Form.....	290
Appendix 6.1-3: Dosage Course Evaluation Results.....	291
Appendix 6.1-4: Clinical Evaluations of Unit 7T.....	293
Appendix 6.2-1: Graduate Program Satisfaction Result Chart.....	295
Appendix 6.3-1: Media / Resource Evaluation Results.....	298
Appendix 6.4-1: Employer Satisfaction Result Chart	299
Appendix 6.5.2-1: Exit Interview Forms.....	302
Appendix 6.5.3-1: List of Core Facilities.....	304

PEARL RIVER COMMUNITY COLLEGE
Department of Nursing Education
Associate 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 structure for the achievement of the objectives of the organization.

ARTICLE III- OBJECTIVES

The objective of this organization shall be to:

- Conduct 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 with 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 fill vacant 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 skills lab manager, media/records manager and secretaries of the department.

Section 2:

All members shall have one vote. The departmental secretaries and media/records manager 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/Readmission
- Attendance
- Curriculum
- Evaluation
- Liaison
- Media
- Pinning Ceremony
- Rules and Regulations
- SNA/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 requiring student input.
- Participate in the activities within committee meetings.
- Disseminate information to the student body regarding the committee's activities.

Section 9:

ADMISSIONS/READMISSIONS

- To implement and review criteria of new and/or transfer students seeking 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.
- To review student requests for readmission
- To review the status of students seeking readmission to the ADN program.
- To make recommendations for or against readmission to the ADN program.

ATTENDANCE

- To review with faculty and students reasons for clinical/theory absences.
- To make recommendations according to the rule for absences in clinical/theory.
- To meet weekly or when necessary to review clinical/theory absences.
- To maintain a record of clinical absences each academic semester.

CURRICULUM

- To implement the master plan of evaluation for the curriculum (philosophy, conceptual framework, curriculum, course objectives, and program outcomes).
- To periodically review the curriculum for currency and relevancy in nursing practice, in meeting NLNAC standards and criteria, and in adhering to NCLEX Test Blueprint.
- 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/RESOURCE

- 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 media utilized by the program.

PINNING

- To plan and execute pinning ceremony.
- The Director will have input into the ceremony.

RULES & REGULATIONS

- To periodically review all rules and regulations of the organization.
- To recommend changes in rules and regulations as necessary.
- To evaluate 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 new rules and regulation changes to existing rules and regulations.

SNA/SOCIAL

- To plan and organize social functions throughout the academic year.
- To obtain volunteers to assist with the planned function(s).

ARTICLE VIII- AD- HOC COMMITTEE

Section 1:

The Director shall appoint AD HOC committees as needed.

Section 2:

Members of the committee 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: dr 11/02, 1/03; qw 12/10, 10/11; aj 9/12

Pearl River Community College
Department of Nursing Education
Associate Degree of Nursing

**Faculty “Standard” Committees
2013-2014**

Curriculum */**

Marlene Shivers
Jerryl Collins
Verena Johnson - Chair
Naomi Bridgers
Pam Waddle
Melinda Spiers
Queen Walters
Amy Esslinger

Media/Resources *

Sharon Nightengale - Chair
Susan Campbell
Cathy Davis
Christie Sumrall

Outcomes */**

Christina Meador
Rebecca Pullens
Candace Entrekin - Chair
Joyce Buie
Jessica Hemba

Students – R&R */**

Amanda Estes
Ella Mae Penton - Chair
Jennifer Laborde
Anna Busby

*Requires student member
**Regular monthly meetings

SECTION ONE:
INTRODUCTION

GENERAL INFORMATION

Program Type: Associate Degree Nursing

Purpose: Follow-Up Report for Continuing Accreditation with Conditions

Date of Last Site Visit: March, 2011

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 Governing Organization:

Dr. William A. Lewis

BS, 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)

Date of Last Site Visit: March, 2006

Action: Reaffirmed

Name and Address of Nursing Education Unit:

Department of Nursing Education

101 Highway 11 North

PO Box 5760

Poplarville, MS 39470

Name, Credentials, and Title of Nurse Administrator of the Nursing Education Unit:

Dr. Arlene C. Jones

BS, Southeastern Louisiana University; MSN, University of Tennessee; DNP, Samford University

Director

Office: (601) 403-1018

Fax: (601) 403-1275

E-Mail Address of Nurse Administrator: ajones@prcc.edu

Name of State Board of Nursing and Approval Status:

Louisiana State Board of Nursing (LSBN)

Date of Last Review: June, 2013

Action: Approved

Louisiana State Board of Regents (LSBR)

Date of Last Review: February, 2013

Action: Reaffirmed

Mississippi Board of Trustees of State Institutions of Higher Learning (MS IHL)

Date of Last Site Review: March, 2011

Date of Last Review: October, 2012 (Annual Report)

Action: Continuing Accreditation with Conditions, based on ACEN recommendations

Mississippi State Board of Nursing (MSBN)

Provides: Criminal Background Clearance and/or Licensure Eligibility for graduates & faculty; NCLEX passage rates of graduates

Standards and Criteria used to prepare the Follow-Up Report:

January, 2008

PROGRAM HISTORY

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 which sits in the county seat of Pearl River. Poplarville has a population of approximately 2600 residents. The other PRCC campuses are located in the Forrest and Hancock counties. Forrest County boasts a population of over 79,000 residents. Forrest County campus has the second largest population of students amongst PRCC campuses. Hancock County was completely devastated in 2005 by Hurricane Katrina. It is the smallest campus but it is rapidly growing.

The Associate Degree Nursing (ADN) program was established in 1965 in response to the community need for registered nurses. The nursing program is currently located on the Poplarville campus in a building which was completed in 1997. The building has large classrooms, a skills laboratory, a computer lab, and private faculty offices. The first class graduated in 1967 from a program that was four semesters and one summer semester in length. Currently, the program is four semesters in length once a student is granted admission. To complete the program, a total of 72 credit hours are required of which 30 hours are general education courses and 42 are nursing.

Students may apply to the program by enrolling as a traditional 2 year student or as a LPN to ADN Bridge student, if requirements are met. The LPN to ADN Bridge requires five (5) weeks in the summer plus the last two semesters of the traditional option to complete. Initial accreditation by National League for Nursing Accrediting Commission, now Accreditation Commission for Education in Nursing (ACEN), was in 1987. The program received full continuing accreditation in 1995 and in 2003. The program did receive continuing accreditation with conditions in 2011.

At the writing of the 2011 self-study, there were 241 full-time students enrolled in the program. To meet MS IHL standards, the department had 21 full-time and 5 part-time (adjunct)

instructional faculty members, a director, an assistant director, a skills lab coordinator, and two full-time secretaries. As of fall 2013, the program has 254 full-time students enrolled, 21 full-time and 5 part-time (adjunct) instructional faculty members (Appendix A: Faculty Profile – Full Time, p. 143 and Appendix B: Faculty Profile – Adjunct, p. 146).

One of the full-time faculty members is considered the remediation manager whose concentration is on student success. There has been an addition of a media/records manager to the program. The media/records manager position was created to facilitate fingerprinting of students for criminal background clearance and to assist with the utilization of an online tracking system for student clinical requirements. Finally, in order to incorporate simulation as a clinical component of the program, the skills lab position has been changed from a staff position to faculty in fall 2013 (Appendix C: Job Descriptions, p. 147).

The program continues to admit twice yearly for the traditional program, in the fall and spring semesters, with an average of 70-75 students admitted each semester. The LPN to ADN Bridge option routinely admits 10-15 students during the summer semester. However, summer 2013, enrollment was increased to accommodate the increased number of qualified applicants. Table I below furnishes student enrollment based on semester, year, and cohort (Level).

Table I: Number of Students by Level

Semester	Level I	Level II	Bridge	Level III	Level IV	Total
Fall 2010	75	56		55	55	241
Spring 2011	74	65		57	54	250
Summer 2011			14			
Fall 2011	70	56		85	52	263
Spring 2012	70	51		57	86	264
Summer 2012						
Fall 2012	67	59		62	54	242
Spring 2013	74	54		62	55	245
Summer 2013			21			
Fall 2013	73	53		72	56	254

As of spring 2013, approximately 2600 students have graduated from the nursing program. Majority of the graduates remain within PRCC's six counties and are providing nursing care in a variety of health care settings within the community.

SECTION TWO:
PRESENTATION OF NON-COMPLIANT
STANDARDS

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 PRCC Associate Degree Nursing (ADN) curriculum is developed, evaluated, and revised by the nursing faculty. The faculty reviews data collected concerning course content, textbooks, and clinical experiences at the completion of each semester. Recommendations for curriculum change are submitted to the curriculum committee and are discussed and researched for value and congruency with graduate student learning outcomes (G-SLOs) and program outcomes (Appendix D: G-SLOs, p. 161 and Appendix E: Program Outcomes, p. 162).

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

The site visitor report stated, “*Review of the curriculum minutes did not document a discussion/ evaluation/ affirmation of the use of these standards and guidelines*”. In response to the finding, evidence of discussion/ evaluation/ affirmation of the use of these standards and guidelines can be found in curriculum meeting minutes beginning in fall 2011.

Standards of care for nursing practice are evident throughout the ADN curriculum. The program utilizes the National League for Nursing (NLN, 2010) Outcomes and Competencies for Graduates of Associate Degree Nursing Programs, the American Nurses Association (ANA, 2010) Nursing: Scope and Standards of Practice, and the Mississippi Nursing Practice Law from the MSBN (www.msbn.ms.gov), the Institute of Medicine (IOM, 2008) Future of Nursing, and the Quality and Safety Education for Nurses (QSEN) as guidelines for professional nursing practice. These standards of care are incorporated 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 Nursing: Scope and Standards of Practice are placed in the ADN Student Handbook for reference. A document is signed by students indicating that the ADN handbook has been received and has been reviewed. Students are also required to print the MS Nursing Practice Law during Level I (NUR 1111). The MS Nursing Practice Law is discussed in Level I during the content presentation of legal and ethical nursing issues.

The combination of these standards, guidelines, initiatives, etc. are what guides the development of professional values and competencies that faculty believes a nurse must possess. QSEN and IOM recommendations are identified in all levels of study for the program. Comparison of Guidelines (Appendix 4.1-1: p. 172) demonstrates the correlation of all professional standards of practice and the G-SLOs. Individual course objectives are directly correlated to the G-SLOs (Appendix 4.1-2: Organizational Guide for the Delivery of G-SLOs & Course Objectives, p. 174).

The key concepts of the ADN program that formulate the conceptual framework are patients, nursing process, growth and development, basic needs, and the wellness-illness continuum. These concepts, as identified in the program's philosophy as well, are incorporated in all nursing courses and are interrelated and threaded throughout the program (Appendix F: Conceptual Framework, p. 164; Appendix G: Mission Statement, p. 165; and Appendix H: Philosophy, p. 165). The curriculum is arranged in a logical, sequential manner that increases in difficulty and complexity. Each course builds upon previously learned concepts to enhance the student's knowledge, skills, attitudes, and critical thinking.

The role of the nurse guides the organization of the G-SLOs. Each G-SLO reflects the program's conceptual framework and philosophy. Faculty utilizes classroom and clinical experiences to assist students in achieving the G-SLOs; therefore, being prepared to function as an associate degree prepared registered nurse.

The nursing program continues to use the NLN (2010) Outcomes and Competencies for Graduates of Associate Degree Nursing Programs as a guide. Faculty believes that mastery of these competencies is essential for the entry level professional nurse. The faculty deems that the current tools are providing a rigorous plan of study for the student population. The program uses the roles of Provider of Care, Manager of Care, and Member within the Discipline of Nursing as a framework to assist the nursing student to achieve the competencies throughout the curriculum in both the classroom and clinical settings.

Provider of Care assists 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 assists the student to master competencies of clinical decision making, collaboration, communication, caring interventions, and managing care of the patient.

Member within the Discipline of Nursing assists the student to master the competencies of professional behavior, communication, and decision-making.

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

The commission accreditation decision letter stated evidence of non-compliance of standard 4.2: *“There is lack of evidence that the curriculum is developed by the faculty and regularly reviewed for rigor and currency.”* Since the site visit, there is documentation of curriculum review for rigor and currency. The ADN program’s mission statement, philosophy, and conceptual framework are reviewed annually. Faculty involvement is evident in the general faculty minutes of fall 2011, fall 2012, and fall 2013.

Program and G-SLOs are reviewed and revised by nursing faculty each semester. Faculty remains responsible for developing, evaluating, and revising the curriculum each semester based on course evaluations, NCLEX – RN passage rates, and changes in the healthcare arena. The faculty reviews course syllabi, assignments, supplemental study materials, textbooks, computer programs and current research to ensure rigor and currency.

As healthcare changes and the role of the associate degree graduate nurse evolve so must the program’s curriculum move forward with these changes. Health promotion, disease prevention, cultural diversity, delegation, and communication are all components of the nursing program. In order to examine the layout of the program’s curriculum in regards to the components of the nursing program, an In-house Curriculum Chart was designed to track what content is taught on which level (Appendix 4.2-1: p. 195). Upon implementation, it was discovered that there was a redundancy of content on “post-traumatic stress disorder” being taught on both Level I and IV. The finding resulted in the content being reassigned to only Level IV. Minutes from curriculum committee in November 2011 reflect faculty’s agreement on reassigning the content, “PTSD is considered upper level content, and therefore should remain in Level IV.”

A chart titled “Topical Theory Outline” was created to further delineate specific content taught at each level of the program (Appendix 4.2-2: p. 208). The outline enabled the curriculum committee to identify that content on chronic pain was being overlooked

throughout the program. Curriculum committee recommended that majority of the content on chronic pain remain with oncology unit on Level IV. Evidence of the discussion and agreement can be found in the meeting minutes of March 2012, “discussion concluded that due to the chronic pain oncology patients’ experience, the coverage of chronic pain content should be place on Level IV in the oncology unit.”

Syllabi guidelines were developed to promote consistency in all levels of the nursing program (Appendix 4.2-3: Syllabus Guidelines, p. 215). QSEN, IOM, National Patient Safety guidelines, Bloom’s Taxonomy and usage of evidence-based nursing are included in the syllabi guidelines to convey relevance and thoroughness.

Student evaluations of each nursing course, Assessment Technology Institute (ATI) test results, NCLEX-RN pass rates, and graduate surveys also contribute to curriculum changes. The curriculum in its entirety is formally evaluated by graduating students. Members of the curriculum committee review the data collected every semester. Any proposed curriculum changes are submitted at a curriculum committee meeting and reviewed for merit and value related to the G-SLOs (Appendix 4.2-4: Curriculum Evaluation of G-SLOs, p. 216). Proposals for modifications in curriculum are presented to the faculty at general faculty meetings for discussion and final decisions.

Prior to the site visit, specific percentage ranges of cognitive level questions were not incorporated in testing. The ADN test blueprint was redesigned in fall 2011 to incorporate NCLEX-RN Exam Test Plan along with Bloom’s Taxonomy to reflect rigor in the program (Appendix 4.2-5: Cognitive Test Plan, p. 219). In April 2013, the curriculum committee refined the ADN test blueprint to reflect the new 2013 NCLEX-RN Exam Test Plan (Appendix 4.2-6: Test Blueprint Form, p. 220). ADN testing guidelines were formulated during fall 2011 and spring 2012 semesters (Appendix 4.2-7: Test Guidelines, p. 222). During that time faculty gradually implemented each section of the guidelines into practice. Faculty reviews testing guidelines and the test blueprint for currency, rigor, and cohesiveness.

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.

The site visitor report stated, *“The student learning outcomes are not used to organize the curriculum, to guide the delivery of instruction, to direct learning activities, or to evaluate student progress.”* Faculty realized using similar terminology for outcomes was not only confusing but did not allow faculty to fully evaluate the program in its entirety. The student learning outcomes were developed prior to the site visit to meet college objectives for SACS. In response to the site visitor findings, the student learning outcomes were renamed “Graduate Student Learning Outcomes (G-SLO)”. G-SLOs help organize the curriculum, guide delivery, direct learning activities, and evaluate student progression throughout the program. This program now uses the term individual course objectives when referring to individual nursing courses. G-SLOs are organized to comply with the Educational Competencies for the Associate Degree Nurse as designed by NLN (2000). The G-SLOs (Appendix D: p. 161) are the culmination of all learning experiences occurring during the program that encompass the concepts in which the program was built. These concepts include: the roles of the nurse, the nursing process, growth and development, basic needs, communication, and the wellness-illness continuum. The G-SLOs are included in the ADN Student Handbook and are introduced to incoming students at orientation. At the completion of the program, graduating students utilize the G-SLOs to evaluate if the curriculum guided their achievement of the outcomes.

During a general faculty meeting, fall 2011, “faculty agreed unanimously for curriculum and outcome committees to restructure four G-SLOs in an effort for clarification.” These restructured G-SLOs were added to the evaluation form in spring 2012. In order to encompass nursing judgment that would include critical thinking, clinical judgment, and integration of best evidence into practice, one G-SLOs was revised and renumbered to read “Practicing within the parameters of individual knowledge and experience.” The revised G-SLO has been incorporated into the new Curriculum Evaluation, Graduate Satisfaction Survey, and Employer Satisfaction Survey for fall 2013.

Although, no specific G-SLO has been evaluated below the program’s set benchmark of 70%, faculty has utilized the results to guide changes in learning activities of the program (Appendix 4.2-4: p. 216). One example in order to improve communication techniques has been the utilization of role-playing in conjunction with videotaping. Following review of the videos, faculty conducts debriefing sessions with students that concentrate on therapeutic communication. Since the incorporation of the teaching modality, student responses on the

curriculum evaluation in the areas of communication have increased. Instead of waiting to introduce delegation and management in Level IV (NUR 2209) and seeing a decline in results of these areas during 2011 and 2012 curriculum evaluations, faculty agreed during general faculty meeting in spring 2013 to introduce these concepts earlier in the program during clinical experiences. Results in spring 2013 reveal an increase in positive responses to the change. The change was also supported by comments made during graduate exit interviews, “wished we had more experience with delegation and management in other courses, not just in the last semester.”

Based on the decision to utilize the term G-SLOs, the program now uses the term individual course objectives when referring to objectives for each individual nursing course (Appendix 4.3-1: Course Syllabi, p. 240). These individual course objectives are listed by the roles of the nurse: Provider of Care, Manager of Care, and Member within the Discipline of Nursing. Each course is designed to build upon previous course content and increase the level of difficulty in application, critical thinking and skill.

An Organizational Guide for the Delivery of G-SLOs & Course Objectives (Appendix 4.1-2: p. 174) was constructed in fall 2012 that demonstrates the correlation between the G-SLOs and each individual course objective. The chart depicts which individual course objective corresponds to a particular G-SLO. Identifying the correlation assists in the development and delivery of the curriculum by allowing faculty insight into areas of deficiency in instruction. The site visitors noted, “the objectives are all lower-level in the taxonomy until the last semester, when they progress suddenly to a higher level.” Curriculum committee in fall 2011 designed a table that assigned percentages of knowledge, comprehension, and application to each individual course. These percentages are utilized to guide the construction of individual course objectives as well as guide the means in which students are evaluated for mastery of the course content (Appendix 4.2-5: p. 219). Individual course objectives at present, progress from lower level taxonomy to higher levels throughout the program. Graduating students are at the application or higher level in taxonomy (Appendix 4.3-1: p. 240).

While the curriculum is based on the concepts found within the philosophy of the nursing program, the conceptual framework is a depiction of these concepts which serve as the core values of the nursing program. These core values are integrated throughout the program and are relevant for each individual nursing course (Appendix F: p. 164 and Appendix H: p. 165). The program views the patient as someone who interacts with the environment in ways to maintain,

enhance, and reproduce life. Patients respond as a unified whole in an attempt to satisfy basic needs. The six basic needs identified in the program are oxygenation, foods and fluids, safe environment, rest and activity, elimination, and psychosocial well-being which are subject to the principles of wellness-illness. The patient's state of optimal wellness is determined by the physical, social, and psychological changes that occur from within the patient as well as from the environment. Alterations in any of the six basic needs will impact the patient's position on the wellness-illness continuum. In review of each individual course syllabus in spring 2012, curriculum committee found that the inclusion of all six basic needs were not present in some of the syllabi. Since the finding of the inconsistency, new faculty as well as seasoned faculty was reminded that changes to program content especially syllabi needed to be brought through proper committees. Curriculum committee has also incorporated reviews of each course syllabus at the end of the academic year in preparation for the upcoming fall term.

Clinical courses within the nursing program utilize the nursing process to assist the patient in the promotion, maintenance, and/or restoration of wellness on the continuum or in the process of a peaceful death. The focus remains on the patient as a whole and supports the patient's adjustment on the wellness-illness continuum by meeting the patient's basic needs. Evaluation tools utilized in the clinical arena were reviewed for consistency throughout the program in fall 2012. Inconsistencies in care plans utilized across the program were found, particularly the areas of six basic needs and rationales for laboratory results. Curriculum committee proposed changes in the design of care plans in spring 2013 which aligned all courses with the core values of the program. Faculty agreed with the design changes and applied the changes in the latter half of the semester (Appendix 4.3-2: Care Plan, p. 260).

Faculty utilize but are not limited to the IOM; Det Norske Veritas (DNV); the Joint Commission National Patient Safety Goals; QSEN; the Institute for Safe Medication Practices (ISMP); the MS Nursing Practice Law; and the 2013 NCLEX-RN Exam Test Plan as sources to aid in ascertaining factors that impact the direction of nursing practice as well as identify commonalities of illness, treatment, and health care outcomes in specific populations. These sources are used to direct the didactic and clinical experiences developed for students throughout the nursing program. Since the time of the site visit, faculty has utilized the G-SLOs and the individual course objectives to organize the curriculum, guide the delivery of the curriculum, direct learning activities, and aid in the evaluation of student progress throughout the program.

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

Southern Mississippi is populated by a diverse group of individuals. Nursing students enrolled in the program are required to learn and manage many different cultural and ethnic groups. In order to provide culturally competent care that is sensitive to diverse populations in all healthcare settings, students are taught content in all nursing courses related to cultural, ethnic, and/or socially diverse concepts. To enhance the component of the curriculum, faculty participated in a cultural competency awareness session during the general faculty meeting in April 2013.

“Cultural competence is a major component in the quality and safety of care administered,” (Larson et al., 2010; Froehlich and Potvin, 2008). “According to the QSEN initiative, an understanding of how diverse cultural, ethnic, and social backgrounds function as sources of patient, family, and community values, is vital for today’s future nurses,” (Riley, 2012). Patients experiencing disease or injury, regardless of race or ethnicity, are to be respected for their personal beliefs and values.

Examples of incorporating cultural diversity:

Level I: Students are required to complete cultural presentations based on local cultures.

Level IV: Presentation of classroom content includes cultural influences on dietary factors related to gastrointestinal disorders.

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

Nursing instruction 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. Course syllabi are continuously updated each semester by review of QSEN, IOM, ISMP, National Patient Safety Goals, and/or MS Nursing Practice Law to assist in student achievement

of the G-SLOs. Nursing educational settings include the classroom, skills lab, clinical, and community service. Students also participate in conferences, annual conventions, community health projects, and community screenings.

The curriculum assists students to develop professional accountability, credibility, ethical decision making, and concern for social and global healthcare issues. Critical behaviors and demonstration of nursing skills in the skills lab allow the student to develop confidence and proficiency in nursing skills that are applied in the clinical setting. In the classroom, individual course objectives guide instruction through discussions, direct learning activities and case studies.

Evaluation tools and methodologies are consistent with individual course objectives of the didactic and clinical components of the program. Theory evaluation of students is based on mastery of required criteria that is identified in the individual course objectives. Test construction is guided by the 2013 NCLEX-RN Exam Test Plan. Faculty employs a variety of methods to evaluate students (Appendix 4.5-1: Teaching & Evaluation Methods, p. 266). Evaluation methods for theoretical content include, but are not limited, to quizzes, unit tests, final exams, assignments, and case studies. Test questions progress each semester to a higher level of Bloom's taxonomy in order to prepare the student for successful NCLEX-RN passage. ADN test blueprints (Appendix 4.2-6: p. 220) are completed by faculty on all unit tests and final exams. The ADN Student Handbook and each course syllabus contain a description and example of the grading procedure for the program. Faculty is committed to facilitating student understanding and success of expected outcomes and confers with students on grades and academic standing throughout the semester.

Evaluation tools employed in the clinical setting 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 G-SLOs. Each clinical progress report reflects course-specific clinical objectives. Clinical progress reports are specific to all levels of nursing and for specialty areas. For example, in spring 2013, Level I implemented new clinical objectives for the wound care rotation (Appendix 4.5-2: Wound Care, p. 273). Clinical progress reports are completed by faculty and shared with students weekly. Summative reports are completed at the conclusion of the clinical rotation and are consistent within the program (Appendix 4.5-3: Clinical Evaluation Tools, p. 274). During clinical students

are also evaluated for application of the nursing process through the use of a nursing care plan or concept map. These tools progress in complexity within the program and are published as a reference in course syllabi.

In order to be successful, the student must complete each theory component of the nursing course with a minimum score of 80 (B), and achieve “satisfactory” in clinical performance. Levels I, II, and III require successful completion of skills check-offs within three attempts. Level IV students are required to successfully complete an instructor-monitored skills practice session. Students are referred to the skills lab to practice and refine skills as needed. In fall 2012, comprehensive skills reviews for Level III and IV students were incorporated into the program to provide additional remediation of basic nursing skills. The review has been well received by students and now encompasses all levels with the addition of care plan expectations for fall 2013.

As a final evaluation prior to graduation, Level IV students are required to satisfactorily complete sixty (60) hours of preceptorship. Students participate in preceptorship only after satisfactorily completing all theory and clinical requirements for Level IV courses. Students are paired with experienced registered nurses in area facilities for sixty (60) hours. Students document experiences, conduct self-evaluations, and receive feedback from preceptor and faculty on performance of meeting the roles of the nurse. During graduate exit interviews, students’ state, “preceptorship allowed me to function like a real nurse; was able to pull the program together; felt more at ease working with the preceptor.”

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.

Through the process of evaluating the site visitors’ findings, faculty rediscovered that the origin of the program was based on the nursing theory ‘Novice to Expert’ by Patricia Benner. The theory was found to have relevance and provide guidance to the structure of the curriculum. According to Benner’s theory, there are five levels of nursing experience: novice, advanced beginner, competent, proficient, and expert. The significance of the theory in the program is based on each step builds on the previous one as abstract principles are refined and expanded by

experience until the learner gains expertise. The following Table II demonstrates the incorporation of Benner's theory into the curriculum across the four levels.

Table II: Novice to Expert Comparison

Benner's Level of Nursing Experience	Relation of Theory to ADN Student Education	Course Content
Novice	Level I (NUR 1111)	Basic nursing skills, dosage calculations, care plans, documentation, basic communication techniques
Advanced Beginner	Level II (NUR 1210)	Introduction to medical/surgical content, dosage administration, incorporation of diagnostic testing in care plans, basic laboratory interpretation
Competent	Level III (NUR 2104 & NUR 2115)	Focus on specialty areas: obstetrics & pediatrics, integration of growth and development, advanced utilization of nursing process in relation to care plans, diagnostic testing and laboratory interpretations, increased focus on intravenous medication administration
Proficient	Level IV (NUR 2203 & NUR 2209)	Integration of complex medical/surgical content, refinement of leadership, management, & delegation as components of the role of the nurse, utilization of advance techniques in communication especially in relation to group dynamics & therapy
Expert	Following NCLEX passage & individual experience in practice	

Faculty believes that effective instructors must remain current in educational theory as well as evidence-based practice in the clinical setting. Faculty not only attends educational offerings on effective teaching / learning practices and styles, they also take the initiative to review these practices and stay current. The ADN program has a mixture of typical college-age students and adult learners. Currently, 32% of the students in the program are less than or equal to 25 years of

age and 68% of the students are over the age of 25. Faculty is aware of the differences in learning styles among these populations.

Instructional methods of the program are based upon the belief that every student has different learning strengths that enable one to begin to concentrate, take in new and difficult information, remain focused, and understand important information. Faculty utilizes instructional methods that are parallel to the School-Based Learning Style Theory of Dr. Rita Dunn and Dr. Kenneth Dunn (1978), which followed a VAK approach. The VAK approach entails three main learning styles: visual, auditory, and tactile/kinesthetic. These learning styles incorporate distinct differences in the ways students respond to instructional materials based on that some students prefer to learn alone, others prefer learning in groups or from an instructor. Table III demonstrates how these principles are incorporated into the program.

Table III: VAK Learning Styles

Learning Styles	Characteristics	ADN Methods of Instruction
Visual	<ul style="list-style-type: none"> - Process information principally through sight - Enjoys educational activities where person may take notes, read or watch videos 	PowerPoint Videos – YouTube, DVDs, etc. Videotaping Handouts
Auditory	<ul style="list-style-type: none"> - Process information principally through hearing - Enjoys educational activities where person may do active listening, communication, music, or narrations 	Lecture Videos – YouTube, DVDs, etc. Videotaping Role playing
Kinesthetic	<ul style="list-style-type: none"> - Process information through the body and person experiences - Enjoys educational activities where person may build, manipulate, or do experiments 	Concept mapping Group activities Skits Videotaping Skills lab

Classroom presentations involve the mixture of various teaching strategies such as traditional lecture, group activities, concept mapping, role playing, videos, use of PowerPoint, and interactive class handouts. Faculty review their classroom presentations and update content delivery methods as needed based on student verbal and online evaluations (Appendix 4.5-1: p. 266). Faculty also review textbooks annually and changes are made based on student verbal and online evaluation results and faculty feedback. Course syllabi are reviewed and updated as needed each semester by individual course instructors and annually by curriculum committee.

Interdisciplinary collaboration consists not only of collaboration with clinical facilities but collaboration with other departments college-wide, with other universities or colleges, and with other healthcare fields. Interdisciplinary collaboration is evident through clinical communication minutes which are completed by each faculty member at the beginning and end of every semester as well as prior to the start of each clinical rotation. Results of student clinical agency evaluations are shared and discussed with the appropriate representative at each clinical facility being evaluated. Students participate in clinical rotations that afford the opportunity to not only witness the functions of other health-related fields, such as nurse assistants, licensed practical nurses, occupational therapists, physical therapists, respiratory therapists, and physicians, but allows for interdisciplinary collaboration with these fields.

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. Students are required to complete the following academic courses: Anatomy and Physiology I and II, Microbiology with Labs, College Algebra, English Composition I, General Psychology, Human Growth and Development, Public Speaking, and Sociology (PRCC Catalog: p. 94; www.prcc.edu). These courses have been selected and arranged to complement the nursing courses. Faculty collaborates with the instructors of other departments to ensure that the needs of the ADN student are being met. These courses are evaluated by the Level IV students online at the end of the semester and results are shared with department chairs by the Director.

Faculty participates in 'brown bag' lunches with the Career & Technical, Biology, and Mathematic departments to share instructional ideas such as: Clickers, Blackboard, Canvas, and GradesFirst. GradesFirst is a Title III college-wide online attendance system. Faculty was trained to use the system along with other college departments. Another Title III resource available to all students college-wide is the Student Success Center. Students may electively seek assistance from the Success Center staff or be referred by a faculty member. Canvas is a state-wide learning management system that was approved by the Mississippi Community College Board (MCCB). The system has been in use since June 2013 and enables communication between faculty and students regarding assignments, announcements, class materials, and grades. While all faculty college-wide attended Canvas training during spring 2013, students are oriented during the first

day of class. The Curriculum Enhancement Center (library) is an available college resource and orientation is conducted by library staff during ADN General Assemblies.

Faculty and students collaborate with the Wellness Center on campus to conduct periodic health screenings for college employees and the community as well as pre and post physical assessments on members of the center. Faculty also interacts with other disciplines on campus through membership and participation in college-wide committees such as Professional Development, Women's Health Symposium, Instructional Council, Policy & Procedure Committee, Advisory Board for Counseling Center, Career and Technical Advisory Committee, and Homecoming Committee. The director participates in the state-wide Deans and Directors Council whose membership includes deans and directors from all nursing programs within the state. Faculty holds membership in professional organizations, one being Mississippi Organization for Associate Degree Nursing (MOADN) in which 87% are members. Faculty, including adjunct, along with students attend the annual conference held by MOADN each spring. The conference allows for networking with other state community colleges for both faculty and students. Finally, the program has collaborated with two area universities in establishing articulation agreements to ease the transition from an associate to a baccalaureate degree.

Mississippi IHL has a mandated ratio of one instructor per 10 students in the clinical setting, and 1 per 15 in the classroom to ensure best practice. These standards allow for safe, effective teaching practice. The ADN program maintains contracts with several different healthcare facilities to provide a wide variety of clinical experiences for the students. Table IV illustrates the ratio of faculty to students for the past three years.

Table IV: Faculty / Student Ratios

Semester	*Total Enrollment	**Number of Faculty		Classroom	Clinical
		FT	PT		
Fall 2010	241	21	5	11:1	9:1
Spring 2011	250	20	5	13:1	10:1

Fall 2011	263	20	6	13:1	10:1
Spring 2012	264	20	7	13:1	10:1
Fall 2012	242	20	6	12:1	9:1
Spring 2013	245	21	5	12:1	9:1
Fall 2013	254	21	5	12:1	10:1

* Figures found in enrollment folders.

** Figures do not include Director or Assistant Director

Each faculty member holds a Master's of Science in Nursing. Faculty members are required to obtain ten (10) contact hours per calendar year, two (2) of which must be course specific. Many faculty members attend numerous conferences, workshops, and/or seminars throughout the year to remain current in nursing education theory and to continually increase knowledge of new and innovative teaching modalities.

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.

The commission accreditation decision letter reported evidence of non-compliance of 4.7: *"Program length is not congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards, and best practices."*

The program is 72 credit hours of which 42 (58%) are nursing hours and 30 (42%) are general education hours. Once a student is accepted into the program, the length of study is two academic years or four semesters in length (Appendix 4.7-1: ADN Program of Study 2013, p. 276 or PRCC Catalog: p. 94; www.prcc.edu). The program length is consistent with other ADN programs in Mississippi. The classroom to clinical laboratory ratio is three contact hours to one credit hour. The ratio is consistent with the requirements of the college and is published under each course description in the PRCC catalog (Appendix 4.7-2: Course Descriptions, p. 277 or PRCC Catalog: p. 156; www.prcc.edu). Nursing course descriptions in the PRCC Catalog and in

course syllabi identify theory and clinical hours per week and the total semester hours awarded for the course. Table V illustrates the ratio of theory and clinical laboratory hours for each nursing course.

Table V: Hour Ratios for Each Required Nursing Course

Course	Credit Hours	Contact Hours	Clinical Contact Hours
Level I – NUR 1111	11	8 Class Hours Per Week	9 Hours Per Week
Level II – NUR 1210	10	6 Class Hours Per Week	12 Hours Per Week
Level III -- NUR 2104	4	3 Class Hours Per Week	3 Hours Per Week
Level III -- NUR 2115	5	3 Class Hours Per Week	6 Hours Per Week
Level IV -- NUR 2203	3	2 Class Hour Per Week	3 Hours Per Week
Level IV -- NUR 2209	9	5 Class Hours Per Week	12 Hours Per Week
Total Number of Required NUR hours	42		
*NUR 2107 (LPN to ADN Bridge)	7	6 Class Hours Per Day (18 days)	4.5 Hours Per Day (2 days)
*Students successfully (“B or higher”) completing the LPN to ADN Bridge course will be awarded seven (7) semester hours credit. The remaining required nursing course hours of Level I and II will be waived after successful completion of Level III (NUR 2104 & 2115) and Level IV (NUR 2203 & 2209).			

According to the site visitor’s report, “If students take biology, computer class, and five hours of electives, they graduate with 84 credits.” Table VI reveals changes that have been implemented to clearly reflect that students are able to complete the program with a minimum of 72 required credit hours in two academic years or 4 semesters.

Table VI: Changes Implemented For Criterion 4.7 Compliance of Length of Program

Based on Site Visitor’s Report Self-Study 2011	Changes Implemented
PRCC policy - General Biology I- General Biology I with Lab is a prerequisite for Anatomy and Physiology (A&P) I with Lab and Microbiology	Prerequisites for A&P I and/or Microbiology and Biology requirements were developed by the Department of Science, Mathematics, and Business

with Lab. An exception of the General Biology with Lab maybe make with approval of the Department of Science, Mathematics and Business. Site Visitor report states, “an interview with the general education faculty confirmed that the waiver could be earned by passing the final examination for general biology. No students had earned the waiver through taking the examination. “....upon review of student transcripts/records, all students except for transfer students had taken general biology”	and a tracking system of those students who are by-passing General Biology I; effective Fall 2013 (Appendix I:Prerequisite Statement for A&P I with lab and Microbiology with lab, p. 169).
PRCC policy - Computer Concepts-For graduation with Associated in Applied Science degree, Computer Concepts (CSC 1113 or BAD 2533) must be passed or computer competency must be documented.	Computer Concepts is no longer a PRCC graduation requirement approved February 2013 by the Vice-President of General Education and Distance Services; effective Fall 2013.
Site Visitor Report states, “The manner of listing of the semesters is misleading to students.” (Appendix 4.7-3: ADN Program of Study 2011, p. 280)	Updated ADN Curriculum (Appendix 4.7-1: ADN Program of Study 2013, p. 276)
PRCC policy - Expected nursing students to be full-time; elective courses were available to meet the requirement. Site Visitor Report states, “If students take biology, computer class, and five hours of electives, they graduate with 84 credits.”	During an April 2013 ad hoc meeting regarding budgetary items, President of PRCC, Dr. William Lewis, gave approval to remove the full-time requirement for students enrolled in Associate Degree Nursing and Allied Health programs effective Fall 2013.

In conclusion, several changes have been implemented in response to the site visitor’s report citing non-compliance with criterion 4.7. Evidence shows achievement of compliance in that the 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.

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.

The program utilizes a wide variety of clinical agencies (facilities) appropriate to meet the program and G-SLOs. 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, skill, attitude, and judgment. Nursing homes are the desired clinical setting for the first semester (Level I) students. More complex clinical settings are utilized for the graduating (Level IV) students. The program utilizes acute care facilities, rehabilitative units, long term care facilities, psychiatric hospitals, specialty clinics, school clinics, and home health agencies as well as the traditional hospital settings (Appendix 4.8-1: Clinical Experiences, p. 281).

Students evaluate each facility/unit to ensure the appropriateness for clinical practice. Informal evaluations of all clinical sites occur on an ongoing basis as faculty instructs and guides students. Each clinical faculty member remains in constant contact with facility staff, unit managers, and administration to discuss problems and/or issues that may arise. Clinical evaluation results are shared with unit managers to maintain open communication thus facilitate optimum clinical conditions for student learning. Representatives from clinical facilities are invited to the program's Annual Advisory Committee meeting. During the meeting, representatives receive updates on program outcomes and are asked to contribute to the progression of the program.

Clinical facility contracts are current and appropriate to the needs of each level of the program. All contracts contain the purpose of the clinical experience. Each contract conveys the responsibilities and expectations of the facility, the college, and the program, as well as specific responsibilities and expectations of the faculty and the student(s).

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

All clinical facilities are accredited by appropriate accrediting bodies. Students are required to attend mandatory orientations at assigned clinical facilities. National Patient Safety Goals, Health Information Portability Privacy Act (HIPPA), emergency codes, and clinical documentation are a few of the items covered in the orientations. Examples of best practice utilized in the clinical settings are fall risk assessments; medication administration and patient education from the National Patient Safety Guidelines; infection control prevention methods including hand sanitization guideline from the Center for Disease Control; pressure ulcer risk assessment, and the utilization of electronic medical records. All students provide patient-

centered care and work as a part of the interdisciplinary healthcare team during each clinical experience.

STANDARD 6: 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 PRCC Associate Degree Nursing (ADN) program has a written systematic evaluation plan (SEP) which ensures the ongoing assessment and evaluation of the graduate student learning outcomes (G-SLOs) and program outcomes (Appendix D: p. 161 and Appendix E: p. 162). The ongoing SEP assists with curriculum development and program improvement.

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 ACEN standards.

The commission accreditation decision letter stated evidence of non-compliance of criterion 6.1: *“The systematic plan for evaluation does not emphasize the ongoing assessment and evaluation of the student learning outcomes, program outcomes, and ACEN standards.”* In response to the finding, the written SEP for the program is reviewed regularly and revised as needed. Evidence can be found throughout all of the program’s committee minutes. The SEP consists of Plan Component, Expected Levels of Achievement, Frequency of Assessment, Assessment Methods, Results of Data Collection and Analysis, and Actions for Program Development, Maintenance, or Revision. Actions are implemented based on evaluation results or as needed to improve the evaluation process (Section Four: Progressive Systematic Evaluation Plan, p. #). Evaluation data is collected on an ongoing basis. The Administration Schedule of Evaluations / Surveys (Appendix 6.1-1: p. 288) lists the frequency of collection and calculation of each evaluation component.

In order to address the program’s non-compliance with criterion 6.1, the following improvements have been made in the evaluation process:

- SEP was transformed into a working document with updates made on an ongoing basis. The SEP includes current evaluation and outcome data which is used for decision-making. Problem areas are identified and corresponding actions for program improvements listed.

- The site visitors recommended keeping outcomes data in a designated location. The nursing conference room is utilized to house trended evaluation data. This assures access to data for all faculty members.
- The site visitor's report stated, "...site visitors did not find examples of data collection or aggregated and trended data." In order to address this concern, charts were made for each evaluation and survey administered that allowed for multiyear trending of results. This provides a means of identifying potential areas of improvement and measuring of efficacy of program changes. One example is the Curriculum Evaluation of G-SLOs chart (Appendix 4.2-4: p. 216).
- Prior to the site visit, a college Survey Monkey account was utilized to collect data. This account was managed by staff in another college department other than nursing, which led to a delay in receiving results, trending data, and making program improvements. In spring 2012, a private ADN Survey Monkey account was opened to reduce time in receiving and distributing results. Improved response time allows implementing needed changes in a timely fashion (Outcomes Meeting Minutes: 2/2012).
- The site visitor's report stated, "Data collection processes for student learning outcomes for criterion 6.1 and graduate competencies for criterion 6.4 are not in place." Evaluation plan in place prior to the site visit measured data that was not able to be trended and did not adequately assess program stated G-SLOs. Achievement of G-SLOs is now measured through Curriculum Evaluation, Graduate Satisfaction, and Employer Satisfaction Surveys. Data is now easily trended. This change assures that ACEN standards for program outcomes, student learning outcomes, and program satisfaction are met, as defined in the ACEN Accreditation Manual (Appendix D: p. 161; Appendix E: p. 162, and Tables VII-X, XII).
- Previous attempts at collecting data through student satisfaction and employer satisfaction surveys yielded very low response rates and did not provide adequate data to help influence program changes. A Graduate Tracking Form (Appendix 6.1-2: p. 290) was developed and a plan to maintain graduate contact information was implemented. This allows close monitoring of graduate NCLEX-RN pass rates and employment rates, and aids to improve response rates to Graduate Satisfaction Surveys. The form also

allows graduates to identify their employer which contributes to the distribution of Employer Satisfaction Surveys to all employers of recent graduates.

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

The commission accreditation decision letter stated evidence of non-compliance of criterion 6.2: *“There is lack of evidence that aggregated evaluation findings are utilized for program decision-making. No aggregated evaluation findings are documented.”* In order to address the non-compliance with criterion 6.2, charts were created that allow for multiyear trending of all collected data (evaluation results, NCLEX-RN pass rates, completion rates, etc.). Trended NCLEX-RN pass rates are posted in the faculty workroom and the trending charts are located in Evaluation Data binders in the nursing conference room. This assures that all faculty and faculty committees have access to any needed data. The current method of assessment affords the program with trended, aggregated data for use in program decision making, thus aiding in improvement of student learning and program outcomes. An example of a current trending chart is the Graduate Program Satisfaction Result Chart (Appendix 6.2-1: p. 295).

Listed below are some examples of program improvements based on the evaluation process:

- Success Manager was added fall 2011 for remediation of students having difficulty in response to increased attrition rates (Table # Completion Rates, General Faculty Minutes: 8/2011).
- Increased utilization of computerized testing services in response to student complaints of cost versus benefit (“ATI should have been incorporated more...” during graduate exit interviews fall, 2011 and spring, 2012).
 - Spring 2012: mandatory 2 attempts on all proctored ATI tests (General Faculty Minutes: 2/2013)
 - Fall 2012: 3 ATI practice tests added to Level I (Level I Minutes: 12/2012)
 - Spring 2013: ATI Self-Assessment Inventory and Critical Thinking Assessment added to all Level I students (Level I Minutes: 1/2013)

- Provider of computerized testing services changed to Kaplan Nursing Testing Service in response to continued student complaints (“the cost of test are expensive...for what is used; system is not user friendly; wished test could be taken from home”) Graduate Exit Interviews: fall 2011, spring 2012, fall 2012, spring 2013; General Faculty Minutes: 8/2013)
- Dosage class scheduling and layout was changed in response to student course evaluations (“Dosage should be longer than an hour; dosage needs more time; would help to have more dosage time” Dosage Course Evaluations: fall, 2010; fall, 2011; fall, 2012).
 - Fall 2011: Dosage Calculation course conducts “Lunch n Learn” session for extra help (Level I Minutes: 9/2011)
 - Spring 2012: Dosage course schedule changed to every Wednesday. This increased time in classroom as well as provided consistency in the schedule.
 - Fall 2012: Dosage course combined with Fundamentals of Nursing. This change was made in order to prevent students from sitting out a semester of Fundamentals while repeating Dosage (Level I Minutes, Curriculum Minutes, and General Faculty Minutes: 8/2012)
 - Spring 2013: Dosage comprehensive test replaced quizzes/tests. Students were given three (3) attempts to pass test. This allowed for dosage to be pass/fail component of Fundamentals (Level I Minutes: 12/2012)
 - Fall 2013: Dosage schedule changed from one hour a week to two hours. This schedule change was made to allow for completion of the dosage component content earlier in the semester. Allowing for comprehensive testing to begin earlier in the semester with more time allotted for remediation between testing attempts (Level I Minutes: 4/2013)
- Students requiring Accommodation Testing were relocated to skills lab so student access to computer lab before class was available; this was in response to student request of more availability of computer printers (“printers should be available; need more printers” Media Evaluations and General Faculty Minutes: fall, 2012).

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

The site visitor report stated that the nursing department needs to “*Ensure evaluation findings are shared with communities of interest.*” Evaluation findings are shared with various communities of interest such as clinical facilities, Mississippi IHL, PRCC Administration and Board of Trustees, and ADN Advisory Committee. The Advisory Committee met in fall 2011, spring 2012, and spring 2013. To facilitate attendance, the ADN Advisory Committee now meets annually in the spring of each calendar year. There was a decrease in attendance at the spring 2013 meeting due to inclement weather. At said meeting, the Curriculum and Outcomes Committees presented an update on the accreditation process and Employer Satisfaction Surveys were shared with the attendees.

Each clinical instructor shares results of the clinical agency evaluation with appropriate staff of the clinical facility and documents in their clinical communication minutes. Previously the clinical agency evaluations have been completed in the spring with results not being available for the facility until the fall of each year. Beginning this year, these evaluations will be completed in the fall so the results will be available for the spring Advisory Committee meetings.

Other evaluation results, like Media/Resources, are given to the specific committee for interpretation and discussion. Any program changes are directed to the appropriate committee and forwarded to general faculty for discussion and approval (Appendix 6.3-1: Media/Resource Evaluation Results, p. 298). All trended data are kept in binders in the nursing conference room and are available for faculty to review. Finally, the director shares results of program outcomes with PRCC Administration, ADN Advisory Committee, Mississippi IHL, LSBN, and other communities of interest through required annual reports and meetings.

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

The commission accreditation decision letter stated evidence of non-compliance of criterion 6.4: “*There is a lack of evidence that assessment is conducted to determine graduates’ achievement of competencies appropriate to role preparation.*” PRCC ADN graduates demonstrate development of competencies appropriate to role preparation as evidenced by program progression through successful completion of each nursing course. A clinical summative evaluation form reflecting clinical performance is completed at the end of each

semester by the clinical instructor (Appendix 4.5-3: p. 274). In addition to clinical evaluations, students are evaluated periodically on theory content through quizzes and unit tests. ADN students are required to achieve a grade of an “80” or above in theory to be successful in nursing courses. Also, at the end of each course prior to final examinations, students are given course specific comprehensive tests and pending graduates receive a comprehensive predictor exam prior to graduation. Students not meeting individual course objectives at every level throughout the program are not allowed to progress to the next level.

In order to address the non-compliance with criterion 6.4, the monitoring for achievement of the G-SLOs has been changed to a format that allows for tracking and trending the information. Satisfactory achievement of all G-SLOs deems achievement of role competencies. Evaluation of G-SLO achievement was added to data collection tools that would gather the information from graduating students, graduates who are currently in the workforce and employers of recent program graduates. The following changes were made to the evaluation process:

- Curriculum evaluation wording was changed to reflect the wording of the G-SLOs. This evaluation measures the level of achievement in attaining the G-SLOs as stated by Level IV students upon completion of the program. This information is currently being trended every semester (Appendix 4.2-4: p. 216).
- In September 2012, members of the Outcomes Committee met with members of the counseling center to gain insight into their process of gathering college-wide graduate satisfaction opinions. Following that meeting, a tracking form was developed in which Level IV faculty will maintain contact with graduates to assure an increase in the number of responses from graduates (Appendix 6.1-2: p. 290). The new tracking system was put into effect with the fall 2012 graduates. The Graduate Satisfaction Survey was updated to include achievement of all stated G-SLOs. The survey measures the level of achievement of the G-SLOs as stated by graduates who have passed boards and are now working in the role of Associate Degree Registered Nurse and also of those who have not successfully passed their NCLEX-RN.
- The process for collecting Employer Satisfaction Surveys has evolved. Initially, paper and pencil surveys were mailed to a core list of employers. Incorporation of paper and pencil surveys at the ADN Advisory Committee meetings in fall 2011, spring 2012, and spring 2013 yielded limited responses. Representatives, who attended the spring 2013

meeting, felt it was inappropriate for them to complete the evaluations since they did not have direct interactions with new hires. Because of the low response rates in the past through mailing of surveys and locating representatives worthy of making comment to satisfaction of graduates who are employed have prompted the use of creative solutions in the type of collection methods utilized. New processes have been put into place to increase the number of responses from employers as to their satisfaction of recent graduates. These processes are the utilization of Survey Monkey in which the link is emailed to unit managers, clinical instructors bring paper and pencil surveys to unit managers, and face-to-face contact that is being accomplished by the Director and/or Assistant Director with area facilities. The ultimate goal is to increase response rates by assuring that the correct people are asked to evaluate their new hires and that they are given the option of online, paper and pencil and/or face-to-face evaluations. The Employer Satisfaction Survey was also changed to include evaluation of achievement of all stated G-SLOs. The satisfaction survey measures the level of achievement of the G-SLOs as stated by the managers and directors supervising the performance of the graduates who are working in the role of Associate Degree Registered Nurse (Appendix 6.4-1: Employer Satisfaction Result Chart, p. 299).

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**

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

ADN 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 the ADN graduates have been above the national mean until the years of 2011 and 2012. In addition to an intensive review of the curriculum, faculty began to look at an

alternative comprehensive testing service to assist in predicting success of graduates. Following faculty and student input and reviewing several options in testing services, the decision was made to incorporate Kaplan Nursing into the program commencing fall 2013. Some of the reasons that contributed to the final decision were student complaints of the cost for previous testing services, expressions of difficulty in maneuvering within the system, and faculty insight into the lack of participation of students using the product. Students have participated in Hurst and Assessment Technologies Institute (ATI) NCLEX reviews that have been hosted by the ADN program in 2011-2012 and 2012-2013 academic years. To gain insight concerning the new changes to the NCLEX-RN Test Plan, faculty participated in a continuing education session on “Learning to Improve Outcomes in Nursing Education Using the NCLEX-RN Test Plan” presented by Hurst Review Services in spring, 2013.

Graduates are defined as those students graduating from PRCC ADN program within the academic year ending in May. This includes December graduates from one year and May graduates from the current year. Table VII illustrates licensure pass rates for the last three (3) years in comparison to the national mean.

Table VII: ACEN (1st Writes) Pass Rates

Year	Candidates	ACEN (1 st Writes)	National Mean
2011	95	80 (84%)	87%
2012	101	88 (87%)	98%
2013 (1 st quarter)	48	45 (94%)	89%

ADN Program Outcome: The percentage of graduates who pass NCLEX-RN for all test takers (1st and repeat) will be at 80% over a 3 year period.

Beginning in spring 2010, the ADN program now monitors student achievement based on Mississippi IHL standards as well. The change now includes all graduating students testing in a calendar year, regardless of the semester in which they graduated. Mississippi IHL standard states, “annual NCLEX-RN pass rates for all test takers (1st and repeat) will be at 80% or above over a 3 year period” (Mississippi IHL, 2010). The pass rate of the ADN graduates has been above 80% for the past 3 years. Table VIII illustrates licensure pass rates for the last three (3) years based on Mississippi IHL standard.

Table VIII: IHL (1st Writes & Repeats) Pass Rates

Year	Candidates	1st Writes	Repeat Pass	IHL Pass Rate
2011	95	80 (84%)	13	98%
2012	101	88 (87%)	11	98%
2013 (1 st quarter)	48	45 (94%)		

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.

ADN Program Outcome: 60% or greater of students admitted to the program will graduate within 150% of the time of the stated program length.

The site visitor report stated that the nursing department needs to “*Implement strategies to meet the expected level of achievement for completion rates.*” Beginning fall 2010, Mississippi IHL changed their definition of graduation rates to degree completion rates. The 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” (Mississippi 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” (Mississippi IHL, 2010). Students, who leave the program for personal reasons such as change in education major, relocation, health issues are not tallied into the calculation. Mississippi IHL guidelines state that completion rates are calculated per academic year. With these changes the IHL definition corresponds with the ACEN definition of completion rates, “Number of students who complete the program within 150% of stated program length beginning with enrollment in the first nursing course. Table IX illustrates the ADN program completion rates by academic year.

Table IX: Completion Rates

Admit Semester	Completion Semester	Number Admitted	Number of Completing Program	Completion Rate Within 150% of program length
Fall 2009	Fall 2011	66	43	65%
Spring 2010	Spring 2012	58	35	60%
Fall 2010	Fall 2012	63	46	73%
Spring 2011	Spring 2013	67	51	76%

To enhance retention efforts, students who withdraw from a course are interviewed by the Faculty Liaison of the course and/or the Assistant Director to identify factors contributing to the withdrawal. Both a PRCC ADN and Mississippi IHL exit interview form are completed (Appendix 6.5.2-1: Exit Interview Forms, p. 302). This information assists faculty in determining trends in student retention and readmission.

Based on program completion rates the following changes were implemented to further enhance program outcomes:

- Fall 2011: Remediation advisor evolved into the Success Manager which is a full-time faculty position to assist students with remediation. Every student across all levels that is unsuccessful with passing unit exams (beginning with first unit exam of the semester) receive a referral from their assigned advisor to seek remediation. Early recognition and intervention are the goals for the service (“In a new role as Success Manager ...will provide remediation for students on all levels” General Faculty Minutes: 8/2011).
- Spring 2012: To provide reinforcement of correct skill performance all Level I students requiring skill recheck are now required to complete the ATI Skill Tutorial associated with that skill. This practice affords students an additional opportunity to review techniques and procedures prior to evaluation of performance (“to better equip students with skill preparation, ATI Skill Tutorials are required prior to rechecks” Level I Minutes: 8/2011).
- Prior to spring 2012, Dosage was a stand-alone course designed to accompany Level I (NUR 1110) Fundamentals of Nursing and was counted toward program completion

rate. When evaluating data for completion rate it was noted that a student could be removed from nursing courses due to unsuccessful attempt but could still be enrolled in a repeat dosage class. This fact presented a potential bias in reporting of data. Beginning fall 2012, dosage was embedded within the Fundamentals of Nursing course preventing the repetition of an independent course. The Fundamentals of Nursing course number was changed to reflect the credit hours offered in Level I (NUR 1111) (“Combination of Dosage with Fundamentals” Level I, Curriculum, and General Faculty Minutes: 4/2012).

- Mandatory comprehensive skills review was added to the end of semester requirements for Level I students to provide additional opportunity for technique improvement prior to progression to the next level of nursing (“Annual skills lab review” Level I - electronic meeting minutes: 11/2012).
- Spring 2013: Based on number of students recommended for remediation, all students are now required to complete ATI Self-Assessment Inventory to assist with test taking strategies and self-awareness. This was implemented on Level I (“Students will be required to take self-assessment inventory during Level I semester” Level I Minutes: 1/2013).
- To improve test taking skills, ATI proctored tests were increased to 2 mandatory attempts per semester. This practice enables the student to be exposed to a larger number of questions and assists with preparation for a computerized testing method. (“Assistant Director reported two tests are available at each level and should be utilized” General Faculty Minutes: 2/2013).
- Level III and IV students are required to complete a comprehensive skills review prior to the beginning of clinical experience. This practice affords the opportunity of an ongoing evaluation of skills and helps identify students who need additional assistance when transitioning from one level of practice to a higher level of accountability and practice (“Level III students are required to participate in skill review sessions” Level III Minutes: 1/2013).
- Changed program completion rate calculation so as not to include semesters students were not readmitted due to lack of space in the course (Outcomes Minutes: 9/2012).
- Fall 2013: Care plan expectations were added to the comprehensive skill reviews for students in Levels II, III, and IV.

Program completion rates have gradually improved over the past two years. Plans at the time are to continue with the current program outcome for expected levels for program completion.

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

ADN Program Outcome: 90% of the respondents to the program's graduate satisfaction survey will rate the nursing program as satisfactory and 90% of the respondents to the program's employer survey will rate the nursing practice of a PRCC ADN graduate as satisfactory.

The commission accreditation decision letter stated evidence of non-compliance of criterion 6.5.3: *"There is a lack of evidence that program satisfaction is assessed in an ongoing manner."* At the time of the site visit, the SEP included a process of evaluating graduates and employers about their satisfaction with the program's ability to provide a well-qualified graduate. The process of collecting the data often resulted in very few or no responses. Also, prior to the site visit, there were very few changes made to the evaluation process. In order to address the non-compliance with criterion 6.5.3, several changes to the way data was collected and trended have been made.

Graduate Satisfaction:

- ADN graduates were surveyed 6 to 9 months following graduation for satisfaction with the nursing program at the time of the site visit. The survey tool utilized was a postcard with a Likert scale rating selection. The return rate on the type of survey tool remained low for several semesters. Employer satisfaction evaluations were only sent to the facilities identified in any of the graduate responses.
- In fall 2012, because of the low response rates in the past and allowing time for students to find employment, graduates are now asked to complete the survey twelve (12) months following graduation. The timing change has also allowed graduates to move from the role of new graduate into the role of the nurse which enables a greater insight into necessities required of the nursing role (Outcomes Minutes: 8/2012).
- To increase the number of responses, an attempt was made to contact all of the graduates from fall 2011 class using telephone numbers and addresses listed through the college. Graduates were mailed the same postcard utilized in the previous process.

While the mailing of postcards yielded only five (5) responses with one being dissatisfied, twenty-two (22) graduates were able to be contacted via telephone out of thirty-eight to identify if they were employed. Qualitatively, all expressed satisfaction of program.

- In spring 2012, graduates were contacted through phone numbers, postcard mailings, and via school emails. Those who responded to the email were given a link to complete the evaluation on Survey Monkey. It was felt that the added anonymity would improve response rates. Of the sixty-five graduates, only four (4) students completed the evaluation by means of postcards. Fifty (50) responded to phone and email contacts to verify employment. Again, all of the results were positive but this data remains qualitative in nature.
- In fall 2012, the process underwent a major revision. Members of the Outcomes Committee met with the Director of the PRCC Counseling Center to discuss the process used by the vocational-technical programs to track students after graduation. It was decided that students would be asked to fill out a form with permanent contact information including addresses, cell phone numbers, and personal email addresses (Appendix 6.1-2, p. 290). Students are informed that they would be contacted within a year of graduation in order for the program to gather feedback. The students are also assigned to a Level IV faculty advisor who is responsible for collecting data such as NCLEX passages and employment status. Students are encouraged to contact their assigned faculty advisor by email or text when they pass boards and are gainfully employed. As of this writing, there has been an increase in contact from graduates utilizing this process. Graduate Satisfaction Surveys will be emailed to these closely tracked students October 2013 (Outcomes Committee: 8/2012 & 9/2012)
- In spring 2013, the Graduate Satisfaction Survey, was restructured to include all G-SLOs which are the foundation of the nursing program. This allows the graduates to rate their achievement of the G-SLOs once they are working. Monitoring the G-SLOs from the perspective of a newly employed RN allows faculty the ability to evaluate the curriculum and utilize the results of the data to guide curriculum changes (Appendix 6.2-1: p. 295). Table X depicts the results of graduate satisfaction surveys.

Table X: Graduate Satisfaction Surveys

Graduation Semester	Number of Graduates	Responses	Dissatisfaction	Satisfaction
Fall 2011	38	5 (13%)	1 (20%)	4 (80%)
Spring 2012	65	4 (6%)	0 (0%)	4 (100%)
Fall 2012*	49	10 (20%)	2 (20%)	8 (80%)

*ongoing until December 2013

Since the site visit, the Graduation Satisfaction Survey process has undergone significant change such as survey content, timing of survey, and tracking methods. The goal is to improve the response rate in order to grant sufficient data for trending and to evaluate if graduates achieved the G-SLOs. Faculty members frequently get email updates from former students and some work with former students at clinical facilities. These interactions provide feedback from the graduates, but the information is unable to be trended. Optimistically, utilizing the same tracking system that collected the contact rates following NCLEX-RN passage for both fall 2012 and spring 2013 graduates provides an indication of the possible response rate for Graduate Satisfaction Surveys. If the response rate for fall 2012 graduates is not significantly higher than past semesters, then further investigation will be needed to improve the data collecting process. Contact rates are depicted in the following Table XI.

Table XI: Contact Rates

Graduation Semester	Number of Graduates	Contacted Advisor	Contact Rate
Fall 2012	49	45	92%
Spring 2013*	47	37	79%

*ongoing – not all graduates have taken NCLEX-RN

Employer Satisfaction:

The Employer Satisfaction Survey process has undergone a similar transformation as the Graduate Satisfaction Survey process. The following processes have occurred.

- Results for the Employer Satisfaction Survey in the past were dependent upon return of postcards. The employers were simply asked, “How satisfied is your facility with

the PRCC Associate Degree Nursing new graduate's ability to perform as a beginning nurse?" The options given were very satisfied, satisfied, dissatisfied or undecided.

- The initial step in the transformation of the data collection process for employer satisfaction was to continue the use of the graduate satisfaction evaluations to determine which facilities were to receive the Employer Satisfaction Survey. It was decided that the evaluation forms would be given to the facilities present at the Advisory Committee Meetings. This allowed feedback, but the number of facilities present at these meetings was inconsistent. In order to reach majority of the employers that hire PRCC ADN graduates, those employers identified in the graduate satisfaction surveys who were not in attendance of the Advisory Committee Meetings would receive an email link to Survey Monkey (Outcomes Minutes: 1/2012).
- In spring 2013, the Outcomes Committee created a core list of facilities who routinely hire PRCC ADN graduates. There are a total of thirteen (13) facilities that have been identified. These facilities are asked to provide satisfaction of the graduate in relation to employment when they are on campus for the Advisory Committee Meeting or the Survey Monkey link is emailed to them if they were not present (Appendix 6.5.3-1: List of Core Facilities, p. 304).
- Also spring 2013, it was decided to change the evaluation format from a simple satisfied/dissatisfied question to a format that reflected the employer opinion of the PRCC ADN nurse in achieving the G-SLOs (Outcomes Minutes: 1/2013, 2/2013).
- There were only two (2) representatives at the spring 2013 ADN Advisory Committee meeting. Both representatives felt they were not in the appropriate positions to complete surveys concerning new hires. The Survey Monkey link for the employer satisfaction survey was emailed to nine (9) of the core facilities. Only two (2) of the facilities responded. It was suggested that individual unit managers receive either paper/pencil survey or link to Survey Monkey.
- Qualitative feedback is also obtained when the Director or Assistant Director communicates with clinical facilities and/or communities of interest that hire PRCC ADN nurses. This feedback is by way of clinical facility visits, various committee meetings, and business networking. The Assistant Director visited eight (8) of the core facilities in fall 2012 and spring 2013. The Director visited seven (7) facilities during

the summer of 2013 in addition to regular facility and/or business meetings. The information gathered is generally positive and is helpful but as with the graduate satisfaction qualitative feedback, it is unable to be trended.

Plans at the time for both the Graduate and Employer Satisfaction Surveys are to continue monitoring response rates and results to ensure sufficient data for trending is obtained. The Outcomes Committee will further investigate the possibility of having individual unit managers complete paper/pencil surveys or receive the link to Survey Monkey through individual clinical faculty.

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

ADN Program Outcome: 90% of the respondents to the graduate survey will reflect employment in various health care settings.

The restructuring process of the Graduate Satisfaction Survey has afforded the program the ability to track and trend employment rates. Below is a list of changes in the process of collecting data on where graduates are employed.

- Due to the limited responses following attempts to gather this information, alternate methods were used in order to calculate employment rates for the fall 2011 and spring 2012 graduates. Students were initially attempted to be contacted by mail or phone as with the graduate satisfaction surveys. When that did not provide adequate data, students were contacted informally through facility contacts, Facebook, and friends of faculty members. These informal contacts improved tracking and trending of employment rates.
- In fall 2012, the new graduate tracking form (Appendix 6.1-2: p. 290) was implemented fully and students were encouraged to contact their faculty advisor with information as soon as they were licensed and employed. The new tracking method appears promising as many of the new graduates have already contacted the faculty (Outcomes Minutes: 8/2012, 9/2012). Table XI on page 39 depicts the contact rates for fall 2012 and spring 2013 graduates.

- In spring 2013, it was noted that although many graduates were employed, some employment was not within the 70-mile radius that was reflected in a program outcome. The “in district” requirement of 70-mile radius was not a requirement of PRCC, IHL, or ACEN. Therefore, this program outcome was amended in spring 2013 to state, “Ninety percent of the respondents to the graduate survey will reflect employment in various health care settings (Appendix E: p. 162; Outcomes Minutes: 2/2013; General Faculty Minutes: 2/2013).

Table XII reflects the percentage of graduates employed one year following graduation.

Table XII: Graduate Employment

Graduation Semester	Number of Graduates	Percentage of Employment	Percentage Not Employed
Fall 2011	38	27 (100%)	0 (0%)
Spring 2012	65	49 (91%)	5 (9%)
Fall 2012*	49	38 (84%)	

*ongoing until December 2013

SECTION THREE:

SUMMARY

In summary, Pearl River Community College as a college continues to excel at both the state and national level. The college was ranked 28th of the best community colleges in the nation by TheBestSchools.org. This was not the first time that PRCC has received national recognition in recent years. In 2012, PRCC ranked 20th in the CNN Money listing of top community colleges. The Aspen Institute has listed PRCC among the top 10 percent of all U.S. community colleges in 2012 and 2013.

In addition to the college, the Associate Degree Nursing program has also been in the news for being named a recipient of a \$150,000 grant from the Lower Pearl River Valley Foundation. The grant will enable the integration of high-fidelity simulation into the nursing program. Intent of the integration is to provide students with a better awareness into culturally competent, mental-illness, and end-of-life care issues that can be difficult and require special consideration. These issues can also have serious ethical and legal implications. Simulation will provide an interactive experience for students to explore their personal beliefs and attitudes as well as the asking of questions in order to be appropriately prepared for such experiences.

Facilitation of the program continues to be conducted by highly qualified faculty and staff. Several of the faculty has resumed formal educational programs for instance Legal Nurse Consulting, Doctor of Nursing Practice, and Doctor of Philosophy in Nursing. Some faculty holds positions in professional, governmental, and civic organizations. Program faculty meetings incorporate professional development sessions on a monthly basis. Some topics discussed have been leadership, teamwork, cultural sensitivity, professionalism, remediation, and social media. The Outcomes Committee utilizes “Survey Monkey” and “Facebook” to correspond with alumni, facilities, faculty, and students to improve communication and to gather program data. The program implemented a “success” program that incorporates components of both theory and skills lab to aid students’ success in the nursing program. Faculty and students sponsor or attend numerous community service activities. Such activities include but are not limited to: Camp Bluebird, Diabetes’ Walk, Alzheimer’s Walk, Breast Cancer Awareness, Forrest General Hospital - Flu Shot Administration and Annual Employee Competency Lab, and PRCC’s Annual Women’s Health Symposium. A new projection system was installed in the tiered classroom and conference room to better accommodate students and faculty. Finally, a new computer area was established to accommodate student use when the main computer lab is being used for proctored testing or classroom instruction.

The program has in the past and continues today to have an excellent reputation within the community. Facilities continually seek PRCC nursing graduates for employment. Faculty holds themselves and students to high levels of accountability and that expectation is validated in the safe, competent nurses that complete the program.

SECTION FOUR:
PROGRESSIVE
SYSTEMATIC EVALUATION PLAN

SECTION FIVE:
APPENDICES

PROGRESSIVE SYSTEMATIC EVALUATION PLAN

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 Evaluation Plan: ADN Program					
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, Department of Nursing Education; ADN Faculty					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Maintenance, Program Development, or Revision.
Congruency	100% of faculty agrees that the philosophy and outcomes of the ADN program are congruent with the college's mission statement and outcomes.	Annually; fall semester	Comparative analysis by faculty and program director	100% of faculty agrees on congruency	<p>Maintenance – ADN director and faculty will continue to review annually and update as needed General Faculty Minutes: 8/2011- “no revisions noted”, 8/2012 – “committee titles changed to reflect NLNAC (ACEN) Standards”, 8/2013- “curriculum committee asked to compare college and program’s mission statements”).</p> <p>Program Development/Maintenance - advisory committee and college administration updated on comparison of college and program’s outcomes, spring 2012 and spring 2013; will continue presentation at future advisory committee meetings. (Advisory Committee Minutes: 4/2013 –</p>

					“presentation given to update facilities, community representatives, and college administration on program outcomes”.
--	--	--	--	--	---

Systematic Evaluation Plan: ADN Program					
Criterion 1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.					
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: Director, Department of Nursing Education; ADN Committee Chairs; PRCC Vice President for Planning & Institutional Research					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collections and Analysis	Actions for Maintenance, Program Development, or Revision.
Students	Student participation on ADN: Curriculum, Media/Resources, Outcomes, and Rules & Regulations Committees	Annually; spring semester	Review of committee minutes	<p>Evidence revealed student participation on Curriculum and Rules & Regulation committees; limited involvement on Media/Resources and Outcomes committees</p> <p>2012-2013 Academic Year: Outcomes Committee Minutes: student representative attended one (1) meeting</p> <p>Media/Resources Committee Minutes: no student involvement</p>	<p>Maintenance - continue to monitor student participation & encourage involvement</p> <p>Program Development/Revision – faculty to support student representation on committees; administrative team to revisit student representation guidelines in ADN program By-Laws during fall 2013 semester.</p> <p>Curriculum Committee Minutes: 8/2013 – “curriculum and outcomes each have a student from Level III; media/resources and rules & regulation each have a student from Level II...this will allow the student to remain active in committee entire academic</p>

					year.” General Faculty Minutes: 8/2013 – “faculty voted unanimously to support student representation on program committees; see notation above.”
--	--	--	--	--	---

Systematic Evaluation Plan: ADN Program					
Criterion 1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.					
Responsibility: Director, Department of Nursing Education; PRCC Vice President for Planning & Institutional Research					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collections and Analysis	Actions for Maintenance, Program Development, or Revision.
Faculty	100% of faculty will serve on ADN committees	Annually; fall semester	List of committee assignments	100% of faculty serve on ADN committees:	Maintenance - continue to assign and monitor faculty participation on ADN committees. (2013-2014) -Admission/Progression -Advisory -Curriculum -Media/Resources -Outcomes -Rules & Regulations
	25% of ADN faculty will serve on college-wide committees	Annually; spring semester	List of committee assignments	25% faculty served on college-wide committees.	Maintenance – continue to monitor faculty participation on college-wide committees. (2013-2014) -Administrative Council -Advisory Board of the Counseling, Advisement, & Placement Center -Homecoming Planning -Instructional Council -Policy & Procedures -Women’s Health Symposium

Systematic Evaluation Plan: ADN Program					
Criterion 1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.					
Responsibility: Director, Department of Nursing Education; PRCC Vice President for General Education & Technology Services					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collections and Analysis	Actions for Maintenance, Program Development, or Revision.
Administration	Director, Department of Nursing Education, or designated representative, will attend departmental meetings.	Annually; spring semester	Departmental meeting minutes	Minutes of Instructional Council, Vice President for General Education & Technology Services, Policy & Procedures Council, Administrative Council, and/or Advisory Board of the Counseling, Advisement, & Placement Center meetings show attendance by Director, Department of Nursing Education or designated representative.	Maintenance – Director or designated representative to remain active on college wide committees; continue to monitor

Systematic Evaluation Plan: ADN Program					
Criterion 1.3 Communities of interest have input into program processes and decision making.					
Responsibility: Director, Department of Nursing Education					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collections and Analysis	Actions for Maintenance, Program Development, or Revision.
Advisory Committee	Advisory Committee will meet and review program goals and outcomes	Annually; spring semester	Advisory committee meeting minutes	Meeting minutes showed evidence of review/presentation of program goals and outcomes.	Maintenance - continue annual meetings Advisory Committee Minutes: 4/2013 – “presentation given to update facilities, community representatives, and college administration on program outcomes”
Partnerships		Annually; as needed	Site Visits	Director visited: Forrest General Hospital: Director has been a member of Research Committee since fall 2011 which meets monthly; obtains frequent updates on faculty, students, and graduates’ performance from committee members Highland Community Hospital: 10/2012 – “discussed criminal background clearances, student orientations, and satisfaction of graduates hired”	Program Development – Director or designated representative to periodically visit program partners to gather feedback and for partnership updates.

				<p>Covenant Rehabilitation & Nursing Home: 4/2013 – “inquired possibility of adding another clinical group for fall 2013, representative expressed satisfaction with faculty and students.”</p> <p>Slidell Memorial Hospital: 5/2013 – “follow up on request of facility on instructor assignments; facility undergoing construction. Director met with DON to reassign instructor to different unit until construction complete.”</p> <p>Grove Nursing Home: 7/2013 – “visit was to inform facility of change in instructor, DON commended previous instructor and stated residents like the students and staff appreciate working with them.”</p>	
--	--	--	--	---	--

Systematic Evaluation Plan: ADN Program					
Criterion 1.4 Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community. 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, Department of Nursing Education					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collections and Analysis	Actions for Maintenance, Program Development, or Revision.
Partnerships: - Forrest General Hospital (FGH) -Lower Pearl River Valley Foundation (LPRVF) -PRCC Wellness Center -Picayune School District -Bedford Care	Partnerships are maintained which enhance nursing education, the nursing profession, and benefit the community.	Annually; spring semester	Verbal and written reports of activities and collaboration.	General Faculty Minutes showed evidence of collaboration with outside agencies to enhance nursing education, nursing profession, and community.	Maintenance - continue to monitor collaboration efforts Program Development - add new partnerships as available or as warranted. General Faculty Minutes: 5/2011 “three (3) faculty members assisted with FGH annual competency days”; 10/2011 “faculty and students helped with Breast Cancer Awareness Day in conjunction with PRCC Wellness Center”; 2/2012 “fourteen (14) faculty members served on women’s symposium committee”; 5/2012 “faculty members asked to volunteer for FGH annual competency days”; 8/2012 “Director attended opening of Southern Bone and Joint, Orthopedic Institute”; 2011/2012 “SMH held cholesterol and glucose screenings with cooperation of faculty and students”; 3/2012 & 4/2013 – “Director attended Advisory meetings at Head Start, facility welcomes students to assist with pre-

					school program”; 4/2013- “Director presented grant proposal to LPRVF for creation of simulation lab” & “Director attended Open House Ceremony of the new Skill Unit at Covenant Nursing Home”; 5/2013 “FGH wanted to thank the faculty who assisted with competency days”.
--	--	--	--	--	--

Systematic Evaluation Plan: ADN Program					
Criterion 1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing. Definition: The nursing administrator is considered the Director, who is responsible for the developments and administration of the nursing division.					
Responsibility: Director, Department of Nursing Education; PRCC Vice President for Poplarville Campus & Hancock Center					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collections and Analysis	Actions for Maintenance, Program Development, or Revision.
Director, Department of Nursing Education	Director will hold a minimum of a graduate degree with a major in nursing and will hold an unencumbered nursing license.	-Time of employment -Annually; spring semester	Review of nursing folder in Office of Vice President for Poplarville Campus & Hancock Center for transcripts; Review of personnel folder in Department of Nursing Education for licensure verification.	-Transcripts reflect current Director holds DNP degree -RN Licensure current for academic year: MS expiration 12/2014 LA expiration 12/2013	Maintenance - continue to monitor.

Systematic Evaluation Plan: ADN Program					
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, Department of Nursing Education; PRCC Vice President for Poplarville Campus & Hancock Center					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collections and Analysis	Actions for Maintenance, Program Development, or Revision.
Job Description	Position description reflects duties and responsibilities for program administration.	Annually; spring semester	Review of job description	Current job description for Director reflects a 2012-month position; Director has the authority and responsibility for the administration of the program.	Maintenance - continue to monitor
Schedule	Academic Year - 95% of the Director's schedule will be dedicated to fulfilling the administrative responsibilities of the nursing program. Summer Semester - 100% of the Director's schedule will be dedicated to fulfilling the administrative responsibilities of the nursing program.	Every semester	Review of door schedule	Calendar and door schedules reflect office time and/or class requirements.	Maintenance - continue to monitor. Maintenance – Director will continue to teach dosage component to Level I students

Systematic Evaluation Plan: ADN Program					
<p>Criterion 1.7 With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates equity within the unit and among other units of the governing organization.</p> <p>Definition: The nursing administrator will create a budget based on faculty input and determination of needs. Revisions to the budget will be made with the nursing administrator's input.</p>					
Responsibility: Director, Department of Nursing Education; PRCC Vice President for Business & Administrative Services					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collections and Analysis	Actions for Maintenance, Program Development, or Revision.
Budget submission	Director will submit the program budget every fiscal year.	April	Review of budget and nursing program minutes	Evidence reveals submission of fiscal budget requests to Vice-President for Business & Administrative Services administered by Director.	Maintenance - continue to monitor submissions of budget.
Faculty Participation in Budget Process	Faculty will report having input into the budget process 100% of the time.	March	Review of general faculty minutes to validate faculty participation in the budget process	General Faculty Minutes showed evidence faculty input in budget requests.	<p>Maintenance - continue faculty involvement in budget requests.</p> <p>General Faculty Minutes: 3/2013 "faculty requested to submit 'Wish List' for upcoming Needs Assessment".</p>

Systematic Evaluation Plan: ADN Program					
<p>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.</p> <p>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.</p>					
Responsibility: Director and Assistant Director, Department 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 Maintenance, Program Development, or Revision.
Congruency	100% of nursing program policies will be congruent with those of PRCC or differences will be justified.	Annually; spring semester	Comparative analysis of any new policy by faculty, nursing administrator, and PRCC policy committee	Evidence reveals congruency between nursing program and college's policies. Minutes of PRCC Policy & Procedures Council meetings show attendance by Assistant Director, Department of Nursing Education or designated representative.	Maintenance -continue to monitor; any new college policy is brought to ADN Rules & Regulations Committee for comparison

Systematic Evaluation Plan: ADN Program					
Criterion 1.9 Records reflect that program complaints and grievances receive due process and include evidence of resolution. Definition: Complaints and grievances are terms used interchangeably. Written and signed statements made by a student regarding the nursing department are considered formal grievances and are presented to the Director, Department of Nursing Education and/or PRCC Appeals Committee.					
Responsibility: Director, Department of Nursing Education; PRCC Vice President for Poplarville Campus & Hancock Center					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collections and Analysis	Actions for Maintenance, Program Development, or Revision.
Complaints	100% of complaints will be addressed using the ADN Student Grievance policy found in the ADN Student Handbook and/or the Student Appeals Procedure found in the PRCC Cat Country Guide (www.prcc.edu/catalog).	Data will be compiled, summarized, and reported following each grievance.	Review of grievances in the offices of the Director, Department of Nursing Education and/or Vice President for Poplarville Campus & Hancock Center	Evidence reveals that student grievances are addressed and rectified either through ADN program and/or Vice President for Poplarville Campus & Hancock Center (Office of Student Services).	Maintenance - continue current college and nursing program grievance policies and/or procedures.

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

Systematic Evaluation Plan: ADN Program					
<p>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.</p> <p>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 faculty holds a minimum of a baccalaureate degree with a major in nursing.</p> <p>2.1.2 Rationale is provided for utilization of faculty who do not meet the minimum credential.</p> <p>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 faculty earn at least one (1) CEU or three (3) hours of credit of formal education each year related to nursing education. All participate in achievement of the nursing unit's purpose through teaching, service, and scholarship.</p>					
Responsibility: Director, Department of Nursing Education					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Maintenance, Program Development, or Revision
<p>Full-time faculty are academically & professionally qualified</p> <p>Faculty qualifications:</p> <ul style="list-style-type: none"> a. License b. Minimum Master degree c. CEUs d. Professional experience 	100% of full-time faculty are academically & professionally qualified	<ul style="list-style-type: none"> - Time of appointment (a, b, d, e) -Annually; spring semester (a) -Annually; fall semester (c) 	Review of faculty files	<ul style="list-style-type: none"> 100% of full-time faculty holds master degrees with a major in nursing. - Nursing experience varies: 11-39 years - Teaching 	Maintenance - continue to report to ACEN, Mississippi IHL, LA Board of Regents, & LA State Board of Nursing annually (Appendix A: p. 143).

e. Formal education				experience varies: 1-36 years	
Part-time (adjunct) faculty are academically & professionally qualified	100% of part-time faculty are academically & professionally qualified	- Time of appointment (a, b, d, e)	Review of faculty files	<p>100% of part-time faculty holds master degrees with a major in nursing.</p> <p>- Nursing experience varies: 11-40 years</p> <p>- Teaching experience varies: 1month-9 years</p>	Maintenance - continue to report to ACEN, Mississippi IHL, LA Board of Regents, & LA State Board of Nursing annually (Appendix B: p. 146).

Systematic Evaluation Plan: ADN Program					
Criterion 2.2 Faculty (full and part-time) credentials meet governing organization and state requirements. Definition: Credentials of the governing organization are reflective of state requirements and include: * ADN Faculty – Master’s degree or higher in nursing, one year clinical experience, and one (1) CEU or three (3) hours of credit of formal education annually. Exceptions may be granted to the degree by the Mississippi IHL Director for Department 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). * All Faculty – Unencumbered MS or compact state license as RN and clearance of criminal background check.					
Responsibility: Director, Department of Nursing Education					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis	Actions for Maintenance, Program Development, or Revision
Faculty credentials	100% of faculty are credentialed	-Time of appointment -Annually; fall semester	Review of faculty files	100% of faculty meet credentialing requirements	Maintenance - continue to report to ACEN, Mississippi IHL, LA Board of Regents, & LA State Board of Nursing annually. General Faculty Minutes: 8/2011 – “personnel folders to include PRCC Professional Development Record and IHL Professional Development Plan”; 8/2012 – “update personnel folders with current copy of curriculum vitae, Development Plans and Records”; 8/2013 – “PRCC Professional Development Records to have CEU proof attached.”

Systematic Evaluation Plan: ADN Program

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

Definition: Practice laboratory personnel (Skills Lab Instructor) is considered faculty and is charged with organizing practice of skills for students as well as teaching and/or evaluating of student clinical skills.

Requirements for this level of responsibility include having a master's degree in nursing and holding a valid license in Mississippi with at least one year clinical experience. The entire faculty earns at least one (1) CEU or three (3) hours of credit of formal education each year related to nursing education. All participate in achievement of the nursing unit's purpose through teaching, service, and scholarship.

Responsibility: Director, Department of Nursing Education

Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Maintenance, Program Development, or Revision
Practice lab personnel: Skills Lab Instructor Faculty qualifications: <ul style="list-style-type: none"> a. License b. Minimum Master degree c. CEUs d. Professional experience e. Formal education 	100% of practice lab personnel are academically & professionally qualified	- Time of appointment (a, b, d, e) -Annually; spring semester (a) -Annually; fall semester (c)	Review of personnel files	100% of practice lab personnel meet academic & professional requirements	Maintenance - continue to report to ACEN, Mississippi IHL, LA Board of Regents, & LA State Board of Nursing annually Program Development - creation of new job description to encompass future simulation lab requirements. Skills Lab Instructor job description changed from Skills Lab Manager fall 2013 to accommodate the creation of a simulation lab (Appendix C, p. 147). General Faculty Minutes: 8/2013, "new title for skill lab is instructor due to the creation of simulation lab... which will enable advising, grading, and evaluation of students."

Systematic Evaluation Plan: ADN Program					
Criterion 2.4 The number and utilization of faculty (full and part-time) ensure that program outcomes are achieved. 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, Department of Nursing Education					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Maintenance, Program Development, or Revision
Number and utilization of nursing faculty	100% of faculty are utilized in compliance with accreditation standards	Annually; fall & spring semesters and as necessary	Review of faculty & student enrollment files Comparison of the ratio of faculty to students	100% of faculty are utilized to meet accreditation requirements	Maintenance - continue to have faculty theory / clinical assignments meet needs of student enrollment and accreditation requirements (Table IV, p. 20).

Systematic Evaluation Plan: ADN Program					
Criterion 2.5 Faculty (full and part-time) performance reflects scholarship and evidence-based teaching and clinical practices.					
Definition: Faculty demonstrates 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, Department of Nursing Education					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Maintenance, Program Development, or Revision
Faculty performance reflects scholarship, evidence-based teaching, & clinical practices	100% of faculty performance reflects scholarship & evidence-based practice	Annually; fall & spring semesters	NCLEX pass rates, review of faculty personnel files: Self-evaluations, classroom and clinical instructor evaluations	100% of faculty report incorporating EBP into classroom and/or clinical instruction; obtain at least ten (10) contact hours annually - Two faculty practice part-time as NPs; one as legal nurse consultant. - Two of the faculty teaches on-line courses for college; also two teach on-line for a comprehensive testing service. - One serves on an editorial board for a peer-reviewed nursing journal. -Five of the faculty is currently working towards doctoral degrees.	Maintenance - faculty will continue to earn at least ten (0) contact hours annually. Program Development - further incorporate EBP in theory / clinical, faculty will be required to obtain two (2) contact hours that are related to specific theory / clinical content area. General Faculty Minutes: 8/2012, "faculty required to have two of the ten required continuing education contact hours in specific content area."

Systematic Evaluation Plan: ADN Program					
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 staff is considered the non-nurse personnel (support staff) of the educational unit.					
Responsibility: Director, Department of Nursing Education					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Maintenance, Program Development, or Revision
Non-nurse staff: Secretaries Media/Records Manager	100% of non-nurse personnel	-Time of appointment -Annually	Review of personnel files	100% of non-nurse personnel support is sufficient to meet needs of program	Program Development - incorporation of Media/Records Manager in Fall 2012 has increased efficiency of student and faculty record keeping. Maintenance - maintain level of non-nurse personnel support. Program Development - integrate evaluation of Media/Records Manager, Admission, and Administrative Secretaries on future student evaluations. Outcomes Minutes: 4/2013 “suggest to incorporate non-nurse personnel into student evaluations”

Systematic Evaluation Plan: ADN Program					
Criterion 2.7 Faculty (full and part-time) or oriented and mentored in their areas of responsibilities.					
Definition: Upon employment, nursing faculty participate in general faculty orientation and are paired with a faculty member in their assigned course.					
Responsibility: Director, Department of Nursing Education					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Maintenance, Program Development, or Revision
Faculty orientation / mentoring	100% of faculty will participate in orientation/mentoring process; will be assigned mentor	Time of appointment	-Review of orientation check-list	100% of new faculty were assigned a mentor and received orientation	Maintenance - continue orientation/mentoring process; continue end of semester interviews with Director.
			-End of Semester Interviews	90% of new faculty felt competent with program expectations at end of semester interviews Adjunct comment: 5/2013 “had difficulty as to the level of expectation in which to score student on clinical evaluation form”	Program Development - incorporate a care plan /clinical evaluation forms expectation session for each course level include particularly new adjunct faculty.

Systematic Evaluation Plan: ADN Program					
Criterion 2.8 Systematic assessment of faculty (full and part-time) performance demonstrates competencies that are consistent with program goals and outcomes. Definition: Faculty performance is evaluated annually using the PRCC institutional processes by the students and the director to assure ongoing professional development and competence.					
Responsibility: Director, Department of Nursing Education, PRCC Vice President for Institutional and Planning Research					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Maintenance, Program Development, or Revision
Faculty performance demonstrates competencies consistent with program goals and outcomes	100% of faculty will participate in institutional evaluation processes	Annually; fall & spring semesters	Faculty evaluations	100% of faculty completed the college-wide evaluation process in spring 2012.	Maintenance – continue current rotation schedule for college-wide evaluation process
				100% of full / part-time faculty were evaluated either for theory or clinical and/or both in fall 2012 or spring 2013.	Maintenance – continue current rotation schedule for student evaluation of faculty in theory and clinical

Systematic Evaluation Plan: ADN Program

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

Definition: Non-nurse staff (Media/Records Manager and Secretaries) is evaluated using the PRCC institutional evaluation process.

Responsibility: Director, Department of Nursing Education

Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Maintenance, Program Development, or Revision
Non-nurse staff performance review	100% of non-nurse staff will be evaluated	Institutional process based on years employed. - Annually if less than 6 years - Every 3 years if greater than 6 years	Self & Director Evaluations	100% of non-nurse staff were evaluated according to college evaluation process. - (3 out of 3) of non-nurse staff completed college-wide evaluations in spring 2012. - (2 out of 3) of non-nurse staff completed college-wide evaluations in spring 2013	Maintenance - continue current rotation schedule for college-wide evaluation process. Program Development - integrate evaluation of Media/Records Manager, Admission and Administrative Secretaries on future student evaluations to gather student opinions of non-nurse staff support to program, fall 2013.

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

Systematic Evaluation Plan: ADN Program					
<p>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.</p> <p>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.</p>					
Responsibility: Director and Assistant Director, Department of Nursing Education; ADN Rules and Regulations Committee and 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
ADN Rules and Regulations	<p>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.</p> <p>100% of the ADN rules and regulations are publicly accessible, non-discriminatory, and consistently applied.</p>	Annually; with any change at institutional or program level and as necessary.	ADN rules and regulations and college policies are reviewed by the Director of Nursing Education, the Assistant Director of Nursing Education, the ADN faculty, and the ADN Rules and Regulation Committee	At least 70% of the ADN rules and regulations are congruent with PRCC and 100 % of the rules are publicly accessible, non-discriminatory, and consistently applied.	Maintenance - reviewed in the ADN faculty meeting as revisions occur, presented in student orientation sessions at the beginning of each semester. Addendums are given to students if changes occur in the middle of the semester.

Systematic Evaluation Plan: ADN Program					
<p>Criterion 3.2 Student services are commensurate with the needs of the students pursuing or completing the associate and practical nursing programs, including those receiving instruction using alternative methods of delivery.</p> <p>Definition: PRCC provides all ADN students with access to services that include but are not limited to health, counseling, academic advisement, career placement, and financial aid. The services are administered by qualified individuals.</p>					
<p>Responsibility: Director and Assistant, Department of Nursing Education; Vice President for General Education and Technology Services, Vice President for Poplarville Campus and Hancock Campus (Director of Student Affairs, Director of Counseling Center and Director of Wellness Center); Vice President for Enrollment Management (Director of Financial Aid)</p>					
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
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; fall semester	Campus Climate (Survey Monkey)	86% of PRCC students are satisfied with the overall campus climate.	<p>Maintenance - continue to obtain data and review results; no action needed at this time.</p> <p>Maintenance – continue to inform students of services available at new ADN student orientation every semester.</p> <p>2012-2013 PRCC Exit Survey: “three (3) main reasons for selecting PRCC...”</p> <ul style="list-style-type: none"> - Convenient locations - Selection of course offerings - Good reputation of the institution”

Systematic Evaluation Plan: ADN Program					
Criterion 3.3 Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.					
Definition: The ADN program adheres to PRCC's policies on educational and financial records.					
Responsibility: Director and Assistant Director, Department of Nursing Education; Vice President for General Education and Technology Services; Vice President for Enrollment Management (Director of Financial Aid)					
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
Educational records	100% of educational records are maintained according to PRCC's policies and auditing agencies.	Every semester and as needed	Records reviewed to verify graduate eligibility and for progression within the ADN program. Records are maintained in the ADN Admissions Office.	100% of the educational records are maintained according to PRCC's policies and auditing agencies.	Maintenance – continue to monitor; no action needed at this time.
Financial records	100 % of financial records are maintained according to PRCC's policies and auditing agencies.	Every semester and as needed	Records are maintained in the financial aid office.	100% of the financial records are maintained according to PRCC's policies and auditing agencies.	Maintenance - financial aid office continues to maintain and audit records each semester.

Systematic Evaluation Plan: ADN Program					
<p>Criterion 3.4 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.</p> <p>Criterion 3.4.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.</p> <p>Criterion 3.4.2 Students are informed of their ethical responsibilities regarding financial assistance.</p> <p>Definition: A program of compliance is available and is shared to assist students seeking financial aid.</p>					
Responsibility: Director of Financial Aid					
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
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."	Maintenance - monitored and maintained by the Financial Aid Office

Systematic Evaluation Plan: ADN Program					
Criterion 3.5 Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and ACEN contact information.					
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 and Assistant Director, Department of Nursing Education and ADN Admission 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
Integrity and consistency of information	100% of documents and the ADN PRCC website will contain accurate information about the ADN program, the accreditation status, and the ACEN contact information.	Annually and as needed	Review of information	100% of documents contain accurate information.	<p>Maintenance - documents are reviewed and updated as changes occur, Appendix J: Document Review Checklist, p. 170).</p> <p>Spring 2013 Development – PRCC undergoing new website design, changes ongoing.</p> <p>Fall 2013 Development – changed ADN program application to online document; links available for Criminal Background Questionnaire, LPN Employer Verification Form, and NLN Testing Service.</p> <p>Revision – requests for ACEN name change, listing of new biology prerequisites, ADN full-time status requirement change, and elimination of Computer Concepts requirement have been sent to PRCC webmaster. *At time of this writing, web p. does not reflect all required changes (September 23, 2013) Appendix K: Hardcopy/Online Catalog Revisions, p. 171).</p>

Systematic Evaluation Plan: ADN Program

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

Definition: Changes in the ADN rules and regulations and the college policies are communicated at the beginning of each semester and as necessary.

Responsibility: Director and Assistant Director, Department of Nursing Education; ADN Rules and Regulations Committee, Vice-President for Poplarville Campus and Hancock Campus (Director of Student Affairs); Vice-President for General Education and Technology Services; 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 of PRCC college policy changes.	100% of the ADN students are informed of changes in the ADN Rules and Regulations and PRCC college policy changes	Every semester and as necessary	ADN New Student Orientation session every semester. Course orientation on the first day of class.	Students acknowledge the receiving and understanding of information by signature upon admissions. As changes occur, addendums are given, receiving and understanding of addendum information is acknowledged by student signature.	Maintenance – continue to disseminate information at new student orientation sessions; continue to include addendums as means of informing students of policy changes. Maintenance – Fall 2010, the formation of Level Liaisons was created to relay information to all faculty and students; this means of communication continues to be implemented.

Systematic Plan of Program Evaluation: ADN					
Criterion 3.7 Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.					
Definition: PRCC students are provided instruction and support for use of technological resources.					
Responsibility: Director and Assistant Director, Department of Nursing Education, Vice President for General Education and Technology Service (Department of Technology Services and Department of Extended & Online Instruction) Skills Lab Instructor, AND Faculty, and the Curriculum Enhancement Center					
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
Student orientation to technology	All students are oriented to technology and technological resources, including, but not limited to; Kaplan, Prep-U, and Canvas.	Each semester	Orientation to computer lab and other technologies upon admission and upon course orientation	All students are oriented to technology and technological resources.	Maintenance - monitor students' ability to use technology; continue formal orientation sessions with product services for students and faculty Fall 2012 Lippincott conducted formal orientation for faculty and students to PrepU on Level II. Spring 2013 Lippincott led formal orientation for faculty and students to PrepU on Level II; additional orientation held to include Level III students. Lippincott introduced Electronic Health Record program to faculty; anticipated adoption of EHR program in spring 2014. Faculty attended information session on Kaplan Nursing Testing Service at MOADN Convention, March 2013. Summer 2013 Kaplan Nursing Testing Service conducted formal information session on products available to aid

					<p>student learning.</p> <p>Fall 2013 Kaplan Nursing Testing Service has held formal orientation sessions for both faculty and students on testing products; integration of testing products commenced this semester.</p>
--	--	--	--	--	---

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

Systematic Evaluation Plan: ADN Program					
Criterion 4.1 The curriculum incorporates established professional standards, guidelines, and competencies and has clearly articulated student learning and program outcomes. Definition: Individual course objectives, graduate student learning outcomes (G-SLOs), and program outcomes are specific to this program and reflect professional standards, guidelines, and competencies and are clearly articulated to students and faculty.					
Responsibility: Director and Assistant Director, Department of Nursing Education, ADN Curriculum Committee, and 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
Curriculum	The curriculum contains: - professional standards - guidelines -competencies - student learning outcomes - program outcomes	Ongoing; each semester	Level I students attendance at new student orientation: receive ADN Handbook which contains programs: - Mission Statement - Philosophy - Program outcomes - G-SLOs - Conceptual Framework -Professional standards	100% of students receive ADN Student Handbook	Program Development – attendance of family members to new student orientation was started in fall 2011 to familiarize students and family about the nursing program, expectations, and requirements. Maintenance - continue to require new students to attend orientation session; continue to give students copy of the ADN Handbook

			<p>Level I students are required to sign a statement that they have read & understand ADN handbook.</p> <p>All levels incorporate professional standards and competencies in teaching.</p>	<p>100% of Level I students sign understanding statement.</p>	<p>Maintenance – continue to include ANA: Policies and Standards, NLN: Outcomes and Competencies, IOM and QSEN Initiatives, and MS Nurse Practice Law in Level I lecture content and provide handouts to students.</p> <p>Program Development - Fall 2011, faculty was given ANA: Policies & Standards, NLN: Outcomes & Competencies, QSEN, IOM: Future of Nursing and Bloom's Taxonomy to update power points, teaching delivery, and reference the source of information (Appendix 4.1-1: p. 172).</p> <p>Maintenance/Revision - Changes/updates in terminology, guidelines, and/or objectives are brought to curriculum committee initially for evaluation and approval; final approval brought to general faculty. (Curriculum & General Faculty Minutes: 11/2012 – “faculty discussed and agreed to continue using the terms Provider of Care, Manager of Care, and Member within the Discipline of Nursing.”)</p> <p>Program Development - October 2012 all faculty members attended a workshop hosted by MS Council of Deans & Directors on “MS Nurse of the Future: Nursing Core Competencies”.</p> <p>Revision – fall 2012, curriculum committee began implementing new NLN competencies into program of study (Curriculum Minutes: 10/2012 – “email between members discussed looking at philosophy and adding new NLN competencies into program.”)</p>
--	--	--	--	---	---

					<p>Program Development – currently ad hoc committee completing gap analysis of program’s competencies to competencies identified in the MS Nursing Competency Model:</p> <p>Patient-centered care, Professionalism, Leadership, Systems-based practice, Informatics and technology, Communication, Teamwork and collaboration, Safety, Quality improvement, and Evidence-based practice (Appendix4.1-1: p. 172)</p>
--	--	--	--	--	---

Systematic Evaluation Plan: ADN Program					
Criterion 4.2 The curriculum is developed by the faculty and regularly reviewed for rigor and currency.					
Definition: Faculty members are responsible for developing and routinely updating the curriculum that meets the philosophy of this program. Faculty performs systematic reviews for rigor and currency on an ongoing basis.					
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
Review for rigor and currency.	The curriculum is developed by the nursing faculty and is regularly reviewed for rigor and currency and revised as needed.	Ongoing assessment	Review components of curriculum: mission statement, philosophy, conceptual framework, course syllabi, assignments, supplemental study materials, textbooks, DVDs, computer programs, and current research.	<p>Course content reviewed; redundant content discovered</p> <p>Course syllabi reviewed; inconsistency in wording and format were identified.</p>	<p>Fall 2011 Development – an In-house Curriculum Chart devised to identify content taught on each level (General Faculty Minutes: 10/2011 – “committee is presently reviewing syllabi from all courses, accentuating content areas and hours taught.” Curriculum Minutes: 2011-PTSD will remain under Level IV content, remove from Level I”) Appendix 4.2-1: p.195.</p> <p>Fall 2012 Revision – curriculum chart revised; faculty reminded to include components of the role of the nurse. Development – syllabus guidelines established to ensure rigor, currency and consistency within the program. Q-SEN, IOM, National Patient Safety guidelines, ISMP, evidence based nursing and Bloom’s Taxonomy included in the syllabi updates to reflect rigor and currency (General Faculty Minutes: 11/2012 – “syllabus updates and revisions will be developed for consistency in course progression”) Appendix 4.2-3: p. 215. Maintenance – copies of the mission statement, philosophy, and conceptual framework was given to faculty (General</p>

				<p>Review of clinical evaluations revealed need for detailed evaluation for communication lab.</p> <p>Ongoing assessment of syllabi, textbooks, evaluation tools, etc. for currency</p>	<p>Faculty Minutes: 8/2012 – “review for next faculty meeting.”) (Curriculum Minutes: 10/2012 – “review relation of mission, philosophy and framework to NLN: Competencies and Outcomes”) (General Faculty Minutes: 11/2012 – “faculty unanimously to uphold current mission statement, philosophy, and conceptual framework.”</p> <p>Fall 2013 Maintenance – faculty emailed current mission statement, philosophy, and conceptual framework, asked to review and recommend any changes (General Faculty email Minutes: 8/2013)</p> <p>Spring 2012 Development – communication lab progress report created (Curriculum Committee Minutes: 2/2012- “committee chair presented progress report at General Faculty Meeting, copy of report supplied, asked for input, members had no further suggestions, report adopted for use.”)</p> <p>Revision – faculty updated references that were older than five (5) years. All levels using the medical terminology textbook, QSEN references are added to syllabi, ATI Skills Modules added to each unit of study (General Faculty Minutes: 4/2012 – “reference medical terminology text chapter under corresponding course unit.”)</p>
--	--	--	--	---	---

				<p>Clinical evaluation tools/clinical objectives were reviewed for currency.</p>	<p>Spring 2012 Revision - Clinical evaluation tools revised to be specific to all levels of nursing. New clinical objectives for specialty areas.</p> <ul style="list-style-type: none"> Example: Spring 2012, Level I in conjunction with Curriculum Committee developed a clinical evaluation tool specific to Communication Clinical Lab; fall 2012, Level I assigned new clinical objectives for the wound care rotation. Implemented in spring 2013 (Appendix 4.5-2: p. 273).
				<p>Testing guidelines and test blueprint reviewed need to update for rigor and currency.</p>	<p>Fall 2011 Development- testing guidelines were developed to be implemented by faculty to reflect rigor, currency and consistency (Appendix 4.2-7: p. 222).</p> <p>Spring 2012 Revision - Test blueprints were updated to reflect NCSBN testing guidelines. Bloom's taxonomy included to reflect rigor in the program (Curriculum Minutes: 1/2012 – committee discussed the number of alternative questions that need to be added on unit tests and if this number should be reflected on the blueprint”) Appendix 4.2-6: p. 220.</p>

Systematic Evaluation Plan: ADN Program					
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.					
Definition: Student learning outcomes are measurable learner-oriented abilities that are consistent with standards of professional practice.					
Responsibility: Director and Assistant Director, Department of Nursing Education, ADN Curriculum Committee, and 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
Student learning outcomes	100% of individual course objectives are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.	Each semester and as needed to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.	Review of all course syllabi to clarify/verify individual course objectives.	100% of individual course objectives are measureable learner oriented abilities and provide rigor and currency to course.	<p>Fall 2011 Maintenance/Revision - Individual nursing courses have individual course objectives written within each syllabus; revised to include current standards of practice, national guidelines, and initiatives.</p> <p>Development- testing guidelines were developed to be implemented by faculty to reflect rigor, currency and consistency (Appendix 4.2-7: p. 222).</p> <p>Spring 2012 Revision - Test blueprints were updated to reflect NCSBN testing guidelines. Bloom's taxonomy included to reflect rigor in the program (Curriculum Minutes: 2012 – "site visitors stated unable to see progress until end of program;</p>

					<p>Cognitive Test Plan designed to reflect course progression throughout program”) Appendix 4.2-5: p. 219.</p> <p>Maintenance - Individual course objectives are located in each course syllabi and are used to organize the course content, guide delivery, direct learning activities, and evaluate student progress; faculty arranges didactic material, testing and clinical evaluations based on these objectives (Appendix 4.3-1: p. 240).</p> <p>Appendix 4.1-2, p. 174: Correlation of G-SLOs and individual course objectives.</p>
	<p>100% of graduate student learning outcomes (G-SLOs) are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.</p>	<p>Each semester and as needed to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.</p>	<p>Review of all G-SLOs to reflect current standards of practice, national guidelines and/or initiatives.</p>	<p>100% of the G-SLOs are measureable learner oriented abilities and provide rigor and currency to the curriculum.</p>	<p>Prior to fall 2011 graduate student learning outcomes, course student learning outcomes and course objectives were used interchangeable without clear definitions; since the site visit Student Learning Outcomes were renamed “Graduate Student Learning Outcomes” for clarification.</p> <p>Fall 2011 Revision – G-SLOs were reorganized and clearly defined and are now located in the ADN Handbook;</p>

					<p>students are oriented to the G-SLOs at new student orientation every semester; same G-SLOs are utilized for Curriculum Evaluation by graduating students, Graduate Satisfaction Survey and Employer Satisfaction Survey.</p> <p>Fall 2012 Revision – in combination with Graduate Exit Interviews and evaluation of G-SLOs, delegation and management were content areas that students felt needed additional concentration (General Faculty Minutes: 10/2012 – “director asked clinical faculty to include delegation and management opportunities at all levels of instruction.”)</p> <p>Spring 2012 Revision – results of Curriculum Evaluations prompted rewording of G-SLOs to approach communication techniques differently (Outcomes Minutes: 5/2013 – “there has been an increase from 94% to 100% in positive responses in regard to communication.”)</p> <p>Fall 2013 Revision – one G-SLOs was reworded to reflect nursing judgment (Curriculum & Outcomes Minutes: spring 2013 – “new G-SLO to</p>
--	--	--	--	--	---

					<p>read...practicing within the parameters of individual knowledge and experience.”)</p> <p>Maintenance - curriculum is updated to meet expected outcomes as needed as well as to remain current and provide rigor to the program.</p>
--	--	--	--	--	--

Systematic Evaluation Plan: ADN Program					
Criterion 4.4 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.					
Definition: The curriculum contains concepts related to regions, cultures, ethnicities that are different from one's own.					
Responsibility: Director and Assistant Director, Department of Nursing Education, ADN Curriculum Committee, and 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
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 each semester.	Review of course objectives; review of current textbook.	Review revealed all nursing courses contain at least one unit objective related to cultural, ethnic, or socially diverse concepts.	Maintenance – continue to review and revise course syllabi as needed to reflect rigor and currency of current information on cultural diverse concepts. Example: NUR 1111, Unit 1 - students are introduced to cultural diversity topics; given an assignment to present one of seven cultural presentations at the end of the semester. The seven cultural choices are from the local cultures identified.

Systematic Evaluation Plan: ADN Program					
Criterion 4.5 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.					
Definition: Evaluation methodologies are the means of determining achievement of student learning and program learning outcomes that are consistent with professional practice.					
Responsibility: Director and Assistant Director, Department of Nursing Education, ADN Curriculum Committee, and 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 methodologies	100% of the courses utilize a variety of methodologies to assist the student in achievement of student learning and program outcomes.	Ongoing	ATI testing	Faculty uses a variety of methods to assist the students in achievement of student learning and program outcomes.	Maintenance/Revision - Proctored ATI Assessments provided the potential for extra points on student final exams; Kaplan Integrated Tests will provide the potential for extra points on student final exam in fall 2013.
			ATI Comprehensive Predictor	Four semesters of results were reviewed. Fall 2011; Adjusted Group Score= 67.2% Individual Mean-Program= 68.1% Spring 2012; Adjusted Group Score=65.3% Individual Mean-	Maintenance/Revision - ATI Comprehensive Predictor utilized to disseminate deficient areas of study to individual course faculty; trending will continue with utilization of Kaplan Integrated Tests with comparison with NCLEX-RN pass rates.

				<p>Program=70.2%</p> <p>Fall 2012; Adjusted Group Score= 66.8% Individual Mean-Program= 70.2%</p> <p>Spring 2013; Adjusted Group Score= 68.9% Individual Mean-Program= 70.2%</p>	
			Spring 2013 - ATI Practice Comprehensive Predictor, non-proctored.	<p>Seven of the 52 students took advantage of this practice assessment from ATI. Of these seven, four scored 72% or greater, two of the seven scored 64.7% or greater. 86% of students taking the Practice Comprehensive Assessment achieved 81% or greater probability of passing NCLEX.</p>	Revision – fall 2013, Kaplan Comprehensive Proctored Assessment after attending live NCLEX-RN review course
			Cooperative Testing	<p>Following an exam, students are divided into groups and provided a timed opportunity to retake previously administered exam.</p>	Maintenance – all Levels are able to utilize cooperative testing as a tool for the students to remediate on past exams.

			<p>Clinical progress and summative evaluations.</p> <p>Test Blueprints/Testing Guidelines (Unit quizzes, tests, final exams)</p> <p>Skills Practice/ Check-offs</p>	<p>Clinical Evaluation Tools reflect achievement of student learning outcomes.</p> <p>Test Blueprints reflect student learning outcomes by course.</p> <p>Due to identified inconsistencies in wording, format and Bloom's Taxonomy, testing guidelines were developed.</p> <p>Level I and Level II teach, practice and check-off the majority of the skills. The students are provided with 3 opportunities to be successful with check-offs.</p>	<p>Maintenance - Clinical Evaluation Tools reflect student learning outcomes and are course specific.</p> <p>Fall 2011 & Spring 2012 Maintenance/Revision</p> <ul style="list-style-type: none"> - Testing Guidelines related to student outcomes were developed to assist faculty with testing construction. - Testing Blueprint revised to reflect currency and rigor utilizing Bloom's taxonomy and NCSBN Test Plan. <p>Spring 2013 Faculty attended "Learning to Improve Outcomes in Nursing Education Using the NCLEX-RN Test Plan" workshop. Revision - Testing Blueprint updated to reflect 2013 Test Plan</p> <p>Maintenance - Continue with current system of practice/skills check-offs.</p>
--	--	--	---	--	--

Systematic Evaluation Plan: ADN Program					
<p>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.</p> <p>Definition: The nursing curriculum utilizes educational theories, interdisciplinary collaborations, research and best practices to assist the student in completion of student learning and program outcomes.</p> <p>Responsibility: Director and Assistant Director, Department of Nursing Education, ADN Curriculum Committee, and ADN Faculty</p>					
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
Educational theory	Faculty will utilize current best educational practices, interdisciplinary collaboration, innovation and technological advances to assist the student to meet course and program outcomes.	Each semester and as needed, faculty reviews classroom presentations.	Syllabi are reviewed each semester for utilization of current educational practices and for integration of Benner's "novice to expert" theory.	<p>Review of syllabi revealed faculty utilizes current educational practices.</p> <p>Review of syllabi and ADN program philosophy faculty rediscovered that the program was based on Benner's "novice to expert" theory.</p>	<p>Maintenance – faculty will continue to review course syllabi and update as necessary; adopt teaching practices based on principles of typical college and adult learners; faculty will continue to utilize textbooks with research-based best practice content; communicate with clinical agencies; collaborate with other disciplines in healthcare and across campus.</p> <p>Development/Maintenance – faculty will continue to adopt teaching practices based on the learning style theory of Dunn and Dunn (group activities, concept maps, traditional lecture, interactive class handouts, PowerPoint, skits, role play, etc.); review implementation of QSEN, IOM, National Patient Safety Goals, ISMP, etc. to assist in student achievement of G-SLOs; review individual course objectives for utilization of Bloom's Taxonomy with progression from "novice to expert" (Table II, p. 17 and Table III, p. 18).</p>

Interdisciplinary collaboration	Faculty will demonstrate collaboration with clinical agencies, college resources and committees, and on the local, state, or national level.	Each semester and as needed, faculty communicates with specific clinical agencies; faculty is involved in various college committees and utilizes campus resources; faculty is involved in various local, state & national healthcare organizations.	Review of clinical communication minutes, college wide committee minutes, and faculty professional development records.	<p>Results revealed clinical communication minutes are completed every semester and as needed.</p> <p>Results showed that at least 25% of faculty is involved on college committees, faculty and students utilize college resources: Student Success Center, Counseling Center, Financial Aid, Development Foundation, Curriculum Enhancement Center, etc.</p>	<p>Maintenance – continue open lines of communication with clinical agencies; faculty continue to email clinical rotation schedules to agencies; faculty continue to share clinical agency evaluation results (Clinical Communication email Minutes: 8/15/2013 – “we will begin clinical on Tuesday, 9/3 and end on Thursday, 10/31. Team leaders will arrive at 6 am and remainder of students will arrive at 6:15am. There will be 9 students in first two groups and 10 in the last group. Please let me know if you have any questions or concerns, I have attached clinical objectives and the information to be posted in the medication room.” 5/13/2013 – “Please note the attached evaluation of 6T North by the Level IV students who were in clinical this semester. It is very positive. Please share this with the entire staff.”</p> <p>Maintenance – continue faculty involvement on college-wide committees; continue communication with college resources to better aid students as well as resource to faculty. Example: Curriculum Enhancement Center staff is invited to ADN General Assembly every semester to inform students and faculty of the library hours and services available.</p>
--	--	--	---	--	--

<p>Research and best practice standards</p>	<p>Faculty will demonstrate use of research and best practice standards.</p>	<p>Annually, faculty maintains membership in state associate degree organization (MOADN), attend various educational offerings.</p> <p>Annual evaluation of textbooks by faculty and students.</p>	<p>Review of faculty professional folders.</p> <p>Review of textbook evaluations.</p>	<p>Review of faculty professional folders revealed professional membership to local, state, and national organizations; professional development records revealed faculty attending professional workshops, meetings, etc. as well as some faculty serving as members on organizational boards, providing podium presentations and participating in poster presentations.</p> <p>Results revealed that textbooks are reviewed for reading level and currency (within five years) by faculty.</p> <p>Textbooks are evaluated by students and faculty yearly.</p> <p>Textbooks are from companies with research-based best practice content are utilized.</p>	<p>Maintenance – continue ten (10) CEU requirement of faculty for professional development; faculty to continue membership in professional organization and serving on professional boards; faculty encouraged to engage in scholarship activities.</p> <p>Maintenance – continue textbook evaluation process; continue use of textbooks from companies with research-based best practice content.</p>
--	--	--	---	---	--

Innovation, flexibility, technology	Curriculum design allows for innovation, flexibility, and use of technology.	Each semester	<p>Review student evaluations of faculty.</p> <p>Review of faculty surveys in regard to available teaching tools.</p>	<p>Revealed opinion of students that faculty is innovative and utilizes technology in teaching practices.</p> <p>Determined the program possess the tools to meet the teaching needs of the faculty.</p>	<p>Maintenance – continue to encourage faculty to utilize technology in both theory and clinical arenas; remain flexible in delivery methods due to different group dynamics and individual learning styles; encourage attendance of professional development sessions to facilitate faculty use of technology. (General Faculty Minutes: spring 2012 – “members of the faculty attended ‘brown bag’ session in biology department on use of clickers.”)</p> <p>Development/Maintenance - aid faculty in utilizing new technology as it becomes available; added Sympodiums to classrooms; Sim-Man 3G purchased for skills lab; video components available for taping of skits and role playing; creation of simulation lab spring 2014. (Clinical Communication email Minutes: 8/2013 – “Please let me know if you have any questions about the schedule of training dates for Epics...just a reminder of our need for student rosters.”)</p>
--	--	---------------	---	--	--

Systematic Evaluation Plan: ADN Program					
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.					
Definition: The program complies with PRCC, state and national standards, and incorporates best practice to meet the program length.					
Responsibility: Director and Assistant Director, Department of Nursing Education, ADN Curriculum Committee, 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
Program length	2 academic years or four (4) semesters 72 credit hours required: 42 hours nursing courses and 30 hours general education courses	Annually	Comparison of program requirements, PRCC, state and national standards.	In spring 2011, the program was identified as not in compliance regarding program length. The spring 2011 program of student made it impossible for the program to be completed in four semesters. Due to the college policy for Biology as a prerequisite for A&P and Microbiology.	Following Accreditation review (March 2011), information of noncompliance was submitted to Dr. William Lewis, President of Pearl River Community College. Email correspondences between ADN Director, Dr. Arlene Jones and Department of Science, Mathematics, and Business began July 2011 – November 2012 with no resolution to issue. (Curriculum Minutes: 10/12/2011- “General Biology course: Director has submitted 2011 Self-Study visitor’s

					<p>report to General Biology department but has not received a response as of this date.”)</p> <p>Curriculum Minutes: 10/26/2011 – “Director reported that she received a statement from Biology Department, which has been forwarded to IHL and other Deans/Directors of nursing programs. Discussion ongoing.”)</p> <p>(Curriculum Minutes 2/2012 – “Director reported that the Biology Department rejected all statements except that statement regarding Advanced Placement.”)</p> <p>12/12/2012 – Director met with PRCC President, several Vice Presidents, and the Department of Science, Mathematics, and Business to discuss possible solutions to non-compliance issue regarding biology prerequisite to A&P and Microbiology.</p> <p>Spring 2013 Development - Biology statement going to the Instructional Council for approval (1/2013).</p> <p>Development - Biology statement approved by the Instructional Council and College Board (2/2013).</p> <p>Resolution: Appendix I: p. 169</p>
--	--	--	--	--	--

					<p>(General Faculty Minutes: 3/2013 - “Director gave an update regarding the Biology requirement for admission: High school students in good standing with an ACT Science sub-score of 21 and completed 3 high school sciences with C or better. In regards to the present class, 27 would have waived this requirement.”)</p>
				<p>PRCC Computer Concepts (3 credit hours) graduation requirement</p>	<p>Minutes from meeting approved in spring 2013 by the Vice-President of General Education and Distance Service and the Instructional Council, PRCC removed the graduation requirement of Computer Concepts.</p>
				<p>ADN students required to maintain full-time academic status</p>	<p>4/2013: ad hoc meeting regarding budgetary items, President of PRCC gave approval to remove the full-time requirement for students enrolled in Associate Degree Nursing and Allied Health programs effective Fall 2013.</p> <p>Note: The 2012-2014 College Catalog has been printed. These changes will be reflected on the PRCC web p. on-line Catalog sometime mid-Fall 2013 semester (Appendix K: p. 171).</p>

				In spring 2011, site visitors commented that program of study difficulty to understand and/or follow.	Fall 2013 Revision – following college-wide changes to program that were implemented fall 2013, the program of study was redesigned for clarity and ease of understanding (Appendix 4.7-1: p. 276).
--	--	--	--	---	--

Systematic Evaluation Plan: ADN Program					
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.					
Criterion 4.8.1 Clinical experiences reflect current best practices and nationally established patient health and safety goals.					
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 and Assistant Director, Department of Nursing Education, ADN Curriculum Committee, and 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
Learning environments:	Practice learning environments are appropriate for student learning and support achievement of program outcomes.	Ongoing			Maintenance - continue to monitor all learning environments; address issues identified in order to improve practice learning environments.
Clinical facilities		Clinical communication minutes (formal & informal) filed end of every semester	Review of clinical communication minutes; informal evaluations of clinical agencies by faculty.	All clinical instructors maintained records of clinical communication minutes; minutes are in binders located in nursing conference room. Percentage of clinical faculty minutes found with clinical facilities: 2011-2012 100%	Maintenance – maintain relationships and continued communication with all contracted agencies; continue to maintain a record of clinical communication minutes as well as address any issue identified in said minutes.

		Annually; spring semester	Student evaluations of clinical agencies (Survey Monkey)	2012-2013 100%	
Clinical experiences	Faculty and students follow clinical facility policies and procedures regarding patient health, safety, and current best practices.	Ongoing; every semester Annually; spring semester	Faculty and students are oriented to each clinical facility utilized.	<p>All core clinical facilities were evaluated in spring 2011, 2012, and 2013; results revealed satisfaction with clinical learning environments.</p> <p>Review of clinical orientation packets revealed all students participated in clinical facility orientation prior to start of clinical experiences.</p>	<p>Maintenance – continue to have students evaluate clinical facilities; address any issues identified with clinical facility in timely manner. Revision – Outcomes Committee discussing “changing interval for student evaluations of clinical facilities to fall semester in order to facilitate sharing of results with advisory committee members at spring meetings”, spring 2013 minutes.</p> <p>Maintenance – continue open communication with clinical facilities; continue to monitor and to have students and faculty participate in clinical facility orientations.</p>
Current best practices	Faculty will inform students of current best practices in relation to clinical	Ongoing; every clinical rotation	Faculty incorporate current best practices into clinical rotations	Review of current best practices utilized in learning environments revealed faculty incorporating current best practices into nursing care being provided.	Development –Fall 2011, faculty was given ANA: Policies & Standards, NLN: Outcomes & Competencies, QSEN, IOM: Future of Nursing, ISMP, and Bloom’s Taxonomy to address site visitors concern of curriculum not being reviewed for currency and rigor.

	experiences.			Students receive clinical orientation, clinical guidelines and clinical objectives prior to start of clinical rotation.	Maintenance/Revision - Faculty maintains and updates clinical guidelines and clinical objectives to incorporate current best practices as well as reflect rigor into clinical learning experiences. Fall 2012, Level I assigned new clinical objectives for the wound care rotation, implemented in spring 2013 (Appendix 4.5-2: p. 273).
Skills Lab	Skills lab meets individual course and clinical objectives; supports clinical preparation.	Ongoing; every semester	Review of appropriateness of skills lab in relation to skill preparation.	Review of faculty and student comments reveal satisfaction with skills lab in meeting clinical preparation.	<p>Fall 2013 Development – Skills Lab position changed to faculty (General Faculty Minutes: 8/2013 – “position changed from staff to faculty in preparation for simulation lab.”)</p> <p>Development – grant received to facilitate the creation of simulation lab (General Faculty Minutes: 8/2013 – “program awarded \$150,000 grant for establishment of simulation lab.”)</p>
Advisory Committee	Advisory Committee composed of members from core clinical facilities, PRCC administrators, ADN faculty and guests.	Annually; as needed.	Review of Advisory Committee Meeting minutes	Review revealed maintenance of all advisory committee minutes; minutes are in binders located in nursing conference room; collaboration with clinical facilities remains ongoing in order to provide the best learning environments.	Maintenance – Since the Advisory Committee was instituted spring 2011, the committee has met annually to maintain relationships, to gather information pertaining to current practices within each facility as well as provide members with updates on curriculum and program outcomes.

Written agreements	100% of clinical facility contracts will reflect specific expectations.		Review of clinical facility contracts	Review revealed all clinical facility contracts are current and reflect specific expectations of both clinical facility and nursing program.	Maintenance – continue to review and maintain contracts with clinical facilities, update as needed.
---------------------------	---	--	---------------------------------------	--	---

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

Systematic Evaluation Plan: ADN Program					
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. Definition: Fiscal resources allow the nursing program to meet its goals as well as meet accreditation standards and program outcomes.					
Responsibility: Director, Department 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
Fiscal Resources and ADN Budget	100% of the ADN budget is utilized to support the program.	Budget annually (March)	Submit request annually in spring.	100% of the budget was utilized in expense & salary.	Maintenance - continue to monitor budget for program needs and provide input to administration concerning budgetary needs.
		Reviewed monthly	Review the monthly reports.		

Systematic Evaluation Plan: ADN Program					
<p>Criterion 5.2 Physical resources are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.</p> <p>Definition: Physical facilities are appropriate to support the mission of the ADN Program. Physical facilities include classrooms, skills lab, computer lab, conference room, and offices specifically dedicated to the nursing program.</p> <p>Responsibility: Director, Department of Nursing Education, ADN Faculty and Staff</p>					
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 Facilities: Classrooms Skills Lab & Equipment Computer Lab Conference Room Office Spaces	<p>The nursing facility is appropriate and does support the mission of the ADN program.</p> <p>Faculty, Staff, and Students are satisfied with the physical facilities.</p>	Every semester and as needed	<p>Inventory Review is done in the spring semester.</p> <p>Classrooms and offices are assessed every semester by faculty and staff.</p> <p>Skills Lab is assessed every semester and as needed by the Skills Lab Instructor.</p>	100% of resources support the faculty, staff, and students in accomplishing the mission.	<p>Maintenance - continue to evaluate and maintain the components of the facility and make improvements as needed.</p> <p>Development – SimMan 3G purchased in spring 2011.</p> <p>Development – conference room & tiered classrooms equipped with new projection systems (General Faculty Minutes: fall 2012 – “new projection systems are being installed to allow use of all three tiers”)</p> <p>Development – new computer access area designated for use when testing occurring in computer lab (General Faculty Minutes: fall 2012 – “computer access available in front lobby of admission office “)</p>

			<p>Computer Lab is assessed every semester and as needed by the Media/Records Manager.</p> <p>Routine maintenance checks on equipment are assessed in the summer and as needed.</p>		<p>Fall 2013</p> <p>Development – grant received to facilitate the creation of simulation lab (General Faculty Minutes: 8/2013 – “program awarded \$150,000 grant for establishment of simulation lab.”)</p> <p>Development/Revision – computer lab rearranged into classroom style in preparation for electronic health record instruction, fall 2013.</p>
--	--	--	---	--	---

Systematic Evaluation Plan: ADN Program					
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.					
Definition: Learning resources and technology are considered necessary for students to access the information they need for learning.					
Responsibility: Director, Department of Nursing Education, ADN Media/Resource Committee, and Skills Lab Instructor					
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
Textbook	100% of resources will support faculty and students in order to accomplish the mission of the ADN program.	Annually; fall semester Faculty review annually in the spring and as needed.	Media Evaluations (Survey Monkey) Media Committee, ADN Faculty request	All learning resources was found to support student learning.	Maintenance – Media/Resource Committee will continue to review and make recommendations as needed; continue to utilize current (copyrighted within last 5 years) textbooks Spring 2013 Development – utilization of PrepU expanded to Level III students Fall 2013 Mental Health & Obstetric/Pediatric courses adopted new textbooks (General Faculty Minutes: 4/2013 – “adoption of new textbooks will allow continued utilization of PrepU.”)
Learning Resource Center		Students review annually in the fall per college	Campus Climate Survey	87% of students on college-wide survey find learning resources good or very good.	Fall 2013 Revision – name change of Learning Resource Center to Curriculum Enhancement Center,

Learning Management System		<p>“Campus Climate” surveys</p> <p>Students review annually in the fall per college “Campus Climate” surveys</p>	<p>Campus Climate Survey</p>	<p>Participation from the Campus Climate Survey shows 76% of students rated “Blackboard” as good or very good.</p>	<p>effective fall 2013.</p> <p>Maintenance – continue having director of Curriculum Enhancement Center share resources and information at ADN General Assembly in fall and spring semesters, started spring 2012.</p> <p>Maintenance/Revision - maintain contact and continue to utilize services of center for nursing students; encourage utilization of database systems by faculty and students.</p> <p>Summer 2013 Development/Revision – college adopted new state-wide learning management system; faculty received training spring 2013; students receiving orientation during course orientations in summer & fall semesters (General Faculty Minutes: 4/2013 – “mandatory for faculty to attend training prior to start of summer semester.”)</p>
-----------------------------------	--	--	------------------------------	--	---

Systematic Evaluation Plan: ADN Program					
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.					
Definition: Learning resources and technology are considered those items necessary for students to access the information they need for learning.					
Responsibility: Director, Department of Nursing Education, ADN Media/Resource Committee, Media/Records Manager, and Skills Lab Instructor					
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
Computer Lab	100% of resources will support faculty and students in order to accomplish the mission of the ADN Program.	Annually; fall semester by Director and Media/Resource Committee. Every semester by Media/Records Manager	Review of programs and technology by faculty and Media/Records Manager.	100% of resources support the faculty and students in accomplishing the mission of the ADN Program.	Maintenance - continue to maintain and/or update holdings in Computer Lab Fall 2012 Development – staff position added to program to facilitate and manage all aspects of technology for nursing program. Media/Records Manager oversees and maintains computer lab, maintains electronic files for student clinical requirements and assists faculty and students with technology issues. Development – computer software evaluated for currency by Media/Records Manager (General Faculty Minutes: 10/2012 – “outdated programs identified as well as non-functioning programs.”)

<p>Skills Lab</p>	<p>100% of resources will support faculty and students in order to accomplish the mission of the ADN Program.</p>	<p>Every semester per Skills Lab Instructor</p>	<p>Review of equipment and supplies by faculty and Skills Lab Instructor.</p>	<p>Comments on fall 2012 media/resource evaluations suggested, “printers should be available even during testing; need more printers.”</p> <p>100% of resources support the faculty and students in accomplishing the mission of the ADN Program.</p>	<p>Spring 2013 Maintenance/Revision – computer software updated; continue to incorporate current and relevant software as needed</p> <p>Development – separate area setup with computers and printer to accommodate students when computer lab is being used for testing in spring 2013</p> <p>Fall 2013 Development/Maintenance – computer lab rearranged into classroom style in preparation for electronic health record instruction, fall 2013; continue to maintain and/or update computer lab as needed.</p> <p>Fall 2013 Development – Skills Lab position changed to faculty (General Faculty Minutes: 8/2013 – “position changed from staff to faculty in preparation for simulation lab.”)</p> <p>Development – grant received to facilitate the creation of simulation lab (General Faculty Minutes: 8/2013 – “program awarded \$150,000 grant for</p>
--------------------------	---	---	---	---	---

					<p>establishment of simulation lab.”)</p> <p>Maintenance - Continue to maintain and/or update equipment and supplies as needed.</p> <p>Revision – incorporate Computer Lab and Media/Records Manager as well Skills Lab and Skills Lab Instructor into student evaluation process in fall 2013.</p>
--	--	--	--	--	---

Standard 6. 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.

Systematic Evaluation Plan: ADN Program					
<p>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 ACEN standards.</p> <p>Definition: The “Progressive Systematic Evaluation Plan” 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.</p>					
Responsibility: Director and Assistant Director, Department of Nursing Education and ADN Faculty					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Development, Maintenance, or Revision
Systematic Evaluation Plan (SEP):	Required Elements:			Results are distributed to course instructors, clinical instructors, Media/Resources and Curriculum Committees, and Director for review and discussion.	Maintenance/Revision – changes to program are based on areas falling below set standards and narrative comments.
Curriculum Evaluation	70% of respondents will respond positively Note: wording such as “always” or “sometimes” was utilized	Fall and Spring semesters (Level IV students only)	Survey Monkey	- Data collection in place for G-SLOs since fall 2010; Level IV students have consistently rated curriculum above 70% (Appendix 4.2-4: p. 216).	Revision - G-SLO wording restructured on Curriculum Evaluation to reflect currency of program. (Curriculum Committee Minutes: Fall 2011, Spring 2012) Fall 2012, evaluations were emailed to students to complete outside of school hours because of very poor response rates, students will be required to complete surveys during school hours. (Outcomes Minutes: 1/2013)

				<p>Fall 2011: 125 students 96% positive response *52 of these were Level IV students.</p> <p>G-SLOs, general education courses and nursing courses were evaluated as effective or highly effective.</p> <p>Spring 2012: 78 students out of 78 96% positive response</p> <p>Fall 2012: 23 students out of 54 96% positive response *students allowed to participate in survey from home</p> <p>Spring 2013: 53 students out of 56 99% positive response</p>	<p>Fall 2011 It was determined that Level II students were inadvertently given access to said survey.</p> <p>Spring 2012 Revision - added all G-SLOs, Biology with Lab and Computer Concepts to the survey.</p> <p>Fall 2012 Revision – due to the limited number of responses, students are now required to take survey during class time</p> <p>Plan: continue to trend data since 28% of students rated Sociology as not effective; 28.6% of students rated Computer Concepts as not effective.</p> <p>Spring 2013 Revision – one G-SLO added to fall 2013 survey to incorporate clinical judgment. Plan: continue to trend data since 30.4% of students rated Sociology as not effective; 21.7% of students rated Computer Concepts as not effective.</p> <p>Fall 2013 Revision – Biology with lab and Computer Concepts will be removed</p>
--	--	--	--	--	--

Course Evaluation	70% of respondents will respond positively	Spring semester	Survey Monkey	<p>- Student responses on course evaluations remain positive overall (Appendix 6.1-3: Dosage Course Evaluation Results, p. 291).</p> <p>- Skills Lab and Computer Lab are not formally being evaluated.</p> <p>- Skills Review Sessions (fall 2012 & spring 2013) were viewed by students as being extremely helpful.</p> <p>Comments: “wished we had this in previous semesters”; “helpful to hear from another instructor their opinion how to do skills”</p>	<p>since no longer college requirement.</p> <p>Maintenance/Revision – continue to evaluate individual courses in spring semester; discuss and revise courses as appropriate in Curriculum and Level meetings (Curriculum Minutes: fall 2011 & spring 2012 – “more time is needed for dosage”).</p> <p>Development - Skills and Computer Labs will be added to individual Course Evaluations in spring 2014. (Outcomes Committee Minutes: 2/2013; General Faculty Minutes: 3/2013)</p> <p>Maintenance/Revision – continue Skills Review Sessions every semester; include care plan expectations into sessions.</p>
Clinical Agency Evaluation	70% of respondents will respond positively	Fall semester	Survey Monkey	<p>- Students originally completed evaluation in spring, delay in providing results to Clinical Agencies.</p> <p>- Students have continually responded positive >70% to clinical agencies utilized.</p>	<p>Revision – Evaluations of Clinical Agency moved to fall 2013 to facilitate sharing of results with agency representatives at spring Advisory Committee meetings. (Outcomes Minutes: 2/2013; General Faculty Minutes: 3/2013)</p>

Media Evaluation	70% of respondents will respond positively	Fall semester	Survey Monkey	<p>Example: Spring 2012, student clinical experience on FGH – Unit 7T; 98% positive response (Appendix 6.1-4: Clinical Evaluation of Unit 7T: p. 293).</p> <p>- Students have continually responded positive >70% to formats of media utilized such as textbooks, online assignments and audiovisuals.</p> <p>Example: Fall 2012, Fundamental student media evaluation results; overall 96% (Appendix 6.3-1: p. 298).</p>	<p>Maintenance/Revision – continue to monitor media/resource evaluation process; include non-nurse staff in fall 2013 media/resource evaluations.</p>
Graduate Satisfaction Survey	90% satisfied with program	12 months following graduation	<p>Formal: Email / Postcard provides link to Survey Monkey</p> <p>Informal: Phone call</p>	<p>- Difficulty in contacting former students to obtain Graduate Satisfaction Surveys:</p> <ul style="list-style-type: none"> a. School email accounts closed or student did not check email following graduation b. Phone number changed c. Address changed <p>Fall 2011 graduates – utilizing postcards 80% satisfied with program (5 respondents out of 38; 1 dissatisfied)</p>	<p>Revision – methods of collecting Graduate Satisfaction Surveys have evolved:</p> <ul style="list-style-type: none"> • Outcomes Committee met with Counseling Center to evaluate tracking system utilized for college; committee adapted similar form for tracking ADN graduates (Outcomes Minutes: 9/2012; Appendix 6.1-2: p. 290). • Graduate Satisfaction Surveys emailed to student private emails (Outcomes Minutes: 8/2012) • Graduate Satisfaction Surveys frequency changed to every 12 months (previously 6-9 months) (Outcomes Minutes: 8/2012) • Graduate Satisfaction Surveys

Graduate Employment	90% employed	12 months following graduation	Graduate Tracking Form	<p>Spring 2012 graduates – utilizing postcards 100% satisfied with program (4 respondents out of 65)</p> <p>Fall 2012 had 49 graduates; 45 contacted faculty following NCLEX-RN passage.</p> <ul style="list-style-type: none"> - Phone calls has yielded 8 out of 10 satisfied 80% (1 - “need to have course in finding job”; 1 - “make students and faculty follow same standard” - Repeat phone attempt, mailing postcards and Survey Monkey link will be available in October <p>- Difficulty in contacting former students to obtain Graduate Employment:</p> <ol style="list-style-type: none"> a. School email accounts closed or students did not check email following graduation b. Phone number changed c. Address changed <p>Fall 2011 graduates – 100% employed (27 employed out of 27)</p> <p>Spring 2012 graduates – 91% employed (49 employed out of 54)</p> <p>Fall 2012 graduates – 84%</p>	<p>restructured Spring 2013 to reflect current G-SLOs (Curriculum & Outcomes Minutes: 5/2013)</p> <ul style="list-style-type: none"> • Appendix 6.2-1: p. 295 <p>Maintenance - Level IV instructors utilize tracking form (Appendix: 6.1-2, p. 290) to follow post-graduates; this process has increased contact from graduates; will continue to monitor graduate satisfaction evaluation process.</p> <p>Revision – methods of collecting Graduate Employment information have developed:</p> <ul style="list-style-type: none"> • Graduate Employment Surveys emailed to student private emails (Outcomes Minutes: 8/2012) • Graduate Employment Surveys frequency changed to every 12 months (previously 6-9 months) (Outcomes Minutes: 8/2012) <p>Maintenance - Level IV instructors utilize tracking form (Appendix: 6.1-2, p. 290) to follow post-graduates; this process has increased contact from</p>
----------------------------	--------------	--------------------------------	------------------------	--	--

<p>Employer Satisfaction</p>	<p>90% satisfied with program</p>	<p>Annually</p>	<p>Email to contact person at facilities; Paper /Pencil survey done at Advisory Committee Meeting (Spring semester); Face-to-Face</p>	<p>employed (as of this writing 38 out of 45 have contacted faculty; no contact from 4; employment will be included in Graduate Satisfaction Survey process in October)</p> <p>- Analyzing data revealed graduate employment outside 70 mile radius.</p> <p>- Poor response rate on Employer Satisfaction Surveys</p> <p>Advisory Committee:</p> <ul style="list-style-type: none"> - Fall 2011 (10 facilities represented) - Spring 2012 (6 facilities represented) Spring 2013 (2 facilities represented) <p>*facility representatives did not voice any concerns in respect to graduate performance at any of the Advisory Committee meetings.</p> <p>Spring 2013 – Survey Monkey link provided to 9 facilities; only 2 responses received both with positive remarks.</p>	<p>graduates; will continue to monitor process in which to gather information concerning graduate employment.</p> <p>Development – previously Graduate Employment Survey asked if employment was “within a 70 mile radius of the PRCC campus”; the survey was changed to read “employed in various health care settings.” (Outcomes Minutes: 2/2013, General Faculty: 2/2013)</p> <p>Revision - Employer Satisfaction Surveys will be completed once a year; agency representatives will be given a choice: (Outcomes Minutes: 1/2012)</p> <ul style="list-style-type: none"> • Survey Monkey • Paper / Pencil Survey at Advisory Committee Meeting (every Spring semester) <p>Revision - core clinical facilities will be given Employer Satisfaction Surveys every spring at Advisory Committee Meeting; any facility not present at Advisory Committee Meeting will be contacted and sent survey link (Outcomes Minutes: 1/2013)</p> <p>Revision - Employer Satisfaction Survey restructured to reflect current G-SLOs (Outcomes Minutes: 2/2013); Survey was updated for Advisory Meeting held on 4/24/2013 (Appendix 6.4-1: p. 299).</p>
-------------------------------------	-----------------------------------	-----------------	---	--	---

NCLEX Pass Rates	ACEN Standard: licensure exam pass rate on 1 st writes will be at or above the national mean.	Annually	MSBON Reports	See Criterion 6.5.3 – Face to Face facility visits NCLEX Pass Rates: <table><tr><th>Year</th><th>PRCC</th><th>Mean</th></tr><tr><td>2011</td><td>84%</td><td>87%</td></tr><tr><td>2012</td><td>87%</td><td>89%</td></tr><tr><td>2013 1st quarter</td><td>94%</td><td>89%</td></tr></table>	Year	PRCC	Mean	2011	84%	87%	2012	87%	89%	2013 1 st quarter	94%	89%	Development - Fall 2011, faculty was given ANA: Policies & Standards, NLN: Outcomes & Competencies, QSEN, IOM: Future of Nursing and Bloom’s Taxonomy to update power points, teaching delivery, and reference the source of information in order to provide currency and rigor to program (Appendix 4.1-1, p. 172).
	Year	PRCC	Mean														
2011	84%	87%															
2012	87%	89%															
2013 1 st quarter	94%	89%															
IHL Standard: percentage of graduates who pass NCLEX-RN for all test takers (1 st and repeat) will be at or above 80% over a 3 year period.	Annually	MSBON Reports	IHL Pass Rates: <table><tr><th>Year</th><th>PRCC</th></tr><tr><td>2011</td><td>98%</td></tr><tr><td>2012</td><td>98%</td></tr></table>	Year	PRCC	2011	98%	2012	98%	Outcomes/Curriculum/General Faculty Minutes: 2011/2012 – “noted decrease in pass rates of graduates on 1 st writes, faculty to research other testing services”; 4/2013 – “faculty discussed Kaplan presentation at MOADN convention as possible testing service.” Development / Revision: - Fall 2012, Spring 2013 faculty began to look for alternative comprehensive testing service. - Fall 2013 integration of Kaplan Comprehensive Testing Service into program Maintenance - continue to revise curriculum and testing methods as needed to improve NCLEX-RN Pass Rates.							
Year	PRCC																
2011	98%																
2012	98%																

Completion Rates	60% or greater of students enrolled in program will graduate within 150% of stated program length	Fall & Spring semesters	Comparison of initial enrollment cohort roster with same graduation cohort roster	<p>Results reveal that completion rates have increased over the past two years.</p> <p>Completion rates:</p> <table><tr><th>Year</th><th>Rate</th></tr><tr><td>Fall 2011</td><td>65%</td></tr><tr><td>Spring 2012</td><td>60%</td></tr><tr><td>Fall 2012</td><td>73%</td></tr><tr><td>Spring 2013</td><td>76%</td></tr></table>	Year	Rate	Fall 2011	65%	Spring 2012	60%	Fall 2012	73%	Spring 2013	76%	<p>Fall 2011 Revision - Success Manager added fall 2011 for remediation of students having difficulty (General Faculty: 8/2011)</p> <p>Spring 2012 Revision – Level I added ATI Skills Modules as required completion for skills rechecks, “students are not utilizing ATI tutorials.” (Level I Minutes: 11/2011)</p> <p>Revision – Dosage combined with Fundamentals to prevent students from retaking dosage alone (Level I, Curriculum, General Faculty Minutes: 4/2012)</p> <p>Spring 2013 Revision – ATI’s Self-Assessment Inventory required of Level I students to help with test taking skills and self-awareness (Level I email Minutes: 1/2013)</p> <p>Revision – Level I, II, & III students required to remediate with two level appropriate proctored ATI prior to final examination (Curriculum & General Faculty Minutes: 2/2013)</p> <p>Development – Comprehensive Skills Review at end of semester for Level I students (Level I email Minutes: 1/2013)</p> <p>Fall 2013 Development – Comprehensive Skills Review with care plan expectations for Level II, III, & IV students prior to start of clinical (General Faculty Minutes: 4/2013); integration of Kaplan Nursing fall 2013.</p>
Year	Rate														
Fall 2011	65%														
Spring 2012	60%														
Fall 2012	73%														
Spring 2013	76%														

Systematic Evaluation Plan: ADN Program					
Criterion 6.2 Aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes.					
Definition: The “Progressive Systematic Evaluation Plan” 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.					
Responsibility: Direction and Assistant Director, Department of Nursing Education, ADN Outcomes Committee, and ADN Faculty					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Development, Maintenance, or Revision
Evaluation findings are used for program improvement	Expected levels are set for each program outcome: Criteria 6.1	Evaluation frequencies are set for each program outcome: Criteria 6.1	Survey Monkey, Paper / Pencil, Emails, Postcards, Face-to-Face, or Review of reports	<p>Revisions are based on Program Outcome Results:</p> <p>- <i>Curriculum Evaluations</i></p> <p>1. Slight decrease noted on G-SLO related to communication techniques</p> <p>2. Students commented on introduction of delegation and leadership earlier in program</p> <p>- <i>Course Evaluations</i></p> <p>1. Negative comments about course layout on Blackboard</p> <p>2. Comments suggesting additional class time for dosage “dosage should be longer than an hour; dosage</p>	<p>1. Revision – restructured G-SLOs to include verbal & non-verbal communication techniques. Development – communication lab revised to include videotaping of role playing with debriefing sessions</p> <p>2. Development – faculty to introduce delegation and leadership content into earlier clinical rotations</p> <p>1. Revision – tabs changed in Blackboard to make more user friendly, fall 2012 (Level I Minutes, 4/2012)</p> <p>2. Revision - dosage class changed to Wednesdays to allow for more consistency (started Fall 2012); Lunch n’ Learn sessions added throughout semester (started Fall 2012); combined with</p>

				<p>needs more time; would help to have more dosage time”</p> <p>3. Comments concerning expense of ATI services “the cost of tests are expensive....for what is used; system is not user friendly; wished tests could be taken from home”</p> <p>4. Negative comments about lack of access to computer lab printers in fall 2012 “printers should be available; need more printers”</p>	<p>Fundamentals that allowed elimination of quizzes and tests (started Spring 2013) (recorded in Level, Curriculum & General Faculty Minutes: 8/2012; 1/2013)</p> <p>3. Revision - increased utilization of services; practice tests added for Level I students in fall 2012; Self-Assessment Inventory required of Level I students in spring 2013; all students given one practice test and one proctored test at end of semester coursework in spring 2013</p> <p>Development – students continued to express concern over expense of ATI services especially during graduate exit interviews with Director; due to these concerns, system setup, and decreased 1st write pass rates, new testing service incorporated fall 2013.</p> <p>4. Development – separate area setup with computers and printer to accommodate students when computer lab is being used for testing in spring 2013; accommodation testing moved to quiet area in Skills Lab in fall 2012.</p> <p>Development – Fall 2012 staff position added to program to facilitate and manage all aspects of technology for nursing program. Media/Records Manager oversees and maintains computer lab, maintains electronic files for student clinical requirements and assists faculty and students with technology issues.</p>
--	--	--	--	--	--

			<p>- <i>Clinical Agency Evaluations</i> 1. Student responses are positive toward clinical sites providing adequate learning experiences “staff was helpful; able to practice skills in an environment that was conducive to learning; enjoyed seeing children in natural surroundings”</p> <p>- <i>Media/Resources Evaluations</i> 1. Obstetric and Pediatric combination textbook received poor remarks “difficult to follow; setup of presentation is confusing; many authors with varying opinions”</p> <p>- <i>Graduate Satisfaction Survey</i> - <i>Graduate Employment</i> - <i>Employer Satisfaction Survey</i> Results revealed satisfaction with program from graduates and employers; graduates are gainfully employed in various health care settings.</p> <p>- <i>NCLEX-RN Pass Rates</i></p>	<p>1. Maintenance – continue to monitor student clinical agency evaluations; faculty to continue to maintain open communication with agency representatives; continue annual Advisory Committee Meeting</p> <p>1. Revision – textbook changed in Level III to accommodate separation of courses (Obstetric and Pediatric) in fall 2013 (Media/Resources Minutes: 3/2013)</p> <p>Maintenance – continue utilizing tracking form to enhance responses from graduates; continue to incorporate formal and informal means of communication with facilities to monitor satisfaction with program; continue to monitor evaluation process.</p> <p>Outcomes/Curriculum/General Faculty Minutes: 2011/2012 – “noted decrease in pass rates of graduates on 1st writes based on ACEN Standards.”</p>
--	--	--	---	--

				<table><tr><th colspan="3">ACEN Pass Rates:</th></tr><tr><th>Year</th><th>PRCC</th><th>Mean</th></tr><tr><td>2011</td><td>84%</td><td>87%</td></tr><tr><td>2012</td><td>87%</td><td>89%</td></tr><tr><td>2013 1st quarter</td><td>94%</td><td>89%</td></tr></table> <p>IHL Pass Rates:</p> <table><tr><th>Year</th><th>PRCC</th></tr><tr><td>2011</td><td>98%</td></tr><tr><td>2012</td><td>98%</td></tr></table> <p>- <i>Completion Rates</i></p> <p>1. Rates slightly < 60% of expected outcome prior to fall 2011</p> <p>2. Increase in completion rate noted since implementation of required remediation</p> <p>Other changes:</p> <p>1. Delay in receiving, trending, and distributing evaluation results</p>	ACEN Pass Rates:			Year	PRCC	Mean	2011	84%	87%	2012	87%	89%	2013 1 st quarter	94%	89%	Year	PRCC	2011	98%	2012	98%	<p>Development / Revision:</p> <p>- Fall 2012, Spring 2013 faculty began to look for alternative comprehensive testing service.</p> <p>- Fall 2013 integration of Kaplan Comprehensive Testing Service into program</p> <p>Maintenance - continue to revise curriculum and testing methods as needed to improve NCLEX-RN Pass Rates.</p> <p>1. Development - Success Manager added fall 2011 for remediation of students having difficulty (General Faculty Minutes: 8/2011)</p> <p>2. Maintenance – continue early referral of students who are unsuccessful on first quiz or unit test</p> <p>1. ADN Program opened Survey Monkey account Spring 2012 (Outcomes Minutes: 2/2012)</p> <p>2. Each Outcome Committee member is responsible for trending evaluation results for their level and for disseminating results through level meetings (previously distributed by Level Coordinators) (Outcomes Minutes: 1/2012)</p> <p>3. Duties have been designated to each Outcome Committee member to assure</p>
ACEN Pass Rates:																										
Year	PRCC	Mean																								
2011	84%	87%																								
2012	87%	89%																								
2013 1 st quarter	94%	89%																								
Year	PRCC																									
2011	98%																									
2012	98%																									

					<p>information is being disseminated and recorded appropriately</p> <p>4. Recommendation that all results for the semester be discussed at the last faculty meeting for the semester if results are available, or at the first meeting of the next semester (Outcomes Minutes: 2/2013)</p>
--	--	--	--	--	--

Systematic Evaluation Plan: ADN Program					
Criterion 6.3 Evaluation findings are shared with communities of interest.					
Definition: The “Progressive Systematic Evaluation Plan” incorporates assessment, aggregation, and trending of data related to aspects of the program identified by program, institutional, state, and national requirements. The findings are shared with communities of interest as appropriate.					
Responsibility: Director and Assistant Director, Department of Nursing Education, ADN Outcomes Committee, and ADN Faculty					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Development, Maintenance, or Revision
Dissemination of evaluation findings with communities of interest	100% of evaluation findings are shared with clinical facilities, Advisory Committee Members, PRCC Administration, ADN Faculty, and other communities of interest as appropriate.	<p>Annually in the Spring:</p> <ul style="list-style-type: none"> - Course Evaluations - Clinical Instructor Evaluations <p>Annually in the Fall:</p> <ul style="list-style-type: none"> - Media Evaluations - Clinical Agency Evaluations <p>Fall and Spring:</p> <ul style="list-style-type: none"> - Curriculum Evaluation 	<p>Survey Monkey, Paper / Pencil, Emails, Postcards, Face-to-Face, or Review of reports</p> <p>Meeting Minutes: General Faculty, Liaison, Level, Outcomes, Curriculum, Rules & Regulations, Media/Resources, Clinical Communication</p>	<p>Communication forms and meeting minutes are used to track dispersing of evaluation findings to communities of interest.</p> <p>Director shares NCLEX results with PRCC administration, ADN Advisory Committee, and the public.</p> <p>Director shares ongoing program results with MS IHL, PRCC administration and Board of Trustees, and ADN Advisory Committee</p>	<p>Maintenance - faculty continue to meet with clinical facility personnel and keep a record of Clinical Communication minutes; Director and Faculty continue to share findings in General Faculty Meetings; Director continues to share program results with appropriate communities of interest. (General Faculty Minutes, Advisory Committee Minutes, PRCC Administrative Council Minutes: 2011-2012, 2012-2013)</p> <p>Fall 2011</p> <ul style="list-style-type: none"> - Written Employer Satisfaction Evaluations were given to Advisory Committee members during meeting. This was initiated because of low response rates to mailing postcards of Employer Satisfaction Evaluations. - Advisory Committee Meeting: 22 in attendance including PRCC Administration, ADN Faculty and 10 facilities represented.(Advisory Committee Minutes: 2011/2011 – “updates on curriculum included cognitive test plan, testing guidelines, and gap analysis for MS-Education Redesign Task Force. Evaluation process presented including

					<p>requirements of SACS, IHL, and NLNAC (ACEN). Program outcomes were shared including pass rates, graduate and employer satisfaction. Update on faculty professional development and competencies were given.”)</p> <p>Spring 2012</p> <ul style="list-style-type: none"> - Survey Monkey account opened to improve data collection and dissemination in a timely manner (Outcomes Minutes: 2/2012) - Each Outcomes Committee member is responsible for trending evaluation results for their level and for disseminating results through level meetings (was previously distributed by Level Coordinators) (Outcomes Minutes: 1/2012) - Advisory Committee Meeting: 19 in attendance including PRCC Administration, ADN Faculty and 6 clinical facilities represented. Attendees were updated “...on the NLNAC (ACEN) report; areas of concern include curriculum and outcomes. Updates were given on admissions, program completion rates and graduate/employer satisfaction. Director explained the need for completion of Employer Satisfaction Survey including areas of program needing improvement and areas of strength. Members updated on requirement change for faculty to include two (2) CEUs specific to content area for professional development.”
--	--	--	--	--	--

					<p>Spring 2013</p> <ul style="list-style-type: none"> - Core clinical facilities will be given evaluations every year at Advisory Committee meeting; any facility not represented will be contacted and sent survey link (Outcomes Minutes: 1/2013) - Advisory Committee Meeting: 14 in attendance including ADN faculty, PRCC administration, 2 representatives from University of Southern Mississippi (USM) College of Nursing, and 2 clinical facilities (decrease in attendance due to inclement weather). Updates were given on NLNAC (ACEN) follow-up report, program outcomes including pass rates and satisfaction rates. Dr. Mary Coyne, USM, presented on new RN-BSN and RN-MSN programs offered by university.
--	--	--	--	--	--

Systematic Evaluation Plan: ADN Program															
Criterion 6.4 Graduates demonstrate achievement of competencies appropriate to role preparation.															
Definition: Expected levels of achievement of graduate student learning outcomes demonstrate achievement of competencies appropriate for role preparation.															
Responsibility: Director and Assistant Director, Department of Nursing Education, ADN Curriculum Committee, and ADN Faculty															
Plan				Implementation											
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Development, Maintenance, or Revision										
Graduate achievement of competencies: Graduate Student Learning Outcomes (G-SLOs)	70% of respondents will respond positively (“always” or “sometimes”)	Fall and Spring: - Curriculum Evaluation - Graduate Satisfaction Evaluation - NCLEX-RN Pass Rates Annually, Spring: - Employer Satisfaction Evaluation	Survey Monkey, Paper / Pencil, Emails, Postcards, or Face-to-Face	Curriculum Evaluations: (Appendix 4.2-4, p. #) <table><tr><th>Semester</th><th>Rate</th></tr><tr><td>Fall 2011</td><td>96%</td></tr><tr><td>Spring 2012</td><td>96%</td></tr><tr><td>Fall 2012</td><td>96%</td></tr><tr><td>Spring 2013</td><td>99%</td></tr></table> Graduate Satisfaction Evaluations: Appendix 6.2-1: p. # Fall 2011 graduates – utilizing postcards 80% satisfied with program (5 respondents out of 38; 1 dissatisfied) Spring 2012 graduates – utilizing postcards 100%	Semester	Rate	Fall 2011	96%	Spring 2012	96%	Fall 2012	96%	Spring 2013	99%	Fall 2011 Revision- Curriculum Evaluation restructured G-SLOs to encompass communication technique outcomes (Curriculum Committee Minutes: 2011/2011) Spring 2012 Revision - Curriculum Evaluation updated G-SLOs to reflect currency in nursing judgment (Curriculum & Outcomes Committees: 4/2012) Spring 2013/ Fall 2013 Maintenance - Level IV instructors follow graduates after graduation for employment information and continue contact until Graduate Satisfaction Survey completed; improved response rates noted (Outcomes Minutes: 1/2013, 4/2013, 8/2013)
Semester	Rate														
Fall 2011	96%														
Spring 2012	96%														
Fall 2012	96%														
Spring 2013	99%														

NCLEX-RN Pass Rates	ACEN Standard: The Licensure exam pass rate on 1 st writes will be at or above the national mean	Each academic year	MSBON reports	<p>satisfied with program (4 respondents out of 65)</p> <p>Fall 2012 had 49 graduates; 45 contacted faculty following NCLEX-RN passage.</p> <ul style="list-style-type: none">- Phone calls has yielded 8 out of 10 satisfied 80% (1 - “need to have course in finding job”; 1 - “make students and faculty follow same standard”- Repeat phone attempt, mailing postcards and Survey Monkey link will be available in October <p>ACEN Pass Rates:</p> <table><tr><th>Year</th><th>PRCC</th><th>Mean</th></tr><tr><td>2011</td><td>84%</td><td>87%</td></tr><tr><td>2012</td><td>87%</td><td>89%</td></tr><tr><td>2013 1st quarter</td><td>94%</td><td>89%</td></tr></table> <p>IHL Pass Rates:</p> <table><tr><th>Year</th><th>PRCC</th></tr><tr><td>2011</td><td>98%</td></tr><tr><td>2012</td><td>98%</td></tr></table>	Year	PRCC	Mean	2011	84%	87%	2012	87%	89%	2013 1 st quarter	94%	89%	Year	PRCC	2011	98%	2012	98%	<p>Development / Revision:</p> <ul style="list-style-type: none">- Fall 2012, Spring 2013 faculty began to look for alternative comprehensive testing service.- Fall 2013 integration of Kaplan Nursing Testing Service into program <p>Maintenance - continue to revise curriculum and testing methods as needed to improve NCLEX-RN Pass Rates.</p>
Year	PRCC	Mean																					
2011	84%	87%																					
2012	87%	89%																					
2013 1 st quarter	94%	89%																					
Year	PRCC																						
2011	98%																						
2012	98%																						

				<p><i>Employer Satisfaction Evaluations:</i> Appendix 6.4-1: p. 299</p> <p>Advisory Committee*: - Fall 2011 (10 facilities represented) - Spring 2012 (6 facilities represented) Spring 2013 (2 facilities represented)</p> <p>*facility representatives did not voice any concerns in respect to graduate performance at any of the Advisory Committee meetings.</p> <p>Spring 2013 – Survey Monkey link provided to 9 facilities; only 2 responses received both with positive remarks.</p> <p>See Criterion 6.5.3 – Face to Face facility visits</p>	<p>Revision- Updated Employer Satisfaction Evaluations containing current G-SLOs were given to Advisory Committee Members during annual meeting (Advisory Committee Minutes: 4/2013)</p> <p>Maintenance – continue face to face visits with core facilities; continue providing Survey Monkey link to unit managers</p>
--	--	--	--	---	---

Systematic Evaluation Plan: ADN Program

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.

Criterion 6.5.1 Performance on licensure exam.

Definition: 1. ACEN Standard: First write pass rate on NCLEX-RN will be at or above the national mean.
2. MS IHL Standard: The percentage of graduates who pass NCLEX-RN for all test takers (1st and repeat) will be at or above 80% over a 3 year period.

Responsibility: Director and Assistant Director, Department of Nursing Education, ADN Outcomes Committee, and ADN Faculty

Plan				Implementation			
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis			Actions for Development, Maintenance, or Revision
Performance on licensure exam	ACEN Standard: The licensure exam pass rate on 1 st writes will be at or above the national mean.	Each academic year	MSBON reports	ACEN Pass Rates:			Maintenance - continue to revise curriculum and testing methods as needed
				Year	PRCC	National Mean	Development / Revision: - Fall 2012, Spring 2013 faculty began to look for alternative comprehensive testing service. - Fall 2013 integration of Kaplan Nursing Testing Service into program Outcomes/Curriculum/General Faculty Minutes: 2011/2012 – “noted decrease in pass rates of graduates on 1 st writes, continuous complaints from students on cost of ATI testing service, and inadequate use of testing service by studentsfaculty to research other testing services”; 4/2013 – “faculty discussed Kaplan presentation at MOADN convention as possible testing service.”
				2011	84%	87%	
				2012	87%	89%	
				2013 (1 st quarter)	94%	89%	

	<p>MS IHL Standard: The percentage of graduates who pass NCLEX-RN for all test takers (1st and repeat) will be at or above 80% over a 3 year period.</p>	<p>Each academic year</p>	<p>NCSBN / MSBON reports</p>	<p>IHL Pass Rates:</p> <table><tr><th>Year</th><th>PRCC</th></tr><tr><td>2011</td><td>98%</td></tr><tr><td>2012</td><td>98%</td></tr></table>	Year	PRCC	2011	98%	2012	98%	<p>Development - Program Outcomes updated to include change in the MS IHL Standard from “The percentage of graduates who pass the NCLEX-RN will be at or above the national mean” to “The percentage of graduates who pass NCLEX-RN for all test takers (1st and repeat) will be at or above 80% over a 3 year period” (Outcomes Minutes: 4/2013; General Faculty Minutes: 4/2013)</p>
Year	PRCC										
2011	98%										
2012	98%										

Systematic Evaluation Plan: ADN Program					
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.					
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.					
Definition: 60% or greater of student enrolled in the program will graduate within 150% of the time of the stated program length.					
Responsibility: Director and Assistant Director, Department of Nursing Education, ADN Outcomes Committee, and ADN Faculty					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Development, Maintenance, or Revision
Program completion	60% or greater of students enrolled in the program will graduate within 150% of the stated program length.	Each semester	Comparison of initial enrollment cohort roster with same graduation cohort roster	Completion Rates:	Fall 2011 Development - Success Manager added Fall 2011 for remediation of students having difficulty, with early referral for failure of first test (General Faculty Minutes: 8/2011)
				Semester	Rate
				Fall 2011	65%
				Spring 2012	60%
				Fall 2012	73%
				Spring 2013	76%
Spring 2012 Revision - Fundamentals added ATI Skills Module completion requirement for skills rechecks (Level I Minutes: 8/2011)					
Revision - Dosage course combined with Fundamentals to prevent students from retaking dosage alone (Level I & Curriculum Minutes: 4/2012)					
Development - Comprehensive Skills Review added at end of semester for Fundamentals (Level I Minutes: 2011/2012)					
Spring 2013 Revision - ATI Self Assessment Inventory required of Level I students to help with test					

					<p>taking and self-awareness (Level I Minutes: 1/2013)</p> <p>Revision - Made 2 attempts mandatory on all ATI proctored tests (Curriculum & General Faculty Minutes: 2/2013)</p> <p>Development - Skills Lab Manager began Comprehensive Skills Review for Level II, III, & IV students (Level Minutes: 1/2013)</p> <p>Revision – changed completion rate calculations so not to include semesters students not readmitted due to lack of space in course (Outcomes Minutes: 9/2012)</p> <p>Fall 2013 Development – Comprehensive Skills Review to include Care Plan Expectations added for all levels for Fall 2013 (email from Director 5/2013)</p>
--	--	--	--	--	--

Systematic Evaluation Plan: ADN Program					
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. Criterion 6.5.3 Program satisfaction measures (qualitative and quantitative) address graduates and their employers. Definition: Program satisfaction is the degree to which graduates and employers are satisfied with the preparation of the graduate after graduation.					
Responsibility: Director and Assistant Director, Department of Nursing Education, ADN Outcomes Committee, and ADN Faculty					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Development, Maintenance, or Revision
Graduate Satisfaction	90% of the graduate respondents will express satisfaction with the ADN program	12 months following graduation	Survey Monkey, Emails, Postcards, or Phone calls	Fall 2011 Graduates – 80% satisfied with program (5 respondents out of 38; 1 dissatisfied) Spring 2012 Graduates – 100% satisfied with program (4 respondents out of 65; all satisfied) Fall 2012 Graduates – 80% satisfied with program (10 respondents out of 49; 2 dissatisfied)	Development – implementation of new contact information system obtaining students' private email addresses and emailing out Survey Monkey link has increased response rate (Outcomes Minutes: 11/2012, 1/2013) Maintenance – continue contact process; mail postcards & provide Survey Monkey link to private emails in October 2013.
Employer Satisfaction	90% of employer respondents will express satisfaction with the nursing practice of ADN graduates	Annually in Spring	Survey Monkey, Paper / Pencil, Emails, Postcards, or Face-to-Face	Advisory Committee Meetings: Fall 2011 – 10 facility attendees Spring 2012 – 6 facility attendees	Development – implemented distribution of Employer Satisfaction Surveys at Advisory Committee meetings (General Faculty & Advisory Minutes: 2011/2011, Advisory Minutes: 4/2012) Revision – only verbal comments obtained at Advisory Meeting in spring 2012, “graduates seek learning opportunities;

				<p>Spring 2013 – 2 facility attendees; 9 facilities provided survey link, only 2 responded.</p> <p>Assistant Director & Director visited core facilities fall 2011, spring 2012, summer 2012, fall 2012, spring 2013, and summer 2013.</p> <p>Excerpts from Director visits: Forrest General Hospital: Director has been a member of Research Committee since fall 2011 which meets monthly; obtains frequent updates on faculty, students, and graduates' performance from committee members</p> <p>Highland Community Hospital: 10/2012 – “discussed criminal background clearances, student orientations, and satisfaction of graduates hired”</p> <p>Covenant Rehabilitation & Nursing Home: 4/2013 – “inquired possibility of adding another clinical group for fall 2013, representative expressed</p>	<p>graduates from PRCC comfortable in providing patient care; work well with other staff members.” Facility representatives present felt unit managers who interact with graduates in better position to evaluate (Advisory: 4/2013 & Outcomes Minutes: 5/2013)</p> <p>-Poor attendance at Advisory Meeting spring 2012, due to inclement weather/flooding in surrounding areas; Committee members inquired with representatives in attendance best way to contact appropriate personnel to complete survey; Facility representatives present felt unit managers who interact with graduates in better position to evaluate (Advisory: 4/2013 & Outcomes Minutes: 5/2013)</p> <p>- Suggestions:</p> <ol style="list-style-type: none"> 1. Hand carry surveys through clinical instructors 2. Continue face-to-face meetings done by Director/Assistant Director <p>(Outcomes Minutes: 5/8/2013)</p>
--	--	--	--	--	---

				<p>satisfaction with faculty and students.”</p> <p>Slidell Memorial Hospital: 5/2013 – “follow up on request of facility on instructor assignments; facility undergoing construction. Director met with DON to reassign instructor to different unit until construction complete.”</p> <p>Grove Nursing Home: 7/2013 – “visit was to inform facility of change in instructor, DON commended previous instructor and stated residents like the students and staff appreciate working with them.”</p>	
--	--	--	--	---	--

Systematic Evaluation Plan: ADN Program					
<p>Criterion 6.5 The program demonstrates evidence of achievement in meeting the program outcomes of performance on licensure exam, program completion, program satisfaction, and job placement.</p> <p>Criterion 6.5.4 Job placement rates are addressed through quantified measures that reflect program demographics and history.</p> <p>Definition: Job placement is the graduate being employed in a role which requires a license as an RN.</p>					
Responsibility: Director and Assistant Director, Department of Nursing Education, ADN Outcomes Committee, and ADN Faculty					
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Development, Maintenance, or Revision
Job placement rates	90% of the respondents to the graduate survey will reflect employment in various health-care settings	12 months following graduation	Survey Monkey, Emails, Postcards, or Phone calls	<p>Fall 2011 Graduates – 100% employed (27 out of 27 contacts)</p> <p>Spring 2012 Graduates – 91% employed (49 out of 54 contacts)</p> <p>Fall 2012 Graduates – 84% employed (38 out of 45 contacts)</p>	Development – implementation of new contact information form for obtaining students' private email addresses and emailing out Survey Monkey link has increased response rate (Outcomes Minutes: 11/2012, 1/2013)

Appendices

Pearl River Community College

Appendices



Strategic Planning Policy

Major Committee Minutes

Institutional Effectiveness Newsletters

Program Performance Indicators and Measures

Annual Report

Strategic Planning

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 Economic and Community Development; Vice President for Planning and Institutional Research; Vice President for Poplarville Campus and Hancock Center; Vice President for Forrest County Operations; Vice President for Enrollment Management; Vice President for Business and Administrative Services; Vice President for General Education and Technology Services; Director of Development Foundation and Alumni Association; Director of Public Relations; Chief Technology Officer; Director of Career and Technical Education Programs (Poplarville); Director of Counseling, Advisement, and Placement Center; Director of Financial Aid; Director of Physical Plant; Director of Institutional Effectiveness; Assistant Vice President for Hancock Center; Title III Director, Director of Recruitment and Orientation; Interim Athletic Director/Coordinator of Intramurals; President of the Faculty Association (Poplarville Campus and Hancock Center); and President of the Faculty Association (Forrest County Center).
- Section II Planning and Effectiveness Committee is chaired by the Director of Institutional Effectiveness. Its members are the Vice President for Planning and Institutional Research, Director of Institutional Research, Assistant Vice President for Hancock Center, faculty representatives, and others as appointed by the President.

- Section III Policy and Procedure Committee is chaired by the Vice President for Forrest County Operations. Its members are the Vice President for Poplarville Campus and Hancock Center, Vice President for Business and Administrative Services, Director of Career and Technical Education Programs (Poplarville), Vice President for Planning and Institutional Research, the Student Government Association President, faculty representatives, staff members, and others as appointed by the President.
- Section IV Fiscal Management Committee is chaired by the Vice President for Business and Administrative Services. Its members are the President, Vice President for Poplarville Campus and Hancock Center, Vice President for Forrest County Operations, Vice President for General Education and Technology Services, and Director of Career and Technical Education Programs (Poplarville).
- Section V Instructional Council is chaired by the Vice President for General Education and Technology Services. Its members are the Vice President for Forrest County Operations; Director of Career and Technical Education Programs (Poplarville); Vice President for Enrollment Management; Director of College Libraries; Director of Counseling, Advisement, and Placement Center; Director of Nursing Education; faculty representatives; and others as appointed by the President.
- Section VI Professional Development Committee is chaired by the Director of Institutional Research. Its members are the Vice President for Planning and Institutional Research, Assistant Vice President for Hancock Center, faculty representatives, staff members, and others as appointed by the President.
- Section VII Student Services Committee is chaired by the Vice President for Poplarville Campus and Hancock Center. Its members are the Assistant Vice President for Hancock Center, Director of Recruitment and Orientation, Assistant Dean for Student Life, Director of Financial Aid, Vice President for 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 Vice President for Economic and Community Development. Its members are the WIN Office Technology Instructor, Director of the Lowery Woodall Center, Workforce Training Project Manager, Director of Nursing Education, Dislocated Worker/ITA Coordinator, Secretary to Workforce Education, Director of Career and Technical Education Programs (Poplarville), GIS Training Manager (Hancock County), Director of Adult Education Services, and the Secretary to the Vice President for Economic and Community Development.

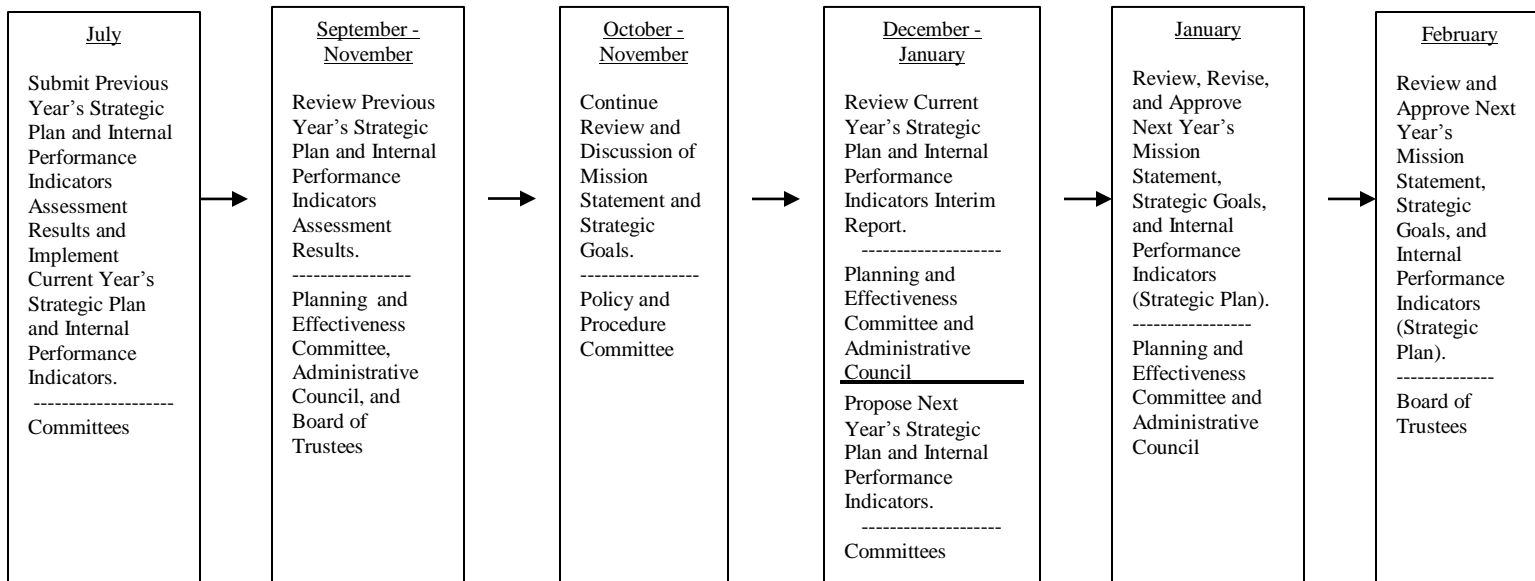
REVIEW, REVISION, AND EVALUATION PROCESS

Annual steps in the review, revision, and evaluation process are as follows:

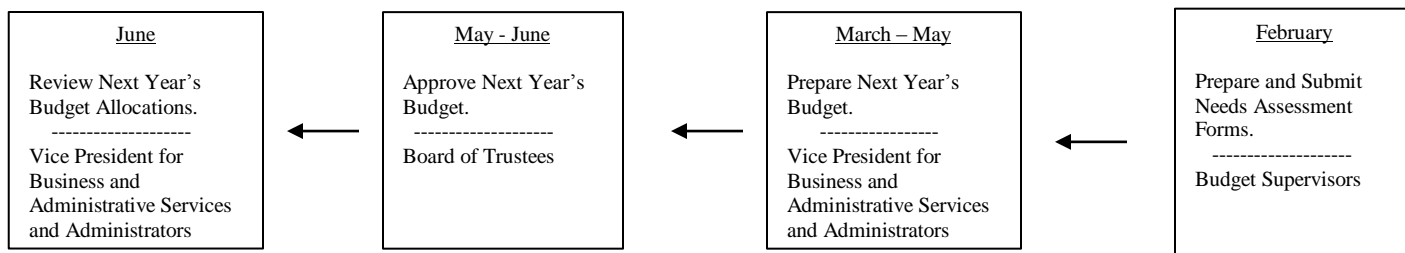
- | | |
|-----------|--|
| Step I | In December/January, the Planning and Effectiveness Committee and the Administrative Council review the current year's Strategic Plan (Mission Statement and Strategic Goals) and Internal Performance Indicators Interim Report. |
| Step II | In December/January, committee 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 Vice President for Business and Administrative Services. |
| Step VII | In June, the Vice President for Business and Administrative 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

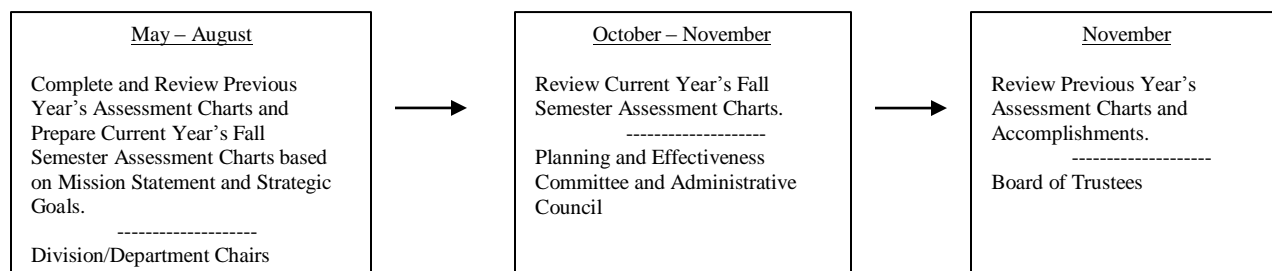
MISSION STATEMENT, STRATEGIC GOALS, AND INTERNAL PERFORMANCE INDICATORS (STRATEGIC PLAN)



BUDGET REVIEW PROCESS



DIVISION AND DEPARTMENT INSTITUTIONAL EFFECTIVENESS ASSESSMENT CHARTS





Major Committee Minutes

Pearl River Community College

Appendices



Major Committees' Minutes

Administrative Council / Management Committee

Planning and Effectiveness Committee

Policy and Procedure Committee

Fiscal Management Committee

Instructional Council

Professional Development Committee

Student Services Committee

Workforce Education Committee

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

September 11, 2013

The Pearl River Community College Administrative Council held its regular quarterly meeting at 8:30 a.m. on Wednesday, September 11, 2013, 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. Steve Howard, Chief Technology Officer
Mr. Chuck Abadie, Director of Public Relations
Dr. Cecil Burt, Vice President for Forrest County Operations
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Dr. Amy Townsend, Title III Director
Ms. Casey Rawls, Director of Recruitment and Orientation
Dr. Scott Alsobrooks, Vice President for Economic and Community Development
Dr. Tim Crowe, Faculty Association President, Hattiesburg Campus
Dr. Justin Williamson, President, Faculty Assoc., Poplarville Campus/Hancock Center
Mr. Roger Knight, Vice President for Business and Administrative Services
Mr. Raymunda Barnes, Director of Hancock Center
Dr. Ann Moore, Director of Counseling Center (Poplarville)
Dr. Jennifer Seal, Director of Institutional Effectiveness
Mr. Craig Tynes, Director of the Physical Plant
Mr. Dow Ford, Vice President for Enrollment Management
Dr. Adam Breerwood, Vice President for Poplarville Campus and Hancock Center
Mr. Jason Francis, Interim Athletic Director
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)

Absent:

Dr. Martha Lou Smith, Vice President for General Education and Technology Services
Ms. Valerie Horne, Director of Financial Aid
Dr. Becky Askew, Vice President for Planning and Institutional Research
Ms. Gwen Smith, Director of Career & Technical Education Programs (Poplarville)

Dr. Lewis chaired and opened today's meeting by welcoming Council members.

The first item of business was the approval of the June 19, 2013, Administrative Council meeting minutes. These minutes were previously emailed to all council members for review prior to today's meeting. A motion was made by Dr. Adam Breerwood, seconded by Dr. Cecil Burt, to approve said minutes. The motion was unanimously approved.

Administrative Council Meeting Minutes

September 11, 2013

Forrest County Center Operations

On August 22 we hosted the Bureau of Buildings. A tour of the new Career building was given.

Respiratory Therapy had a site visit by the Commission on Accreditation for Respiratory Care. The committee had no findings and was very complimentary of our program.

The Faculty Lecture Series will begin September 24. The Faculty Lecture Series will begin with Col. John Prine.

An employee health fair will be held September 25.

The council was informed that we would need to vote on the Tobacco Policy by e-mail after the Policy committee meeting October 1.

Planning and Institutional Research (as reported by Dr. Jennifer Seal)

Copies of the August professional development presentation given by Dr. Nuria Cuevas, Vice President of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), were distributed to the Administrative Council.

The College has begun preparing for the SACSCOC decennial year review, with the next meeting scheduled for November 1.

Reviews of personnel evaluation documentation have been completed.

Professional development records have been collected for the 2012 – 2013 school year.

The Cabinet is in the process of reviewing the Policy and Procedure Manual, and updates are ongoing.

The Office of Planning and Institutional Research website has been updated.

Faculty Association (Forrest County Center)

Reported that a Birthday Celebration in honor of William Faulkner will be held September 25 at the University of Southern Mississippi.

Gave a brief report on the History and Humanities Club.

Institutional Effectiveness

The website for Institutional Effectiveness, which is a part of the website of the Office of Planning and Institutional Research, includes the 2013-2014 assessment cycle. Meetings are being held with department chairs to review the assessment cycle and their Dropbox account.

The 2012-2013 administrative, support services, program, and instructional assessment charts, which were shared with all Administrative Council members prior to the meeting, were approved.

Administrative Council Meeting Minutes**September 11, 2013**

Quality Enhancement Plan (QEP) Focus Groups will be held on each campus during September. The QEP Focus Groups will discuss all topics submitted by faculty, staff, administrators, and community members. The result from the group meetings should be a narrowed range of topics. Following the QEP Focus Group meetings, a QEP Topic Committee will be formed.

Evaluation forms have been reviewed and revised as needed and will be distributed to the appropriate personnel for the 2013 - 2014 evaluations.

Title III

Throughout the summer and early fall semester, we have worked to identify and advise pre-core students. We identified 120 (72 attended orientation) at the FCC and 196 Poplarville (87 attended summer orientation). We are primarily targeting Essential Skills and reading courses, and on the FCC, we have 10 pre-core faculty advisors. In Poplarville, we are attempting to work with these students through the SSC, although 76/196 are not enrolled in Essential Skills or Reading but in two other developmental courses.

Site visit to LSU-Eunice to observe their Pathways to Success program.

SI courses being piloted in the fall semester in psychology, world civilization, and biology are off to a good start. Attendance at SI session is already higher than in previous years. This is likely due to the nature of course content and tenets of SI.

End of Y4 evaluations will be completed in September. October 1 will mark the beginning of Y5.

New hire for the FCC Learning Specialist – Ms. Latessa Allen. She will begin September 18.

A group of six advisors, counselors, and faculty members will be attending NACADA in early October.

Recruitment and Orientation

Orientation/Registration Sessions: This year's orientation was made up of two parts.

During the summer, we hosted weekly orientation/registration sessions for first-time college students. These sessions included welcoming new students to campus, reviewing financial aid opportunities, introducing them to RiverGuide, obtaining their student IDs/parking decals, and registering for classes. Many thanks to all of the offices (Counseling Center, Student Success Center, Business Office, Financial Aid, Campus Police) who worked so closely with us to make these sessions successful. We received very positive feedback from both students and parents on this summer format. We successfully registered 826 students for the fall semester through orientation sessions.

Then, during the first four weeks of classes, we hosted short, interactive sessions where first-time college students were able to learn about PRCC online tools (RiverGuide/email/GradesFirst/Canvas), the Cat Country Guide, time and stress

Administrative Council Meeting Minutes

September 11, 2013

management skills, available student services, and how to interact with college instructors. We had 166 students participate in these sessions. They had many really good questions, and we were able to assist these students in finding the answers.

Fall Recruitment

- o Scheduling dates to visit all of the high schools
- o Upcoming Events: Wildcat Fest (high school senior preview day) set for November 14

Development Foundation

The College Foundation will host Homecoming on Saturday, October 19. The day will begin with the Sports Hall of Fame Induction at 9:00 a.m. followed by eleven different class reunions including the 50th anniversary of the class of 1963. The Alumni Luncheon will begin at 11:30 a.m. followed by the football game against the East Central Warriors at 2:00p.m. Tickets for the Alumni Luncheon are \$20 each.

The Forrest/Lamar Alumni Chapter will host their Scholarship Fish Fry on Tuesday, October 17, from 5:00 until 7:00 p.m. at the South Mississippi Electric Power Association facilities on Hwy. 42 in Hattiesburg. Tickets for the fish plates are \$8 each. The funds go to provide five foundation scholarships for students from Forrest and Lamar Counties.

The foundation is soliciting sponsorships for the Inaugural Season of Events at the Ethel Holden Brownstone Center. Sponsorships range from \$1,000 to \$10,000.

The foundation is soliciting support for the Honors Institute Programs for the coming year. The foundation received a \$120,000 grant from the Lower Pearl River Valley Foundation to support the Speakers Series and the facilities in White Hall.

Athletics

Discussed IGAAT (I Gave Athletics A Ten). This is a support organization comprised of former PRCC athletes and other alumni. Members can contribute \$10 annually to help with the costs of purchasing necessary athletic items.

Discussed the Lil' Wildcat Club for children 12 and under.

Discussed the new Student Athlete Handbook. This handbook contains the Student Athlete Code of Conduct standards to which our student athletes are held accountable.

Reported on the records of our football team through the first two games (1-1), the upcoming JCJC football game, and reported that soccer is off to a good start.

Business and Administrative Services

Roger Knight shared with the group the successful fall experience of the new on-line textbook purchasing system that was activated this semester. He thanked Steve Howard and the IT Department for working with the Bookstore in getting the program successfully completed.

Administrative Council Meeting Minutes

September 11, 2013

Physical Plant

The Ethel Holden Brownstone Center for the Arts will officially celebrate a Grand Opening and Ribbon Cutting ceremony on September 24, 2013.

The new men's dormitory is scheduled for completion by January 2014.

Awaiting contracts for the re-roofing on the Library.

M. R. White Coliseum is due to complete around the first of the year (January 2014).

Crosby Hall parking lot is expected to be complete by the end of this month.

White Hall renovations are expected to be complete within a few weeks.

Soliciting bids for a new roof on Building #5 FCC

White Hall renovations are due to complete next month.

Counseling Center

From April 1 through the closure of online registration in September, the counselors and advisors in the Counseling, Advisement, and Placement Center advised and registered 1,915 students. This figure does not include all of the walk-in who failed to sign the appointment register.

The Articulation Agreement for 2013-2014, Advisor's Guide, and all other appropriate materials for advising have been updated and distributed to all PRCC locations.

From January through August 2013, 261 ACT Compass units have been administered; this figure represents 139 for the Poplarville campus, 100 for the Forrest County Center, and 22 for the Hancock Center. Since initiating the Compass testing program in 2011, 265 units were administered on the Poplarville campus, 184 were administered at the Forrest County Center, and 47 were administered at the Hancock Center.

Computers for the Pearson Vue GED testing labs have been purchased, and the facility on the Poplarville campus will be wired by October 1 through the efforts of the PRCC Information Technology Department. Pearson Vue GED testing will be conducted in the Woodall Center in Hattiesburg and Jeff Davis Hall on the Poplarville campus beginning January 2, 2014.

MS-CPAS testing for all three PRCC locations will be conducted for December 2013 graduating students in career and technical programs during the week of November 18-22.

The 2011-2012 Final Enrollment Report for all career and technical programs is in progress and will be ready for submission to the Community College Board in October.

Enrollment Management

Reported that student enrollment is slightly down.

Reported that the registration process was smooth with no lengthy waiting lines.

Office of Financial Aid is ahead of their loan processing schedule.

Administrative Council Meeting Minutes

September 11, 2013

Announced that several employees will be attending the Banner Users Group Conference.

Financial Aid

Report included in Enrollment Management (above). Submitted by Mr. Dow Ford.

Faculty Association (Poplarville Campus & Hancock Center)

New Humanities/Social Sciences Faculty Hires are: Aaryn Purvis - Sociology, Jeff Long - English, Robbie Johnson - Criminal Justice.

State Faculty Meeting October 18

The Humanities/Social Sciences Faculty will attend the QEP meeting September 12.

The Humanities/Social Sciences Faculty will attend an inter-departmental meeting (aka Brown Bag Session) with Science and Mathematics Department September 16.

The Humanities/Social Sciences Faculty will attend the TYCA Conference September 27 at Eagle Ridge, Raymond, MS.

The Faculty Association Meeting is scheduled for September 17 in the Special Events Room in the Olivia Bender Cafeteria.

Economic and Community Development

Announced that a new employee rewards program, River Rewards, will soon be announced.

Recruitment effort is underway to target students who did not finish high school during the years 2000-2010. Efforts will include contacting these students to encourage them to return to school.

Hancock Center

The Hancock Center will offer Cal I in the spring semester at eight o'clock. This has been requested by Hancock High to give their seniors an opportunity to complete Cal I and to expose them to PRCC. More importantly, it allows PRCC (in particular, the Hancock Center) the opportunity to bring and showcase the Hancock Center.

Mr. Frank Ladner stopped by the Hancock Center three weeks ago. He encouraged us to participate in the Hancock County Fair. If you are in the area on September 27 & 28, please stop by the PRCC tent/booth at the Hancock County Fair.

On October 15, 2013 at twelve o'clock, the Hancock Center will begin its lecture series. The first lecturer will be the owner of Jack and Dianne's Tattoo Parlor. He will lecture on the history, influence, and impact of tattoos on American Culture. Please come to the Hancock Center to take part in this interesting lecture and question/answer session.

Administrative Council Meeting Minutes

September 11, 2013

Information Technology

Mr. Howard presented the council with an overview of the many IT projects currently underway. Projects discussed include the following:

Network redundancy project is progressing. This project will provide a redundant path to the Internet in the event of a failure of the primary circuit. Other single points of failure in networking equipment will be addressed as funds become available to purchase additional equipment.

Completed the fall 2012 enrollment audit and the spring 2013 files are due to be uploaded starting Monday. There is a push from the MCCB to get caught up so that enrollment audit files are submitted at the end of the current term.

Made changes to nSPARC data files. These files will now be submitted to the MCCB and they will forward to nSPARC. This should provide for more consistency in data across these two entities.

Completed in-house report of all students that attended from 2000-2010 with more than 50 credit hours but did not graduate. Marketing instructors will be contacting concerning finishing requirements to earn a degree. This report will be used to hopefully increase our graduation rates and eventually this may lead to an increase in state reimbursement revenues.

At the last meeting it was reported that custom athletics pages were developed in-house and that it is equivalent to the site Presto sports wanted to provide us for \$3,000-\$5,000 annually. We are starting work on another major project and bringing that in-house. This project, once completed will save even more funding. By completing these two projects in-house with existing resources we estimate a five year savings of \$85,000.

Early in 2013 the IT Committee established as their top goal, to evaluate one Banner module annually to see how the software can be used more effectively and efficiently. We are currently working on HR and Payroll to implement a long list of changes.

Re-engineering our entire work order submission process. More details will be published soon. Working to be more proactive. One new concept being established is the appointment of a technology liaison for each department or key service area. Two or three liaisons will be assigned to an IT employee and they will dialog with those individuals on a frequent basis to make sure their IT needs are being addressed.

In eight days at beginning of the fall 2013 semester the Call Center processed 6,249 calls. Twenty-two employees staffed the call center accessing data from Banner and our local knowledge base software. No increase in personnel cost or equipment.

Reviewed enrollment report.

General Education and Technology Services

No report provided. Dr. Smith attended a state academic meeting today.

Administrative Council Meeting Minutes

September 11, 2013

Career-Technical Education Programs

No report provided.

Public Relations

First Drawl edition of the school year will publish the last week of September, following the opening of the Brownstone Center.

Fine Arts and PR staff will be doing TV and radio interviews leading up to the opening of the Brownstone Center.

Football games are being broadcast live on the Internet. First road games coming up, Jones and Coahoma, will be shown live on computer.

Social media: Carol Williams has been working hard to update and give the school more of a presence in social media. Pinterest will be up and going soon on our website.

Our staff put together a short video with Dr. Lewis to promote the River Rewards program, which encourages all employees to attend school functions in support of our students. That program is expected to be up and going in next week or so.

Poplarville Campus and Hancock Center

Reminded council members that activity forms should be completed and submitted as soon as possible. These forms are important for security and calendar planning purposes.

President's Report

Discussion of the new State Longitudinal Data System and the LifeTracks Report. The reporting of data is increasingly becoming more of a focus for the state. It is critical that we make sure that data is correct when it is submitted.

Discussed the SACS Reaffirmation visit for 2015.

Discussed the Grand Opening event for the Brownstone Center.

Discussed the proposed new policy that will make our college "tobacco free".

There being no further business to come before the Administrative Council, the meeting adjourned at 10:20 a.m.

k('t{frf#r/ ...f, Y:z
William Lewis, President

12/11/13
/ P5ate

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

October 9, 2013

The Pearl River Community College Administrative Council held its regular quarterly meeting at 8:30a.m. on Wednesday, October 9, 2013, 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. Steve Howard, Chief Technology Officer
Mr. Chuck Abadie, Director of Public Relations
Dr. Cecil Burt, Vice President for Forrest County Operations
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Dr. Martha Lou Smith, Vice President for General Education and Technology Services
Ms. Valerie Home, Director of Financial Aid
Dr. Amy Townsend, Title III Director
Dr. Scott Alsobrooks, Vice President for Economic and Community Development
Dr. Tim Crowe, Faculty Association President, Hattiesburg Campus
Dr. Justin Williamson, President, Faculty Assoc., Poplarville Campus/Hancock Center
Mr. Roger Knight, Vice President for Business and Administrative Services
Mr. Raymunda Barnes, Director of Hancock Center
Dr. Ann Moore, Director of Counseling Center (Poplarville)
Dr. Jennifer Seal, Director of Institutional Effectiveness
Mr. Craig Tynes, Director of the Physical Plant
Dr. Adam Breerwood, Vice President for Poplarville Campus and Hancock Center
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)

Absent:

Mr. Dow Ford, Vice President for Enrollment Management
Dr. Becky Askew, Vice President for Planning and Institutional Research
Ms. Casey Rawls, Director of Recruitment and Orientation
Ms. Gwen Smith, Director of Career & Technical Education Programs (Poplarville)
Ms. Gwen Smith, Director of Career & Technical Education Programs (Poplarville)
Mr. Jason Francis, Interim Athletic Director

Dr. Lewis chaired and opened today's meeting by welcoming Council members.

The first item of business was the distribution of the Tobacco on Campus policy. Dr. Lewis stated that the Board of Trustees approved changes to the policy which will ban all tobacco products on all campuses effective January 1, 2014. Dr. Lewis stated that the Wellness Center will begin a Tobacco Cessation Program in the near future for students and employees.

Dr. Lewis stated that writing efforts for SACS accreditation are underway and will increase over the next few months. He added that the College has one and a half years to get all documentation ready for the SACS visiting team.

Forrest County Center Operations

Dr. Burt presented the Mission Statement and Strategic Goals for approval. A motion was made by Roger Knight, seconded by Dr. Scott Alsobrooks, to approve the Mission Statement and Strategic Goals as presented. The motion was unanimous.

Upon discussion of the Mission Statement and Strategic Goals, Dr. Smith stated that Item 3 of the Strategic Goals should include an amendment for dual enrollment credits. a policy procedural change/amendment to the Mission Statement and Strategic Goals. The proposed "... and dual enrollment/credit opportunities." for Strategic Goals Item 3 is recommended for approval. Upon approval, Item 3 will read as follows: "To provide access to college courses and programs using various instructional methods, including distance education and dual enrollment/credit opportunities." A motion was made by Roger Knight, seconded by Dr. Scott Alsobrooks, to approve the amendment as stated and defined herein. The motion was unanimous.

Other policy procedure changes approved by the Administration Council include:

Attendance Policy – A motion was made by Dr. Adam Breerwood, seconded by Dr. Martha Lou Smith, to approve said policy. The motion was unanimous.

Community Resources- A motion was made by Roger Knight, seconded by Raymunda Barnes, to approve said policy. The motion was unanimous.

Electronic Devices – A motion was made by Dr. Scott Alsobrooks, seconded by Valerie Horne, to approve said policy. The motion was unanimous.

Evaluation Process – A motion was made by Roger Knight, seconded by Dr. Martha Lou Smith, to approve said policy. The motion was unanimous.

Graduation Degrees and Certificates – A motion was made by Ernie Lovell, seconded by Valerie Horne, to approve said policy. The motion was unanimous.

Orientation of New Personnel – A motion was made by Roger Knight, seconded by Dr. Adam Breerwood, to approve said policy. The motion was unanimous.

Administrative Council Meeting Minutes

October 9, 2013

Student's Payments and Refunds- A motion was made by Raymunda Barnes, seconded by Ernie Lovell, to approve said policy. The motion was unanimous.

Planning and Institutional Research (as reported by Dr. Jennifer Seal)

The College received a \$17,000 grant from the Lower Pearl River Valley Foundation for the 2014 Women's Health Symposium. Plans for the Symposium are currently being finalized.

The River Rewards campaign had a successful beginning with 111 faculty and staff who submitted 476 events for attendance documentation.

Student evaluations of instruction are underway as is the Campus Climate Survey. Plans for the professional development sessions for the support staff are being finalized.

Policy and Procedure Manual edits are being made.

Discs with SACSCOC information were prepared and distributed to those with Compliance Certification writing responsibilities. The first review session for responses is scheduled for November 1.

The ribbon cutting for the Outdoor Walking Track and Indoor Equipment and Spin Room was held with the Blue Cross/Blue Shield of Mississippi Foundation with the Lower Pearl River Valley Foundation representatives attending. The ceremony was part of both grant proposals.

Institutional Effectiveness

The Planning and Effectiveness Committee will be reviewing the 2012-2013 Internal Performance Indicators year-end report next week which then will be distributed to the Administrative Council for review.

The QEP Focus Groups had a significant number of faculty, staff, and students participating on all campuses. Numerous topics were discussed and will be submitted for consideration by the QEP Topic Selection Committee.

Economic and Community Development

Dr. Alsobrooks reported that he will be attending the Gates Foundation Conference next week.

Administrative Council Meeting Minutes

October 9, 2013

Financial Aid

Routine and constant on-going activities are progressing in the Office of Financial Aid.

Development Foundation

Next week is Homecoming week on campus. We will begin on Tuesday, October 15, with the Forrest/Lamar County Alumni Scholarship Fish Fry. The fish fry will be held at South Mississippi Electric Power Association on Highway 42 in north Hattiesburg. It will be from 5:00 until 7:00p.m. Fish plates are \$8.00 each and may be purchased at the Alumni House or through a member of the Forrest/Lamar Chapter. Go plates are available. The fundraiser will support five full tuition scholarships for students from those counties.

The Fall Fest activities will take place on Thursday, November 17, beginning at 11:00 a.m. on the Poplarville campus. The Homecoming Court will be introduced at the event. The Homecoming Mother's Luncheon will be held at the President's Home beginning at noon.

Dr. Michio Kaku, world renowned physicist, will be on campus from 4:00 to 5:00 p.m. for a reception **in** the cafeteria community room. Dr. Kaku will make a presentation at the Brownstone Center beginning at 7:00p.m.

Homecoming Day is Saturday, October 19. The day will begin with the Sports Hall of Fame Inductions at 9:00 a.m. in the Technology Center. There will be 11 reunion groups meeting from 10:00 until 11:15 a.m. in the Technology Center and at the Nursing Building. The Homecoming Luncheon begins at **11:30** a.m. in the cafeteria. Ernie has tickets for sale at \$20 each and encouraged the staff and faculty to attend. Dr. John Grant will be recognized as the alumnus of the year. The Asbury Foundation will be recognized with the distinguished service award.

The Marion/Jeff Davis Steak Dinner Fundraiser for Scholarships will be held at Canes Restaurant in Foxworth Tuesday, November 12. Tickets are \$50 per person.

The Foundation Scholarship Donor Recognition Dinner will be held Thursday, November 21, at 6:30p.m. in the cafeteria.

Faculty Association (Poplarville Campus & Hancock Center)

Reported on attending Common Core Workshops.

Attending USM alumni professional development sessions on November 24.

Announced the State Faculty meeting will be held October 24 and the local meeting will be held October 22.

Administrative Council Meeting Minutes

October 9, 2013

Business and Administrative Services

Announced that student Pell grant refunds will be issued the week of October 21.

General Education and Technology Services

PRCC faculty have attended state meetings in order to make certain we stayed informed regarding Common Core and PARCC.

Several changes will likely be seen in the area of developmental education. This is in response to the concern expressed by the legislators regarding the amount of money that is directed toward developmental education.

Work continues on the catalog. Please always be mindful of making sure that your area is up-to-date.

Physical Plant

Reported that construction of the Ethel Holden Brownstone Center for the Arts is now complete.

Construction of the new men's dorm is on schedule and is expected to be ready for use for the 2014 spring semester.

Striping on the new Crosby Hall parking lot will be done next week and will then be ready for use.

Bid opening for the re-roofing of Building 5 at the Forrest County Center will be held October 15.

Construction continues on M. R. White Coliseum and is expected to be complete early to mid-spring.

Counseling Center

Reported that last week's College Fair was a huge success with 37 representatives attending. Student attendance was great.

Preparations and plans are being made for November's early registration.

MSC testing will be held November 18-22.

The final enrollment report is due October 25.

Will be attending a Common Core Conference on the Gulf Coast.

Will be attending the Pine Belt Health Association meeting October 18.

Hancock Center

Mr. Barnes reported that the Hancock Center is participating aggressively in recruiting efforts.

Discussed the Recruiting Fair and the need to offer science classes.

A Faculty Lecture by Jack and Diane's Tattoo Parlor will be held next Tuesday.

Administrative Council Meeting Minutes

October 9, 2013

Information Technology

Mr. Howard presented the council with an overview of the many IT projects currently underway. Projects discussed include the following:

IT continues with project to completely re-engineer the work order tracking system. We have evaluated approximately ten software packages and should have a package called OTRS configured and installed by the end of this week. Final testing is ongoing and new system should launch in late October. The new end user interface has been written and is undergoing final testing. Techs have been extremely busy going from a peak average of 150 open work orders to an average of thirty the last two weeks.

As part of our effort to overhaul the work order system and provide a better understanding of IT needs it was mentioned at the last council meeting of the plan to establish a technology liaison for geographical areas around campus. These liaisons have been identified and an email has been sent to each member. Two or three liaisons will be assigned to an IT employee and they will dialog with those individuals on a frequent basis to make sure their IT needs are being addressed.

The fall IT training schedule has been published. The first two sessions were held yesterday. Mr. Howard distributed the training schedule and mentioned that sessions will be offered at the Forrest County Center during the spring semester.

The final fall 2013 enrollment report was distributed to the council

Public Relations

First Drawl edition of the school year has been published and distributed. Work is in progress on the October edition by staff and students. It will be released the last week of the month.

The fall edition of the RiverSide alumni edition has been printed and mailed. Chief focus was promoting upcoming Homecoming 2013.

Football games continue to be broadcast live on the Internet. Upcoming games include Homecoming, Co-Lin, and road game at Hinds CC.

Social media: Carol Williams continues to work hard every day to update and give the school more of a presence in social media. Pinterest is up and going on our website.

Poplarville Campus and Hancock Center

Announced that a meeting of the Partners for Pearl River County will be held on campus tomorrow.

Announced that the MSU Horticulture Field Day will be held tomorrow, October 10.

Administrative Council Meeting Minutes

October 9, 2013

Career-Technical Education Programs

A Joint CTE Industry Advisory Meeting will be held Thursday, October 10, at 5:30 p.m. in the Olivia Bender Cafeteria. For this meeting, program instructors invite industry representatives to receive input for their programs regarding curriculum revision suggestions, new technology, skills, and training needs to prepare our students for the workforce. We expect 40-50 Industry guests.

On November 13 at 10:00 a.m. & 2:00 p.m. a high voltage line demonstration will be held on the back hill. Administrative Council members are invited to attend.

PRCC will be hosting one of the three Regional Secondary/Postsecondary Collaboration Meetings being held throughout the state. This meeting will be held November 20, 2013 at 9:00 a.m. to 3:00 p.m. at Woodall Center.

Faculty Association (Forrest County Center)

No report provided.

Title III

No report provided.

Recruitment and Orientation

No report provided.

Athletics

No report provided.

Enrollment Management

No report provided.

There being no further business to come before the Administrative Council, the meeting adjourned at 10:05 a.m.

/ s/ William Lewis
 William Lewis, President

JZ./JI J15
 Gate

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

April 9, 2014

The Pearl River Community College Administrative Council held its regular quarterly meeting at 8:30 a.m. Wednesday, April 9, 2014, 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
Dr. Cecil Burt, Vice President for Forrest County Operations
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Dr. Martha Lou Smith, Vice President for General Education and Technology Services
Dr. Amy Townsend, Title III Director
Mr. Dow Ford, Vice President for Enrollment Management
Dr. Becky Askew, Vice President for Planning and Institutional Research
Ms. Casey Rawls, Director of Recruitment and Orientation
Mr. Jason Francis, Interim Athletic Director
Mr. Roger Knight, Vice President for Business and Administrative Services
Mr. Raymunda Barnes, Director of Hancock Center
Dr. Ann Moore, Director of Counseling Center (Poplarville)
Dr. Jennifer Seal, Director of Institutional Effectiveness
Mr. Craig Tynes, Director of the Physical Plant
Dr. Adam Breerwood, Vice President for Poplarville Campus and Hancock Center
Dr. Scott Alsobrooks, Vice President for Economic and Community Development
Mr. Chuck Abadie, Director of Public Relations
Ms. Valerie Horne, Director of Financial Aid
Dr. Tim Crowe, Faculty Association President, Hattiesburg Campus
Ms. Alicia Kimball, Representing IT in Steve Howard's absence
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)

Absent:

Mr. Steve Howard, Chief Technology Officer
Ms. Gwen Smith, Director of Career & Technical Education Programs (Poplarville)
Dr. Justin Williamson, President, Faculty Assoc., Poplarville Campus/Hancock Center

Dr. Lewis chaired and opened today's meeting by welcoming Council members. He then made the following announcements:

- Retirement of Dr. Becky Askew and Dow Ford effective June 30, 2014;

Administrative Council Meeting Minutes

April 9, 2014

- Selection of Dr. Askew by the American Association of Community Colleges for the American Association for Women in Community Colleges Mildred Bulpitt Woman of the Year for 2014 award;
- Dr. Burt will be honored April 25 at the Phi Theta Kappa International Convention in Orlando, Florida, for receiving the Phi Theta Kappa Distinguished College Administrator Award;
- The keynote speaker for the May 14, 2014 Graduation Commencement will be Dr. Eric Clark, Executive Director of the Mississippi Community College Board. The annual graduation luncheon will be held at the Woodall Center immediately following the graduation ceremony.

The first item of business was the approval of the December 11, 2013, Administrative Council Meeting Minutes. A motion was made by Ernie Lovell, seconded by Dr. Adam Breerwood, to approve said minutes. The motion was unanimous.

Forrest County Center Operations

- Reported on the following recent and upcoming events:
 - College Day was April 3
 - Awards Day is scheduled for May 6
 - Dental Hygiene Technology Pinning will be held May 6 at 6:00 p.m. in the Woodall Center
 - Medical Radiologic Technology Pinning will be held May 9 at 6:00 p.m. in the Woodall Center
 - Occupational Technology Assistant Pinning will be held May 12 at 6:00 p.m. in the Woodall Center
 - Registration will be held May 13.
 - Announced the retirement of Deborah Hewitt from the position of Special Populations Coordinator effective June 30, 2014.

Faculty Association (Forrest County Center)

- Reported that the last Faculty Lecture will be held April 22. Reported also on the trip of the History and Humanities Club to Washington DC during Spring Break, and the Spring Fling at the Forrest County Center on May 15.

Planning and Institutional Research

- Life Tracks Training sessions have been completed.
- Faculty and staff professional development opportunities on the Poplarville Campus and at the Hancock Center have been implemented and were successful.
- The next Lunch and Learn has been scheduled for May 1 with the program being presented by Ms. Sherri Carr Bevis, South Mississippi Service Coordinator for the

Administrative Council Meeting Minutes

April 9, 2014

Mississippi Secretary of State's Office, and Ms. Lara Bowman, with the Mississippi State University Extension Service Center for Technology Outreach.

- Upcoming surveys to be administered during April/May include the Department Chair Facilities Survey, the Employee Satisfaction Survey, and the Graduate Exit Survey.
- Evaluations are almost complete for this semester, and random reviews of evaluation files will take place in the near future.
- The Institutional Review Board has received and reviewed numerous requests for approval to conduct surveys and studies on campus.
- Appreciation was expressed by Dr. Askew for the support from everyone for the projects which have been implemented through her office during the past (almost) 30 years.

Institutional Effectiveness

- In January, the SACSCOC Leadership Orientation for 2016A Institutions was held in Atlanta, Georgia. An emphasis was placed on institutions making a commitment to continuous improvement which is at the heart of an ongoing planning and evaluation process. Improving an institution is a continuous, cyclical, process that is participative, flexible, relevant, and responsive.
- As Dr. Lewis announced at the April 8, 2014, Board of Trustees meeting, the QEP topic will focus on developing a first year experience for PRCC students. Following the completion of the Title III Grant, Dr. Amy Townsend will serve as the QEP Director.
- The Board approved the 2014-2015 Strategic Plan – Mission Statement, Strategic Goals, and Internal Performance Indicators.
- The 2013-2014 Strategic Plan and Internal Performance Indicators Interim Report has been published and is available on the website. The Fall 2013-2014 course level assessment charts are being revised.
- The Substantive Change Prospectus for the addition of the Health Information Technology program has been approved by SACSCOC.
- The Institutional Summary for reaffirmation has been sent to SACSCOC. An updated copy will be sent prior to the on-site visit.

Recruitment and Orientation

Administrative Council Meeting Minutes

April 9, 2014

- The Career/Tech Conference was a great success. There were 546 students representing 15 schools in attendance. Students toured the campus and were able to spend time in different career/tech program areas. Appreciation was expressed to everyone who supported this event and spent time hosting these students!
- Recruitment has been very busy with attending numerous college fairs, making high school visits, and hosting campus tours. Our new recruiter, Chelsie Dobbins, has hit the ground running and is really doing a great job representing PRCC.
- We are working out the final plans for this summer's orientation sessions. We plan to run this similar to last year's sessions, where new students attend a 2-3 hour-long session. The activities will include welcoming them to campus, advisement/registering for classes, obtaining their student IDs and RiverGuide accounts, and meeting with financial aid.
- It is also the time of year for high school senior awards ceremonies. We have been invited to present scholarships at 23 of our district high schools. Thank you to those of you who have attended these events in the past! If you are interested in attending one of these ceremonies this year, please let me know. I have the list of dates with me today.

Hancock Center

- Reported that the Hancock Center continues to assist and partner with community events.
- The semester is being closed out.
- Reported that the Hancock Center was honored to host the April 8 Board of Trustees meeting.

Development Foundation/Alumni Association

- The Lifetime Achievement Hall of Fame Gala is scheduled for Thursday, April 17, at Southern Oaks House and Gardens in Hattiesburg. This dinner and program is to recognize six of our alumni, most of who are retired, and who have achieved great success and recognition in their chosen field. The Gala is a \$100 per plate or \$800 per table of ten or \$2,500 Gold Sponsorship which includes a table for ten and promotion.

Right now, Coca Cola of Hattiesburg is a Gold Sponsor for the Gala. We have maroon Sponsors which are those who have purchased tables that include Wesfam Restaurants of Alabama; Hancock Bank, Coast Electric Power Association, Bancorp South Insurance, Highland Hospital, Francis Herrin, and Howell Purvis. Two more are expected today.

As of today, there are 157 participants. Council members were encouraged to support these alumni by purchasing a ticket.

Administrative Council Meeting Minutes

April 9, 2014

This afternoon, six PRCC College Honors Institute Students will be conducting taped interviews with the six inductees at the Brownstone from 1:00 to 4:00 p.m.

- The Fifth Annual Little Black Dress Event will take place at the President's Home on Saturday, April 26, at 11:00 a.m. This is a \$50 per person luncheon and fashion show which includes approximately 100 silent auction items. At this time, 45 tickets have been purchased. Approximately 15 tickets remain for purchasing. Proceeds will benefit the student assistance fund which was created for emergency needs of our students.
- The Hancock County Alumni Chapter will hold its annual golf scholarship tournament Friday, May 2, at the Oaks Country Club in Pass Christian. Proceeds from the tournament will benefit student scholarships for students from Hancock County. Anyone interested in participating in the golf tournament should contact the Development Foundation office. Lunch is at 12 noon and tee time is 1:00 p.m.
- The Development Foundation will host the annual College Employee Recognition Dinner Monday, May 5, at 6:00 p.m. The theme for the evening will be the 50s and 60s. Dinner, fitting for the theme, will be served on the grounds adjacent to the Brownstone Center. After dinner, everyone will go into the Brownstone Center for the presentation of the annual years of service and retirement recognitions. There are 31 recognitions to present for 10 to 30 years of service and four retirements.

During the recognition service, there will be a drawing for the Grand Prizes for the "River Rewards" program. Active participants in this program must be present to win.

After the awards ceremony, entertainment will be provided by Mr. Mike Russell of Hattiesburg who will provide a great Elvis performance.

Information Technology

- Early registration is now underway for summer and next fall
- New procedures for State Board enrollment audit are going well, summer and fall of 2013 uploads are near completion

Enrollment Management

- Briefly discussed the enrollment audit process.
- Reported that the IPEDS report is now finished and has been submitted.
- Announced that early registration is now underway.

Administrative Council Meeting Minutes

April 9, 2014

Business and Administrative Services

- Informed council members that workers comp posters are publicly displayed at each campus location that provides the contact information for our workers comp carrier, Luba. He emphasized to the group that it is important to communicate to all employees how critical it is to report a workers comp incident of any magnitude within a 48 hour or less period of time, regardless of any injuries or medical. It is important to at least have the incident documented in the event that further care is required by the employee. He also stressed how our carrier is there to assist us with any issues or questions.
- Mr. Knight also spent time with the group concerning the FY 2015 budget issues. He shared how the state has allocated funding that will at least offset the FY 2014 revenue shortfall created by a deeper decline in enrollment than we had anticipated. The budget challenges being faced now are the new costs or expenses anticipated for FY 2015; MS Power \$70,000, Title III \$237,310, Insurance (property & liability) \$143,000, Scholarship shortfall \$300,000, and a possible (2%) salary increase. Mr. Knight told the group that a \$200 per year tuition increase would generate enough new revenue (\$760,000) to cover all but the proposed salary increase. On the expenditure side of the budget, Mr. Knight and Steve Howard recently completed a Return on Investment (ROI) study requested by Dr. Lewis of all programs and instructional units. The study revealed that the institution has four areas that are generating a serious loss; Athletics \$1.3 million, Fine Arts \$700,000, Hancock Center \$250,000, and Commercial Truck Driving \$70,000. He stressed that attention must be given to these loss leaders as well as the revenue side of the budget.

Physical Plant

- Email messages will soon be sent discussing energy saving steps for the college
- New roofs are complete on the Library and Building #5.
- The porch on Huff Hall is now being renovated and repaired.
- Roof leaks are being repaired on the Nursing/Wellness Building.
- The M. R. White Coliseum should be complete this summer.

General Education and Technology Services

- The 2014-2016 PRCC Catalog is now online. The table of contents has clickable links that direct the user directly to the desired point in the catalog.
- Graduation is upon us. Students can still apply for graduation but may no longer apply to participate in the ceremony.
- Encouraged everyone to attend the student performances in the Brownstone - Guys & Dolls and the Jazz/Voices Concert.

Administrative Council Meeting Minutes

April 9, 2014

Athletics

- Gave a report and distributed flyers relative to Spring Sports, Baseball and Softball, and their upcoming games and playoffs.

Counseling Center

- Pearl River Community College counselors attended the Mississippi Community/Junior College Counselors Conference February 27-28 held at Hinds Community College. Dr. Ann Moore is MCJCCA president.
- The Job Placement Workshop was held February 19, 2014, in the tiered classroom of the Nursing Building. Career Technical and nursing students who are graduating in May participated in the workshop which helps to prepare them for the March 19 Career Fair. Twanya Crockett with the Mississippi State University Extension service was the guest speaker. Ms. Crockett and Dr. Ann Moore distributed materials for building resumes and developing interviewing skills to assist graduating students in entering the workforce. A hundred eighty six students participated.
- Mental Health Awareness workshops were held February 25 and March 25. Faculty members of the Mathematics/Science/Business/Computer Science Department participated in the luncheon meeting. Mr. Joseph Hayes of Pine Grove Outreach Center, a mental health division of Forrest General Hospital, spoke with the group and provided information of the free services offered to our students. The March 25 workshop was held with the faculty members of the Humanities and Social Science department. Deana Holifield is department chair.
- Pearson Vue GED labs on the Poplarville campus and at the Woodall Advanced Technology Center are approved, and test administrations have begun.
- Dr. Joe Wesley and Dr. Ann Moore attended the MS-CPAS workshops held in February at Mississippi Gulf Coast Community College in preparation for testing that begins March 31.
- Dr. Moore and Dr. Wesley conducted MS-CPAS testing for the three locations of PRCC March 31-April 4.
- Career Fair was held March 19 in the Technology Center. Fifty two employers participated, and 673 students and faculty members representing all PRCC locations attended.
- Transfer week was held in the Great Hall of Crosby Hall March 24-28. Twenty five colleges and universities and military organizations spoke with our students who plan to transfer to complete the bachelor's degree or a military career in the near future.

Administrative Council Meeting Minutes

April 9, 2014

- Early advisement and registration began April 1 for currently enrolled students.
- Data gathering for the follow-up survey and final enrollment reports for career and technical programs is underway for all PRCC locations. Dr. Moore and Dr. Wesley conduct the surveys for the reports to be submitted to the Mississippi Community College Board and the Mississippi Department of Education.

Title III

- Held our fall evaluation conference with Dr. Norman
- Working to refine Pre-Core advising for the fall 2014 semester due to new changes with developmental courses.
- Have started Pre-Core advising with returning students; alerted all instructors of Intermediate level courses to help pass the word and emailed all students; have group advised with reading classes.
- Dr. Butler and I, under the direction of Dr. Smith, are working to finalize the curriculum of the new LLS 1313 orientation course to be offered in the fall and required of all pre-core students. The curriculum is based on Title III pilots and the most recent literature.
- Working to collect institutional data for evaluation of our final two Y5 objectives measuring retention and completion rates.
- We are currently attending departmental meetings on both campuses to share ideas for the fall semester and how the SSC might support future courses to include SI and targeted activities within courses.

Financial Aid

- Currently, working with the Department of Education on the Recertification of our Participation Agreement for Title IV funding
- Currently, working with Dr. Keller (USA Funds) on starting our Default Management team- Informed members in the room that they will be getting an email on approved members by Dr. Lewis for this team
- Shared a copy of our new and improved Loan Package in an effort to reduce our Default Rate

Economic and Community Development

- The Aspen Prize award is complete and has been submitted for consideration.

Administrative Council Meeting Minutes

April 9, 2014

- The Workforce State Audit is complete.
- Inquiries are being made as to why truck driving students cannot receive Pell grants.

Public Relations

- The 4th Annual Tuition Giveaway preparations are ongoing. The contest will be held in May and June, focusing on radio remotes at 10 sites in our PRCC district. We are working in conjunction with Hattiesburg Coca-Cola and IHeart radio group.
- The 2014 year disk is in the hands of the manufacturer and will be back for distribution to all students before and during graduation in May. The book version of the yearbook will soon be available through Amazon. We will announce that when it is ready.
- Print work is ongoing on the Summer and Fall class schedules and will be distributed soon.
- The 2014 JuCo Sports Hall of Fame banquet is Tuesday, April 29, in Jackson. The PRCC inductee this year is Doug Daniels of Poplarville.
- The final edition of The Drawl school newspaper will be published the week of Feb. 5.

Poplarville Campus

- Awards Day for the Poplarville Campus and Hancock Center has been scheduled for April 23, 2014 at 3:00 p.m. in Brownstone Center.
- We have completed all staff professional development sessions for the Spring. Our Office has finalized plans to initiate several changes as a direct result of the campus climate survey results.
- All dorms will close at 3:00 p.m. on May 9, 2014.
- Campus safety seminars have been completed for the Poplarville Campus.

Faculty Association (Poplarville Campus & Hancock Center)

- Poplarville Faculty Association Representatives and PRCC students attended Capitol Day on February 25. In addition to representing the College at the press conference, they were able to meet and speak to legislators regarding the positive impact of our institution and the need for increased funding in order to continue this important work.
- PRCC faculty members attended the Creating Futures Through Technology Conference March 5-7.

Administrative Council Meeting Minutes

April 9, 2014

- PRCC faculty members Dr. Justin Williamson, Mr. Jason Ramshur, and Mr. Jim Walsh were named President, Vice-President, and Treasurer, respectively, of the Poplarville Faculty Association at the last regular meeting of the organization on March 25.
- Humanities and Social Science faculty have undergone supervisor evaluations throughout March.
- HSS faculty, Deana Holifield, Jason Ramshur, and Justin Williamson are scheduled for "ROAR" advisement training Monday, April 14.

Career-Technical Education Programs

- No report provided.

President's Report

- The budget for next year is going to be very difficult to develop. There are numerous challenges including the decline in enrollment which equates to a decline in revenue.
- If we are going to be successful in building our enrollment in the future, we must be more focused with our recruiting efforts and come to understand what this generation of students are looking for in their selection of an institution of higher education to attend.
- Each member of the Council was challenged to look at their unit(s) of responsibility and determine how effective those units are for the college.

There being no further business to come before the Administrative Council, the meeting adjourned at 10:10 a.m.



William Lewis, President



Date

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

June 18, 2014

The Pearl River Community College Administrative Council held its regular quarterly meeting at 8:30 a.m. Wednesday, June 18, 2014, 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. Dow Ford, Vice President for Enrollment Management
Dr. Becky Askew, Vice President for Planning and Institutional Research
Mr. Jason Francis, Interim Athletic Director
Mr. Roger Knight, Vice President for Business and Administrative Services
Mr. Raymunda Barnes, Director of Hancock Center
Dr. Ann Moore, Director of Counseling Center (Poplarville)
Dr. Jennifer Seal, Director of Institutional Effectiveness
Mr. Craig Tynes, Director of the Physical Plant
Dr. Adam Breerwood, Vice President for Poplarville Campus and Hancock Center
Dr. Scott Alsobrooks, Vice President for Economic and Community Development
Mr. Chuck Abadie, Director of Public Relations
Dr. Amy Townsend, Title III Director
Mr. Steve Howard, Chief Technology Officer
Ms. Gwen Smith, Director of Career & Technical Education Programs (Poplarville)
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)

Absent:

Dr. Cecil Burt, Vice President for Forrest County Operations
Dr. Martha Lou Smith, Vice President for General Education and Technology Services
Ms. Valerie Horne, Director of Financial Aid
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Ms. Casey Rawls, Director of Recruitment and Orientation
Dr. Tim Crowe, Faculty Association President, Hattiesburg Campus
Dr. Justin Williamson, President, Faculty Assoc., Poplarville Campus/Hancock Center

Dr. Lewis chaired and opened today's meeting by welcoming Council members.

The first item of business was the approval of the April 9, 2014, Administrative Council Meeting Minutes. A motion was made by Dr. Adam Breerwood, seconded by Dr. Scott Alsobrooks, to approve said minutes. The motion was unanimous.

Administrative Council Meeting Minutes

June 18, 2014

Poplarville Campus

- At the May 2014 Board of Trustees meeting a new guideline was presented. The new guideline is as follows: Any student who receives any form of institutional or foundation scholarship or resides in College housing must be enrolled in 15 credit hours per semester. This new guideline will begin with the 2015 Spring Semester.
- There are 17 camps scheduled for this summer.
- Currently there are 135 students residing in college housing this summer.

Public Relations

- Work has been finalized on the 2014 Annual Report for PRCC. The book is now in the hands of Kenny Russell and will be mailed out to all by July 1.
- The 4th annual PRCC Tuition Giveaway contest was a big success. Thanks to Hattiesburg Coca-Cola and Clear Channel Radio, the school received lots of free publicity. We had some 100 entries and the winner selected was 18-year-old Abbey Lowry, a graduate of Forrest County AHS. She plans to attend the Forrest County Center.
- Work is underway on a 2014 football video to help promote the sale of season tickets and get ready for the upcoming season.
- An ad campaign is in full swing that focuses on fall registration and the many good things that have been happening at PRCC. The highlight being the tie for 17th ranking in the CNN Money list of Community Colleges that focuses on students who complete work towards their degree. PRCC sits atop the list of community colleges in Mississippi.

Information Technology

- Network redundancy project is progressing. This project will provide a redundant path to the Internet in the event of a failure of the primary circuit. Other single points of failure in networking equipment will be addressed as funds become available to purchase additional equipment. CSpire has been chosen as the vendor for the redundant circuit while AT&T has been providing an identical circuit. State committee is working on SLA (service level agreements) and once complete contracts will be issued and installation will begin. New hardware to support the redundant circuit has arrived and is being configured.
- Many Banner upgrades are currently in progress. A new single sign-on server, CAS (Central Authentication Service) is nearing completion. Also, new servers are being

Administrative Council Meeting Minutes

June 18, 2014

configured for the Banner XE platform. Luminis (RiverGuide) is being upgraded to a new release and is also being installed in a new virtual server environment.

- IT will be upgrading the primary virtual server farm physical hardware. The new servers are onsite. We will be planning a maintenance window to perform the installation in the next few weeks. These servers house email and most of the non-Banner applications. There are currently a total of 40 virtual servers running on these three physical servers.
- IT attended the MCCB summer data conference. Many new changes are being required to the enrollment audit file submission process. We are reminded of just how critical the accuracy of our data is to state reimbursement funds. Everyone is encouraged to be very careful to accurately report student enrollment and attendance information.
- Enrollment reports for the 2014 Summer and Fall terms were distributed to the council.

Hancock Center

- The Hancock Center is actively engaged in the county-wide Teacher Appreciation Dinner. This event is sponsored by the Hancock Chamber of Commerce Education Committee. I serve on this Education Committee representing PRCC.
- The Hancock Center, along with the IT Department, is developing a link on the PRCC webpage that will allow current students, potential students, and the citizens of Hancock County to see what is available at the Hancock Center.

Title III

- Working to refine Pre-Core advising for the fall 2014 semester due to new changes with developmental courses.
- Title III staff helping to advise pre-core students during the summer.
- Dr. Butler and I, under the direction of Dr. Smith, are working to finalize the curriculum of the new LLS 1313 orientation course to be offered in the fall and required of all pre-core students. The curriculum is based on Title III pilots and the most recent literature.
- Conducted teacher training for those who will be teaching LLS 1313 in the fall semester.
- Completed spring analysis of Y5 objectives and will participate in evaluation review with Dr. Norman in July.

Administrative Council Meeting Minutes

June 18, 2014

- Working with Title III staff and various administrators to finish out the grant over the next several months.

Athletics

- Athletic academic performance and team GPAs for the 13-14 school year.
- Several athletic camps are offered on campus this summer.
- Former PRCC Athletes who are accomplishing great things in the professional ranks as well as at four-year colleges.

Physical Plant

- Roofing projects have been completed on the FCC and Poplarville campuses.
- The M. R. White Coliseum is schedule for completion prior to the fall semester.

Business and Administrative Services

- Roger Knight shared that the Board of Trustees approved the FY 2015 budget, and it included a 2.00% salary increase for faculty and staff. He also noted that he will try to have a copy of the budget added to the website for easy access.
- Mr. Knight also shared that the College has received a letter from MEMA to inform us that the recent Office of the Inspector General's audit of our FEMA financial activities has resulted in a satisfactory report, and the audit file has now been closed out.

Enrollment Management

- Mr. Ford reported that his department has several employees absent this week due to illnesses and vacation leave.
- Reported that two orientation sessions are scheduled for next week.

Economic and Community Development

- Reported on a potential proposal from the Department of Labor.

Counseling Center

- Three mental health awareness workshops were held with faculty members during the spring term. Participating departments were: Mathematics, Computer Science, and Business; Humanities and Social Sciences; and Associate Degree Nursing. Guest speakers from community agencies spoke with the faculty members informing them of

Administrative Council Meeting Minutes

June 18, 2014

the services offered to our students. Dr. Adam Breerwood, Dr. Ann Moore, Ms. Wendy Aube, Ms. Elaine Smith, and Ms. Susie Hall informed the faculty members of the referral procedure and the laws of confidentiality and liability. An additional workshop is planned for the Practical Nursing students and faculty in July 2014.

- Advisement and registration of currently enrolled students who enrolled for summer and fall 2014 terms began April 1 and continues through late registration in August 2014.
- MS-CPAS examinations were conducted in the spring term for PRCC career and technical students at all three locations. The results have been distributed and interpreted to the instructors and students.
- A job placement workshop is planned for June 24 for the Practical Nursing students who will be graduating at the end of June 2014. Delana Harris and Dr. Ann Moore conducted the activity.
- GED, ACT, and COMPASS test administrations are to be continued throughout the summer.

Career-Technical Education Programs

National and State Movements:

- Increase in military enrollment in CTE Programs
- Increase in CTE Dual Credit enrollment
- Increase in GED Dual Credit enrollment

Events:

- June 26, 2014 – Barbering/Cosmetology Recognition Ceremony – 10:00 a.m. – Chapel
- July 23, 2014 – Utility Linemen Orientation – 9:00 a.m. – Classroom
- July 24, 2014 – Cosmetology Orientation – 9:00 a.m. – Classroom
- August 5 & 6, 2014 - CTE Statewide Summer Conference – Jackson Convention Center

Institutional Effectiveness

- The 2013-2014 Strategic Goal Internal Performance Indicators are due by June 26.
- Administrative assessment charts will be distributed today and are due by June 30.
- Summer only courses will complete instructional charts during the summer semester.
- As a reminder, 100% evaluations are planned for the 2015 Fall Semester. Random reviews of the 2013-2014 personnel evaluation documentation have successfully been completed.

Administrative Council Meeting Minutes

June 18, 2014

Planning and Institutional Research

- Recommendations from the Policy and Procedure Committee regarding revisions of the following seven policy procedures were presented and approved: Attendance, Developmental Courses, Recruiting, Semester Hour Credit, Use of College Facilities, Wellness Center, and Substantive Change. The motion to approve these procedure revisions was made by Dr. Adam Breerwood and seconded by Gwen Smith. The motion was unanimous.
- The Institutional Review Board has completed its review of approximately 20 final or progress reports regarding research and has reviewed the annual grant reports.
- Results of surveys are being finalized and prepared for review including the Library surveys and the Department Chairs Facilities survey.
- Grade distributions are available from the Office of Institutional Research upon request.
- Written responses to the SACSCOC Principles are being reviewed.
- Dr. Jennifer Seal will begin serving as the SACSCOC Accreditation Liaison beginning July 1, 2014.

Forrest County Center Operations

- No report provided.

Faculty Association (Forrest County Center)

- No report provided.

Recruitment and Orientation

- No report provided.

Development Foundation/Alumni Association

- No report provided.

General Education and Technology Services

- No report provided.

Administrative Council Meeting Minutes

June 18, 2014

Financial Aid

- No report provided.

Faculty Association (Poplarville Campus & Hancock Center)

- No report provided.

President's Report

- It is important that we re-focus our recruitment and enrollment efforts. The decline in enrollment the past few semesters has created a revenue issue. Also, the decline in the students available for institutions of higher education to recruit is forcing all colleges and universities to develop new recruiting strategies.
- The clock is ticking on our preparation and submission of our SACS Reaffirmation Report. The Report is due to be submitted in early March 2015 and the visiting committee will visit the college in October 2015.
- Dr. Becky Askew and Dow Ford were recognized for the considerable contributions to the success of the College. Everyone was reminded of the reception scheduled for June 25 to honor Dr. Askew and Mr. Ford on their retirement from the College at the end of June 2014.

There being no further business to come before the Administrative Council, the meeting adjourned at 9:40 a.m.

William Lewis, President

Date

PEARL RIVER COMMUNITY COLLEGE

Planning and Effectiveness Committee Minutes

July 16, 2013

- Location: Administration Building Conference Room, 9:00 a.m.
- Members Present: Dr. Becky Askew, Valerie Horne, Tara Rouse, and Dr. Jennifer Seal
- Call to Order: Dr. Jennifer Seal called the meeting to order and welcomed everyone.
- New Business: The Committee reviewed and discussed the 2012-2013 completed Administrative Assessment Charts and the 2012-2013 completed Program and Course Level Assessment Charts.
- It was decided that Dr. Seal will contact administrators and department/program chairs regarding necessary revisions.
- Next meeting: The next meeting of the Planning and Effectiveness Committee will be determined depending upon the future professional development schedule. The Committee will review the remaining Administrative, Program Level, and Course Level Assessment Charts.
- Adjournment: There being no further business to discuss, the Committee members were thanked, and the meeting adjourned at 11:15 a.m.

Respectfully submitted,

Jennifer Seal, Chair
Planning and Effectiveness Committee

October 15, 2013

Location: Rotary Room, 11:00 a.m.

Members Present: Dr. Becky Askew, John Gibson, Tara Rouse, Dr. Jennifer Seal, and Barbara Whiddon

Call to Order: Dr. Jennifer Seal called the meeting to order and welcomed everyone.

New Business: The Committee reviewed and discussed the 2013-2014 proposed Course Level charts. It was decided Dr. Seal will contact department/program chairs regarding needed changes to Course Level charts which will be posted in Dropbox. The Committee reviewed and discussed the 2012-2013 Strategic Plan and Internal Performance Indicators Assessment Results. Concerns regarding the results will be addressed with Dr. Lewis. If the plan includes a discussion, then the meeting should involve the Planning and Effectiveness Committee and those who have writing responsibilities within the Strategic Plan. The Committee reviewed and discussed the 2012-2013 Office of Planning and Institutional Research evaluation results by the Planning and Effectiveness Committee. The Committee requested that future evaluation forms include a comment/suggestion section for items rated below satisfactory,

Next meeting: The next meeting of the Planning and Effectiveness Committee will be determined contingent upon a decision from Dr. Lewis.

Adjournment: There being no further business to discuss, the Committee members were thanked and the meeting adjourned at 1:00 p.m.

Respectfully submitted,

Jennifer Seal, Chair
Planning and Effectiveness Committee

Planning and Effectiveness Committee

November 21, 2013

Location: Rotary Room, 12:00 p.m.

Members Present: Steve Howard, Tara Rouse, and Dr. Jennifer Seal

Call to Order: Dr. Jennifer Seal called the meeting to order and welcomed everyone. Dr. Seal explained that due to several schedule conflicts that committee members emailed revisions. These changes were included in the draft shared at this meeting.

Dr. Seal reminded everyone of the recent meeting held with Dr. Lewis and all College employees having Strategic Plan compilation responsibilities. The revisions received were also included in the meeting packet. The Committee reviewed and discussed the 2012-2013 Strategic Plan and Internal Performance Indicators Assessment Results revised due to the Strategic Plan meeting. Minor additional edits were noted throughout the meeting and made to final document.

New Business:

Discussion was held on the following proposed addition to Goal 3 by the Administrative Council and Policy and Procedure Committee:

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

Next meeting: The next meeting of the Planning and Effectiveness Committee will be held in January 2014.

Adjournment: There being no further business to discuss, the Committee members were thanked and the meeting

adjourned at 12:45 p.m.

Respectfully submitted,

Jennifer Seal, Chair
Planning and Effectiveness Committee

PEARL RIVER COMMUNITY COLLEGE
Planning and Effectiveness Committee

February 4, 2014

Location: Great Hall Conference Room, 1:00 p.m.

Members Present: Dr. Becky Askew, Raymunda Barnes, Jana Causey, John Gibson, Valerie Horne, Tara Rouse, Dr. Jennifer Seal, Evelyn Wallace, Brenda Wells, and Barbara Whiddon

Call to Order: Dr. Jennifer Seal called the meeting to order and welcomed everyone. Dr. Seal explained that due to several schedule conflicts that committee members emailed revisions of the 2013-2014 Interim Report. These changes were included in the draft shared at this meeting.

The Committee reviewed and discussed the 2013-2014 Strategic Plan and Internal Performance Indicators Interim Report. Minor additional edits were noted throughout the meeting and made to final document.

The Committee reviewed the Mission Statement. Following discussion, the Committee did not recommend any changes. Discussion was held on the following proposed addition to Strategic Goal 3 by the Administrative Council and Policy and Procedure Committee:

New Business: *To provide access to college courses and programs using various instructional methods, including distance education and dual enrollment/credit opportunities.* Due to increased emphasis and growth in dual enrollment courses, the Committee concurred with the change in Strategic Goal 3.

The Committee proposed the following Internal Performance Indicator changes in addition to minor edits of the 2014-2015 Strategic Plan:

Goal 1, IPI 4: change 79.1% to 80.10% because of state requirements

Goal 1, IPI 5: change 70% to 74% because of state requirements

Goal 1, IPI 10: add indicator "The number of students who transfer to a university will increase by 5% each year.

Goal 3, IPI 1: replace indicator with "Retention in online classes will increase by 2% each semester.

Goal 4, IPI 8: add indicator "One hundred percent (100%) of the online faculty will participate in annual professional development training.

Goal 5, IPI 5: delete

The completed Fall 2013 course level assessment charts were reviewed. Minor edits were suggested. These edits will be discussed with department chairs.

Next meeting: The next meeting of the Planning and Effectiveness Committee will be held in June 2014.

Adjournment: There being no further business to discuss, the Committee members were thanked and the meeting adjourned at 1:45 p.m.

Respectfully submitted,

Jennifer Seal, Chair
Planning and Effectiveness Committee

POLICY AND PROCEDURE COMMITTEE MEETING

Tuesday, October 1, 2013

10:50 a.m.

Minutes

Members Present: Dr. Cecil Burt (Chair), Dr. Scott Alsobrooks, Dr. Becky Askew, Mr. Raymunda Barnes, Ms. Susan Bedwell, Dr. Adam Breerwood, Ms. Jana Causey, Dr. Glenn Dale, Ms. Kimberly Ellis, Ms. Belinda Holden, Mr. Steve Howard, Mr. Roger Knight, Ms. Jacki Runnels, Ms. Angelia Ryals, Dr. Jennifer Seal, Dr. Martha Lou Smith, Mr. Jim Walsh, Dr. Justin Williamson

Minutes from the November 27, 2012, Meeting

A motion to approve was made by Ms. Jana Causey.
The motion was seconded by Ms. Kimberly Ellis.
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. Scott Alsobrooks.
The motion was seconded by Mr. Raymunda Barnes.
The motion was passed unanimously.

Policy and Procedure Manual

Before addressing proposed revisions to the following policy and procedures, Dr. Cecil Burt explained to the Committee that the Cabinet had been assigned to review and recommend revisions regarding the Policy and Procedure Manual; therefore, another meeting of the Policy and Procedure Committee may be scheduled this semester to address additional revisions. As in the past, Dr. Burt asked the committee members to review the policies and procedures in the Manual and send recommendations to him via email if changes and/or additions are needed.

Proposed Revisions Policy and Procedures

Tobacco on Campus

A motion to approve was made by Dr. Scott Alsobrooks.
The motion was seconded by Mr. Jim Walsh.
The motion was passed unanimously.

Proposed Revisions of Procedures

Attendance

A motion to approve was made by Ms. Jana Causey.
The motion was seconded by Mr. Raymunda Barnes.
The motion was passed unanimously.

Community Resources

A motion to approve was made by Ms. Jana Causey.

The motion was seconded by Ms. Susan Bedwell.

The motion was passed unanimously.

Electronic Devices

A motion to approve was made by Ms. Jacki Runnels.

The motion was seconded by Ms. Kimberly Ellis.

The motion was passed unanimously.

Evaluation Process

A motion to approve was made by Dr. Scott Alsobrooks.

The motion was seconded by Ms. Jana Causey.

The motion was passed unanimously.

Grading

A motion to approve was made by Ms. Jacki Runnels.

The motion was seconded by Ms. Jana Causey.

The motion was passed unanimously.

Graduation, Degrees, and Certificates

A motion to approve was made by Dr. Glenn Dale.

The motion was seconded by Mr. Raymunda Barnes.

The motion was passed unanimously.

Motor Vehicles on Campus

A motion to approve was made by Ms. Jana Causey.

The motion was seconded by Dr. Martha Lou Smith.

The motion was passed unanimously.

Orientation of New Personnel

A motion to approve was made by Mr. Roger Knight.

The motion was seconded by Dr. Martha Lou Smith.

The motion was passed unanimously.

Students' Payments and Refunds

A motion to approve was made by Dr. Scott Alsobrooks.

The motion was seconded by Dr. Martha Lou Smith.

The motion was passed unanimously.

Other Business

Work Load Policy Subcommittee

Mr. Roger Knight stated that the Work Load Policy Subcommittee had not found a solution to address questions regarding adjuncts and overloads; however, he added that the Policy would be reviewed again at the end of the academic year.

Dr. Burt requested a motion to adjourn the meeting.
A motion to adjourn was made by Mr. Roger Knight.
The motion was seconded by Mr. Raymunda Barnes.
The meeting adjourned at 12:00 noon.

POLICY AND PROCEDURE COMMITTEE MEETING

Thursday, April 17, 2014

10:50 a.m.

Minutes

Members Present: Dr. Cecil Burt (Chair), Dr. Becky Askew, Ms. Susan Bedwell, Dr. Adam Breerwood, Ms. Jana Causey, Dr. Glenn Dale, Mr. James Elbers, Ms. Kimberly Ellis, Ms. Angelia Ryals, Ms. Gwen Smith, Dr. Martha Lou Smith, Mr. Jim Walsh, Dr. Justin Williamson

Minutes from the October 1, 2013, Meeting

A motion to approve was made by Ms. Gwen Smith.

The motion was seconded by Ms. Jana Causey.

The motion was passed unanimously.

Proposed Revisions of Procedures

Attendance

A motion to approve was made by Ms. Gwen Smith.

The motion was seconded by Ms. Kimberly Ellis.

The motion was passed unanimously.

Developmental Courses

A motion to approve was made by Ms. Jana Causey.

The motion was seconded by Dr. Justin Williamson.

The motion was passed unanimously.

Recruiting

A motion to approve was made by Mr. Jim Walsh.

The motion was seconded by Ms. Jana Causey.

The motion was passed unanimously.

Semester Hour Credit

A motion to approve was made by Dr. Glenn Dale.

The motion was seconded by Dr. Justin Williamson.

The motion was passed unanimously.

Use of College Facilities

A motion to approve was made by Dr. Adam Breerwood.

The motion was seconded by Ms. Gwen Smith.

The motion was passed unanimously.

Wellness Center

A motion to approve was made by Ms. Jana Causey.

The motion was seconded by Dr. Justin Williamson.

The motion was passed unanimously.

The meeting adjourned at 11:57 a.m.

Addendum: Proposed revisions to the Substantive Change Policy and Procedure were reviewed and approved by the Policy and Procedure Committee via email (June 3, 2014).

Attendance

POLICY OF BOARD OF TRUSTEES OF PEARL RIVER COMMUNITY COLLEGE

Adopted: Tuesday, April 13, 1976

Revision Number: 8

Revision Date: Wednesday, October 9, 2013

Revision Number: 9 Date:

Reference: Educational Programs

Policy:

Pearl River Community College expects regular and punctual attendance of all students.

Procedure:

Absences –

1. Regular semester day and all night classes - Academic and technical 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. Career sStudents enrolled in a "~~shop class~~" career-technical education lab will be allowed a maximum of six absences during a semester.
2. Summer day classes - Academic and technical students are allowed only two absences during any four week term. Career-sStudents enrolled in an eight week "~~shop course~~" career-technical education lab are allowed four absences.
3. Weekend classes - A student should not be absent from any part of a weekend class. Only in extreme circumstances may a student be excused by the instructor for missing any portion of a weekend class session.
4. A student participating in a provided online course will be allowed two (2) absences for full-term (15 weeks) online courses and one (1) absence for short-term (8 weeks) online courses. Attendance will be monitored weekly by timely submission of assignments, including tests, homework, projects, discussion board entries, etc. A student is expected to complete such assignments by the appropriate due date. Failure to complete such assignments by the due date will be recorded as an absence. Upon the third absence in a full-term course and second absence in a short-term course, the student will be administratively withdrawn from the course barring any extenuating circumstances.

5. ~~4.~~ Other classes - 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 (50) minutes of a lecture (or equivalent) class, or missing one hundred (100) minutes of a laboratory, shop, activity, or field type of class.
6. ~~5.~~ An instructor may propose a stricter rule for absences or tardies from a class if approved by the instructor's immediate supervisor and by the next level of administration.
7. ~~6.~~ The absence rule for any class must be included in the course syllabus provided to all students at the first meeting of the class.

Attendance –

1. To pass a course, a student is required to take all tests scheduled by the instructor and satisfactorily fulfill the performance objectives of each course.
2. If a student has to miss class, on the day the student returns to class, he or she has the responsibility of contacting the instructor in order to schedule any make-up work.
3. A student may make up work missed if valid reasons for missing, such as illness, accident, or other extenuating circumstances are accepted by the instructor. A student has one week after returning to class to schedule make up work unless circumstances indicate that extra time is needed. Regular scheduled tests and examinations missed without a valid reason will be recorded as a grade of zero.
4. Students will be informed of those programs which may have specific attendance requirements mandated by external agencies and/or program guidelines.
5. After a student cuts out of a class he/she cannot be readmitted to that class without permission from the instructor.
 - A. A request for a hearing with the instructor must be made one (1) day after the student has been informed by the instructor that he/she has been dropped from class due to excessive absences.
 - B. Readmission to class will be determined based on reasonable evidence presented to the instructor. Therefore, students requesting a hearing should be prepared to show proof to support their argument for excessive absences, i.e. a doctor's excuse, etc.
6. School business will not be counted as an absence from class. Faculty and staff members responsible for activities requiring students to miss school must receive approval from the appropriate Campus Vice President and

provide notification to the students' instructors through the College's Electronic Attendance Monitoring System.

7. A record of class attendance will be kept beginning with the date of the first class meeting.
8. Instructors are required to complete the online "cut-out" forms no later than Thursday at 3:00 p.m. of the following week.
9. Three tardies will count as one absence. A tardy of fifteen minutes or more will be considered an absence. A student leaving any class without official dismissal will be counted absent.
- ~~10. An instructor of a distance education course will record attendance in a grade book. A distance education student is classified as current, active, inactive or dropped/withdrawn with the last date of attendance recorded. These categories are defined as follows:
current—Contact is being made on a regular basis and student is current in all assignments.
active—Contact is being made on a regular basis; however, the student may be behind in submitting his/her work.
inactive—Contact has been lost with the student.
dropped (withdrawn)—Student dropped the course and documentation submitted by student is confirmed.

The last date of attendance (LDA) for an inactive student or a dropped student will be the last date of contact with the student.

The student's attendance status is determined by the instructor and supported by the email logs, assignment and test columns, verification of log in and log out times, time spent in a particular unit or other part of online courseware, time spent in chats and online discussion. Each online instructor is responsible for clearly stating the attendance requirements for his/her class in the course syllabus. Online instructors will record any additional attendance and audit information required by the State in the manner directed by the Office of eLearning.~~

10. An instructor of a distance education **online** course will record attendance in manner prescribed by the Office of eLearning. An distance education **online** student is classified as active, dropped, or withdrawn with the last date of attendance recorded. These categories are defined as follows:

- (1) **Active**—Contact is being made on a regular basis and student is current in all assignments. However, active can also mean that the student is behind on submitting assignments but is in contact with the instructor and has not exceeded the allowed number of absences.

- (2) Dropped—Student was dropped from the course by the instructor because the student has exceeded the maximum allowed absences.
- (3) Withdrawn—Student dropped the course and documentation submitted by student is confirmed.

The last date of attendance (LDA) for a student whether dropped or withdrawn will be the last date the student submitted work in the course. The student's attendance status is determined by the instructor and supported by the student's participation in coursework. ~~Attendance is measured weekly and should be based upon documentable engagement with course content.~~

DEVELOPMENTAL COURSES

POLICY OF BOARD OF TRUSTEES OF PEARL RIVER COMMUNITY COLLEGE

Adopted: Tuesday, December 7, 1993

Revision Number: 1

Revision Date: Wednesday, May 12, 2004

Revision Number: 2 Date:

Reference: Educational Programs

Policy: Pearl River Community College offers developmental courses for students with deficiencies in the areas of English, mathematics, and reading.

Procedure: Developmental courses are designed to strengthen the students' basic skills in order that they may become better prepared to succeed in other college courses.

Courses:

Beginning Algebra (MAT 0123)
Intermediate Algebra (MAT 1233)
Intermediate English and Reading (ENG 0125)
Related Studies Mathematics (VOM 1103)
Related Studies Reading (VOR 1103)

Class Meetings:

3 Lecture Hours per Week
3 Lecture Hours per Week
5 Lecture Hours per Week
3 Lecture Hours per Week
3 Lecture Hours per Week

- ~~Essential Skills (LLS 0113)~~
- ~~Beginning English (ENG 0113)~~
- ~~Intermediate English (ENG 0123)~~
- ~~Fundamentals of Mathematics (MAT 0113)~~
- ~~Beginning Algebra (MAT 0123)~~
- ~~Intermediate Algebra (MAT 1233)~~
- ~~Reading Comprehension (REA 1103)~~
- ~~Related Studies Mathematics (VOM 1103)~~
- ~~Related Studies Reading (VOR 1103)~~

1. ~~Effective Fall 2000. Institutional credit is awarded for developmental courses and students pursuing an Associate in Arts degree may use up to nine hours of the following developmental courses as electives toward graduation at Pearl River Community College~~

- ~~Intermediate English (ENG 1023)~~
- ~~Beginning Algebra (MAT 1023)~~
- ~~Intermediate Algebra (MAT 1233)~~

1. Effective Fall 2010. Credit toward graduation is not awarded for developmental courses.
2. ~~A student taking one or more developmental courses should not normally take more than 12 semester hours plus a maximum of 2 activity courses for a total of 14 semester hours.~~
3. ~~Class Meetings: Developmental courses meet three lecture hours per week. (3 credit hours per course)~~
2. Grading: Beginning in Fall 1993, students enrolled in developmental courses must earn a grade of "C" or higher in order to enroll in the next higher level course. Students not earning a grade of "C" or higher must repeat the course the following regular semester.

3. Students whose ACT subscores indicate their need to enroll in one or more developmental courses must schedule these courses immediately. This requirement may not be delayed until a further semester without the approval of the Vice President for General Education and Technology Services or the appropriate Director or Department Chair.
- ~~4. A student enrolled in all 1103 developmental courses must enroll in LLS 1103, Essential Skills.~~
4. Students enrolled in one or more developmental courses must be advised and follow the prescribed plan of courses in order to ensure graduation in a timely manner.

DEVELOPMENTAL COURSE PLACEMENT

The following American College Test (ACT) scale scores on the English, ~~reading~~, and mathematics subtests determine developmental course placement:

ACT SCALE SCORE – (OLD CHART)

SUBJECT AREA	Before Sept. 89/After Sept.89	Placement
Mathematics	1 - 6 / 1 - 13	Fundamentals of Mathematics - MAT 0113
	7 - 9 / 14 - 15	Beginning Algebra - MAT 0123
	10 - 12 / 16 - 17	Intermediate Algebra - MAT 1233 with "C" or better in 1 year of high school algebra
	13 or above / 18 or above	College Algebra - MAT 1313 with "C" or higher in 2 years of high school algebra
English	1 - 8 / 1 - 12	Beginning English - ENG 0113
	9 - 12 / 13 - 15	Intermediate English - ENG 0123
	13 or above / 16 or above	English Composition I - ENG 1113
Reading	1 - 9 / 1 - 15	Reading Comprehension - REA 1103
	10 or above / 16 or above	May enroll in Social Studies

ACT SCALE SCORE

SUBJECT AREA	Before Sept. 89/After Sept.89	Placement
Mathematics	1 - 10 / 1 - 15	Beginning Algebra - MAT 0123
	11- 13/ 16 - 18	Intermediate Algebra - MAT 1233
	14 - or above/ 19 or above	College Algebra - MAT 1313
English	1 - 13 / 1 - 16	Intermediate English and Reading - ENG 0125
	14 or above / 17 or above	English Composition I - ENG 1113

*****NOTE*****

- ~~1. Students must meet BOTH the ACT scale score requirement and the high school algebra requirement before enrolling in Intermediate or College Algebra.~~
1. If a student has taken the ACT more than once, the subtest scores from the test with the highest composite score should be used. Subtest scores from more than one test may not be combined to determine developmental course placement. If a student has taken the ACT more than once, the highest subtest scores for Mathematics and English are used.
- ~~2. At the beginning of each term, challenge tests are available for students to verify appropriate placement in English, mathematics, or reading.~~
2. When registering, students are permitted to take the Compass. If the Compass scores indicate the student can be placed in a college-level course, then the student may bypass the developmental courses. (There is a fee for each section of the Compass.)

Career-Technical Education Developmental Course Program Placement

Any career-technical student assigned to one or more Developmental courses will be governed by the following procedures:

- ~~1. Attendance—Developmental classes will meet three hours a week. A student who has six unexcused absences in a developmental class will be dropped from class.~~
- ~~2. Probation/Suspension—A career student who fails to reach the ninth grade level on Math (tenth grade level for marketing and all secretarial students) and the tenth grade level on reading the first semester will be placed on instructional probation. A student who fails to reach the above mentioned grade levels the second semester will be suspended from the institution for one regular semester.~~
- ~~3. Prerequisite—Career students must successfully complete Related Studies Mathematics (VOM 1103) before enrolling in Applied Math.~~
1. Technical
 1. It is recommended that Career students who take the ACT and score 1-13 15 on mathematics, or take the Compass and score 00-20, will be assigned to Related Studies Mathematics (VOM 1103). ; 1-15 on Social Studies (Reading) will be assigned to Related Studies Reading (VOR 1103). These students will be governed by Item 2 Probation/Suspension.
 2. It is recommended that Career students who take the ACT and score 1-15 on Reading, or take the Compass and score 00-73, be assigned to Related Studies Reading (VOR 1103).

RECRUITING

POLICY OF BOARD OF TRUSTEES OF PEARL RIVER COMMUNITY COLLEGE

Adopted: Tuesday, December 7, 1993

Revision Number: 1

Revision Date: Thursday, November 3, 1994

Revision Number: 2 Date:

Reference: Administrative, Educational Programs

Policy:

Pearl River Community College will enforce and abide by the Mississippi ~~Association of Community and Junior Colleges~~ **Community College Board** handbook in regard to recruiting.

Procedure:

Pearl River Community College does not invite participation from outside of this community college district in activities that would serve the purpose of recruitment. ~~A committee composed of the Dean of Student Services, the Vice President for Instruction, and the Assistant Dean for Student Life will define whether the activity serves the purpose of recruitment and will make a recommendation to the President.~~ Pearl River Community College personnel will not contact groups or individuals from outside ~~our own~~ **the College's** respective district for the purpose of influencing students to attend ~~our~~ **this** college. **With the exception of athletics, Specifically, we are the College is** directed as follows:

1. Pearl River Community College will not conduct or participate in recruitment events or other activities in another community/junior college district. This includes recruiting by mail. In reference to mail, the College has the right to reply to any request from prospective students when they request information by mail. However, Pearl River Community College will not acquire mailing lists for students outside our recruiting district for general mass mailing or other means of solicitation.
2. Only invitations issued for regional or statewide career fairs, health fairs, or related activities associated with and/or sponsored by the university system and/or agencies of the State may be accepted. Invitations will not be accepted for out-of-district high school visits, band performances, performing groups, athletic events, or any other such activity that is not sponsored by the ~~Association~~ **Mississippi Community College Board**. Exceptions for these types of recruiting activities, and regional/statewide events must have the written approval of the president in

whose district the event or activity is to occur. Appeals of this policy are made directly to the ~~commissioner~~ **Executive Director** of the Mississippi Association of Community and Junior Colleges **Community College Board (MCCB)** and from the ~~commissioner~~ **Executive Director** to the executive committee of the **MCCB** association; and from that appeal level to the Mississippi Association of Community and Junior College's **MCCB** 15-member presidential body. The decision of that body shall be final.

3. Students are eligible to participate in the district to which their home county is assigned by law or by the Association.

4. There will be no solicitation of athletes or other students in counties assigned to another district. Overlapping districts are an exception to this policy.

~~The following is the defined procedure to investigate any potential violations of district policies as stated in the Mississippi Association of Community and Junior Colleges handbook.~~

1. All requests for investigation of possible violations of the district policies must be filed in writing with the Commissioner's office by the President of the institution making the request.

2. The Commissioner will investigate the alleged violation and will assess penalties according to the guidelines in Section 3 of Article VII.

3. Institutions will have ten (10) days after receipt of the Commissioner's ruling to appeal to the next highest level.

4. The institution may appeal the decision of the MACJC Executive officers to the MACJC which will conduct a hearing at its next regular scheduled meeting. Decisions of the MACJC will be final. Institutions that request an investigation will be responsible for all expenses involved unless the findings verify their allegations. In this case, the institutions in violation of the rules or policies will be billed for the cost of the investigation and all other expenses to the MACJC.

Most importantly, the association has adopted a list of sanctions for violation of the aforementioned district policies. The sanctions read as follows:

~~If a member college of the MACJC violates any rule listed in Section 1 of Article VI of the MACJC Handbook, that college will be subject to the penalties listed below as deemed necessary by the Commissioner, the Executive Officers of the MACJC, or the MACJC acting as a full body.~~

SANCTIONS:

1. ~~FIRST OFFENSE~~—Probation serves as an official notice that action is necessary to be in full compliance with MACJC Rules & Regulations.

2. ~~SECOND OFFENSE~~—Restriction on participation in MACJC sponsored activities.

3. ~~THIRD OFFENSE~~—Loss of voting privileges in the Association, in athletics and other MACJC sponsored activities.

~~FOURTH OFFENSE~~—Loss of participation privileges in athletics and other MACJC sponsored activities.

Semester Hour Credit

POLICY OF BOARD OF TRUSTEES OF PEARL RIVER COMMUNITY COLLEGE

Adopted: Tuesday, March 19, 2013

Revision Number: 1 Date:

Reference: Educational Programs

Policy:

Pearl River Community College will follow sound and acceptable practices when awarding credit for course work regardless of format or delivery method. Where prescribed by the Mississippi Community College Board, those policies defining a credit hour will be followed.

Procedure:

Pearl River Community College will award one semester hour of credit for 750 minutes of lecture and one semester hour of credit for 1500 minutes of laboratory. This is student and teacher contact time. **A lecture hour credit also carries the expectation that a student will spend approximately twice the amount of time in preparation as in formalized instruction.** It excludes time for class changes and final examinations and complies with MCCB Policy Code Number 9.2, page 3.

While not specifically addressed in MCCB policy, it is accepted practice to award one hour of credit for 2250 minutes of clinical instruction.

~~Distance education~~ **Online** courses, as well as courses with other delivery methods, have course content, methods of assessment, and course outcomes that are equivalent to courses using traditional delivery methods. Therefore, the same credit will be awarded for those courses which is awarded for traditional face to face delivery methods.

Use of College Facilities

POLICY OF BOARD OF TRUSTEES OF PEARL RIVER COMMUNITY COLLEGE

Adopted: Tuesday, June 8, 1976

Revision Number: 2

Revision Date: Wednesday, December 15, 2004

Revision Number: 3 Date:

Reference: Physical Facilities, Administrative

Policy:

The Board of Trustees may permit the use of College facilities by the public.

Procedure:

The use of all College facilities and grounds must be approved by the ~~Dean of Student Services Office~~ **appropriate Campus Vice President** at least seven (7) days in advance of the event.

1. Application forms are available ~~at the Student Services Office~~ **in the appropriate Campus Vice President's office or on the PRCC website**. Before completing forms, please check available dates. These forms must be completed and signed before the booking is confirmed.
2. Payment is to be made at the Business Office for all related fees. ~~Schedule I attached to these regulations gives the charges by classification for use of the facilities.~~ Information concerning custodial services is contained on those forms. Two hours of heating or cooling will be furnished by the College prior to the beginning of the event without charge. Request for additional heating or cooling will be charged at the hourly rate. A receipt showing proof of payment must be presented to the ~~Student Services Office~~ **appropriate Campus Vice President** before booking is confirmed.
3. College activities have first priority in the use of all facilities. In the event that a conflict should develop, the right is reserved to cancel the reservation at least seven (7) days in advance of the scheduled date. Renting organizations may cancel confirmed reservations without penalty up to eight (8) hours in advance of beginning time. Any cost incurred by the College through tardy cancellation notification must be paid by the renter.
4. Tables, chairs, microphones, special lighting, pianos, or other College equipment may be used and are included in the per hour cost. Only a qualified College employee will be allowed to operate the sound and lighting system.
5. ~~Smoking is permitted in designated areas only.~~
6. **Tobacco and** Aalcoholic beverages are prohibited.
7. The renter of College facilities must assume full responsibility for any damages to the property or loss of equipment.

8. The renter of College facilities will be legally responsible for all claims by a person or persons filing claims for any personal injury, property damage or loss on College grounds or in the College building during the period the College facilities are being rented.
9. Pearl River Community College reserves the right to determine the classification of any group or organization using a College facility.
10. Pearl River Community College reserves the right to deny rental permission of use of College facilities if and when deemed necessary.
11. A Certificate of Liability Insurance in the amount of \$1,000,000 naming Pearl River Community College as the certificate holder must be provided by the renter at the time of application.

CHARGES BY CLASSIFICATION FOR USE OF PEARL RIVER COMMUNITY COLLEGE

Charges will be made by the hour for full hours (any fraction of time over ½ hour will constitute a full hour) for the time the facility is open and includes utilities, custodial services, and a supervisory fee. Custodial services are optional. However, the facility must be cleaned to its original condition by the user. The College ~~Maintenance Supervisor~~ **Director of Physical Plant or his/her designee** must be called to inspect the facility no later than 8:00 a.m. the next working day following the event. All facilities will be rented for a minimum of four (4) hours.

Meetings by for-profit or non-profit groups not associated with the College or not associated with meal functions will not be held in the Cafeteria unless prior approval is obtained from the President. All events scheduled for any group in the Cafeteria, or anywhere else on campus, will be placed on the master schedule in the office of the **appropriate Campus Vice President** ~~Dean of Student Services~~ and shared with security personnel employed by the College.

	Per Hour with Custodial Services	Per Hour without Custodial Services
T. D. "Dobie Holden" Stadium and Field:		
Non-Profit Organizations Class 1a and 1b	\$ 90	\$ 40
Non-Profit Organizations Class 1c	50	35
For-Profit Organizations Class 2	360	160

Qualifications:

1. Non-Profit Organizations:
 - A. Community interest programs for local citizens at which no admissions are charged.

- B. Community interest programs for PRCC students at which no admissions are charged.
 - C. Community interest programs for local citizens and/or PRCC students at which admissions are charged will pay a fee of \$10 or more.
- 2. For-Profit Organizations:
Any program or promotion by any individual or group at which admissions are charged for profit making or through a non-profit organization as a benefit or a fund raising project will be charged at four (4) times the regular rate for non-profit organizations.
 - 3. Use of the Cafeteria will be by agreement with the Cafeteria Manager at rates to be determined by the Manager and confirmed by the College.
 - 4. The Cafeteria Manager will notify the ~~Office of Student Services~~ appropriate Campus Vice President of events scheduled for after normal operating hours and weekends

Wellness Center

POLICY OF BOARD OF TRUSTEES OF PEARL RIVER COMMUNITY COLLEGE

Adopted: Tuesday, July 8, 1997

Revision Number: 2

Revision Date: Wednesday, April 14, 2010

Revision Number: 3 Date:

Reference: Student Affairs

Policy:

Pearl River Community College will provide a safe and healthy environment suitable for exercise and the enjoyment of physical activity.

Procedure:

Adherence to the following guidelines will help ensure safety as well as proper use and care of the equipment and facility.

1. You must be at least 16 years of age to use the facility, present your PRCC ID/community membership card, log-in upon entering the facility, and log-out as you leave the facility.
2. Proper clothing is important for safe and enjoyable exercise. Quality shoes are highly recommended. Proper footwear can help prevent foot and leg problems. The following dress code applies when using equipment such as treadmills, bicycles, stair steppers, weight machines or free weights, or when participating in a group exercise class.

Dress Code:

- Athletic clothing including short and long sleeve t-shirts, tank tops, gym shorts or pants. Shirts/tops must cover abdomen.
- Athletic shoes, worn with socks, including running, walking, cross training, and aerobic shoes.

The following is required for use of the walking track:

- Athletic shoes, worn with socks, including running, walking, cross training, and aerobic shoes.
3. Bring and use a towel. Towels will not be provided. All participants are expected to maintain proper personal hygiene when using the equipment and the facility. Wipe off perspiration from each piece of exercise equipment as you move through your workout.
 4. Proper conduct is expected while you are in the facility. Foul language, harassment of any kind, and other conduct considered improper by the College or Wellness Center staff are not allowed. Any case of improper conduct will result in disciplinary action.

5. The Wellness Center is not responsible for personal items brought into the facility. DO NOT bring valuable items into the facility. Lockers are available for your use while you are in the facility (you must bring your own lock). Remove your lock and belongings when you have completed your workout. ~~Locks are available at the front desk to secure your locker.~~ Since space is limited, these lockers will not be issued out or assigned to individuals for permanent use.
6. Cell phones are permitted only on the walking track, in the lobby, and in locker rooms. Phones must be kept on silent or vibrate while in the Wellness Center. You may use your cell phone to listen to music while working out.
7. Food, drinks, and chewing gum are allowed in the lobby only. There are water fountains around the perimeter of the workout area and in the locker rooms. Drink water before, during and after exercise to maintain adequate hydration. ~~No tobacco of any kind (including smokeless tobacco or electronic cigarettes) will be allowed in the facility or on the college campus. within 15 feet of the entrance to the Wellness Center. Pearl River Community College prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol on college property or as any part of its activities.~~
8. Proper use of each piece of equipment is expected. Weight machines and free weights should be used with proper form and in a slow, controlled manner. A spotter may be required and is recommended when lifting heavy weights. Report any equipment that is not working properly to a staff member.
9. Guests can use the facility up to three times per semester free of charge. Visits beyond three days will require a semester membership. A guest must be 16 years of age to use the facility. Any guest under the age of 18 must have a consent form signed by a legal guardian. A guest must present a driver's license and guest pass to enter the facility. Each guest must fill out a health history and sign a consent form before exercise. A doctor's clearance may be required before an individual may participate. A guest must meet with the instructor of a group exercise class prior to attending. All guests must abide by the policies and procedures of PRCC.
10. Any other rules or regulations stated in the Student Handbook not specifically covered by this policy are applicable.

PROPOSED

SUBSTANTIVE CHANGE

POLICY OF BOARD OF TRUSTEES OF PEARL RIVER COMMUNITY COLLEGE

Adopted: Tuesday, May 8, 2012

Revision Number: 1

Revision Date:

Reference: Administrative

Policy:

As a member of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Pearl River Community College (PRCC) is committed to continuing its accreditation by ensuring that it meets its mission of “providing quality educational and service opportunities for all who seek them” in accordance with all policies and procedures required by the SACSCOC, including the requirement to notify the SACSCOC of substantive changes, and, when required, to seek approval prior to the initiation of changes.

Procedure:

Substantive change is a significant modification or expansion of the nature and scope of an accredited institution and includes, among others, the following:

- Any change in the established mission or objectives of the institution.
- Any change in legal status, form of control, or ownership of the institution.
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated.
- A change from clock hours to credit hours.
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program.
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
- Closing a program, off-campus site, branch campus, or institution.
- Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution.

Note: The following link (<http://sacscoc.org/SubstantiveChange.asp>) will provide a more complete list of possible substantive changes with applicable time frames.

Questions and proposed recommendations regarding changes which may be classified as substantive are referred to the Vice President for Planning and Institutional Research who serves as both the SACS Liaison and the Chair of the Substantive Review Committee. The Committee, which includes representatives from the Poplarville Campus, the Forrest County Center, and the Hancock Center, meets as often as needed, but at least once each semester, in order to review any changes in the SACSCOC

Substantive Change for Accredited Institutions policy and to review related items to ensure that the College is in full compliance with the SACSCOC Substantive Change policy.

If the Substantive Review Committee finds that a change is substantive in nature, the Chair of the Committee notifies the College President. If there is uncertainty regarding the change, the Chair/SACSCOC Liaison will gather additional input from SACSCOC personnel as needed.

Once the Substantive Review Committee determines that the proposed change is substantive, the request is directed to the next appropriate level. If the change is found to be general (a change in the established mission or objectives of the College, a change in the legal status of the College, the establishment of a branch campus, etc.) in nature, the Chair/SACSCOC Liaison and other appropriate personnel will then provide the necessary paperwork to the College President so that information is provided to the SACSCOC in a timely manner, often at least six months prior to implementation of the proposed change. Once all appropriate approvals have been received, the College President sends the recommendation for change to the Board of Trustees for final approval before implementation of the change.

If the Substantive Review Committee finds that a change involves the addition of an instructional course or program which represents a significant departure either in content or method of delivery from the past or involves another significant change as in the closing of a program, entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution, etc., the change is presented to the Instructional Council where the request is reviewed. If the Council approves the request, the required Curriculum Proposal form is sent to the appropriate personnel for approval. If a change is found to be substantive in nature, the Vice President for Planning and Institutional Research/SACSCOC Liaison and other appropriate personnel will provide the President of the College with necessary information so that all paperwork required by SACSCOC can be completed and submitted in a timely manner. Once approval has been received from SACSCOC, the Vice President for Planning and Institutional Research/SACSCOC Liaison completes the Curriculum Proposal form and sends it to the Vice President for Enrollment Management who requests approval as needed from the Department of Education. As with all significant changes, once the appropriate approvals have been received, the College President sends the recommendation for change to the Board of Trustees for final approval before implementation of the change.

During the process of review, if SACSCOC requires the College to write a prospectus or provide additional information/documentation, the Substantive Review Committee along with other personnel designated by the President, will be responsible for ensuring that the President is provided with this information so that it can be submitted to SACSCOC in a timely manner. The Committee members will also organize any on-site substantive change committee visits. Documentation regarding all substantive changes will be maintained in the Office of the Vice President for Planning and Institutional Effectiveness.

Both the members of the PRCC community and the public can review this policy, as well as all others, in the printed version of the Policy and Procedure Manual and on the PRCC web site. As with all college policies, this policy can be reviewed and revised as needed.

CURRENT

Substantive Change

POLICY OF BOARD OF TRUSTEES OF PEARL RIVER COMMUNITY COLLEGE

Adopted: Tuesday, May 8, 2012

Reference: Administrative

Policy:

As a member of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Pearl River Community College (PRCC) is committed to continuing its accreditation by ensuring that it meets its mission of “providing quality educational and service opportunities for all who seek them” in accordance with all policies and procedures required by the SACSCOC, including the requirement to notify SACSCOC of substantive changes, and, when required, seeking approval prior to the initiation of changes.

Procedure:

Substantive change is a significant modification or expansion of the nature and scope of an accredited institution and includes, among others, the following:

- Any change in the established mission or objectives of the institution.
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated.
- A change from clock hours to credit hours.
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program.
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
- Closing a program, off-campus site, branch campus, or institution.
- Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution.

(For a more complete listing of substantive changes, go to the SACSCOC web site.)

Recommendations regarding changes which may be classified as substantive are to be directed to both the College President and the SACSCOC Liaison for review. In order to assist with this, a form has been constructed for use by the Instructional Council as changes are recommended (see attachment). The SACSCOC Liaison will gather additional input from SACSCOC personnel as needed and will provide the necessary paperwork to the College President so that appropriate information is provided to the SACSCOC in a timely manner. If there is uncertainty regarding the change, the SACSCOC Liaison will contact the SACSCOC staff for consultation. If a change is thought to be substantive, a descriptive letter from the President of the College must be sent to the President of the SACSCOC at least six months prior to implementation of the proposed change.

Both the members of the PRCC community and the public can review this policy, as well as all others, in the printed version of the Policy and Procedure Manual and on the

PRCC web site. In addition, recommendations for changes to the Policy and/or Procedures may be made by sending information to the Chair of the Policy and Procedure Committee as indicated in the Policy and Procedure Manual. As with all college policies, this policy can be reviewed and revised as needed.

Note: Additional information regarding substantive changes can be found at the SACSCOC website. This site includes a more complete listing of possible substantive changes with applicable time frames.

Fiscal Management Committee Meeting Minutes Fall 2013

The institution's Fiscal Management Committee did not meet during Fall 2013 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 2014 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.

MINUTES

Instructional Council

November 14, 2013

- I. Career/Technical
 - A. CAV 1236 Floor and Wall Framing – Change in lecture and lab hours.
 - B. CAV 1245 Ceiling and Roof Framing – Change in lecture and lab hours.
 - C. CAV 1413 Roofing – Change in lecture and lab hours.
A, B, and C were a collection motion.
Motion – Lonnie Burchell
Second – Stephen Black
 - D. EET 2363 Programmable Logic Controllers – New Course
 - i. Motion – Raymunda Barnes
 - ii. Second – Ann Moore
 - E. NUR 1203 Pharmacology – New Course – Pre-requisites will include A&P I lecture and lab.
 - i. Motion – Gwen Smith
 - ii. Second – Deana Holifield
 - iii. It was noted that this class will only be for nursing students and is planned to be taught online.
- II. Academic
 - A. LLS 1313 Orientation – Change course name from LLS 1311 Orientation and add two credit hours.
 - i. Motion – Cecil Burt
 - ii. Second – Susan Anderson
 - B. REA 1213 Reading Enhancement – Change course name from REA 1213 Vocabulary Improvement and update course description.
 - i. Motion – Deana Holifield
 - ii. Second – Arlene Jones

All items were voted and approved.

11/14/2013

mlbs

Professional Development Committee

September 24, 2013

Minutes

The Professional Development Committee met on Tuesday, September 24, 2013, at 9:00 a.m., in the Second Floor Conference Room of the Administration Building. Members present included *Rance Bedwell, Michelle Mitchell, Jana Causey, Jennifer Seal, Sharman Ladner, Cheryl May, Brittany Rayner, Brenda Wells, and Scott Kimball*

The meeting was called to order by Brenda Wells who thanked everyone for their attendance and distributed the following forms for review:

Professional Development forms

- On-campus Workshop Professional Development
- Off-campus Workshop Professional Development
- Evaluation of On-Campus Workshop
- Professional Development Record
 - The committee was asked if the overall professional development form would be sufficient for collection of information from faculty and staff, or if we should continue to use all of the above forms.
 - The committee unanimously agreed to recommend use of only the Professional Development Record.

Evaluation of August Orientation

- The evaluation for August Faculty Staff Orientation was distributed for review by committee members.
- Following discussion, it was the recommendation of the committee that a change in the format of the “all-day” meeting be considered for next year, perhaps offering concurrent sessions again.

New Faculty Orientation

- Currently, Dr. Lewis, along with select administrators, meets with new faculty members in a short review.
- Following a lengthy discussion of the needs of new faculty and adjunct faculty, it was suggested that further discussion is needed and that a proposed training outline for new faculty and adjunct faculty be developed.

Suggestions for training throughout the year

- Faculty sharing sessions are being reestablished this semester.

- Rance Bedwell distributed a tentative schedule of what possible IT training for Fall Semester during “C” period on Tuesdays and explained that the sessions will be for 30 minutes and will focus on various IT topics.
- Jana Causey requested that this IT training be offered at the Forrest County Center, as well.

Suggested Topic for Training Sessions: American Disability Act, Assessment, and Evaluations

Support Staff Professional Development

- Support Staff Professional Development is tentatively set for October 24th on the Poplarville campus and October 25th at the Forrest County Center.
- The meetings should mirror what was discussed at the Faculty meeting so that everyone has the same information.

AEOP

The AEOP Report was presented by Cheryl May as follows:

- AEOP has offered Excel, Publisher, Outlook training for support staff.
- AEOP would like input from all campuses on training needed.

Other Suggestions

- Compile of list of everyone’s job duties so that people answering telephone calls will know how to direct the calls.
- The Office Notebook (Whom to Call) needs to be updated.
- Telephone list needs revamping.
- Rance Bedwell is to talk with Steve Howard about making changes to the phone list and having the phone list online.
- Rance Bedwell will forward a list of free training classes that are offered online to Brenda Wells.

There being no further business to discuss, the meeting was adjourned.

Professional Development Committee

April 16, 2014

Minutes

The Professional Development Committee met on Wednesday, April 16, 2014, at 9:30 a.m., in the Second Floor Conference Room of the Administration Building. Members present included *Becky Askew, Raymunda Barnes, Rance Bedwell, Cheryl May, Christina Meador, Michelle Mitchell, Archie Rawls, Jennifer Seal, Sharman Ladner, Gwen Smith, and Brenda Wells.*

The meeting was called to order by Brenda Wells, Chair of the Committee, who thanked everyone for their attendance and outlined the agenda for the meeting.

The first item for discussion was the format for the upcoming August Orientation. The committee unanimously agreed to recommend that we continue with the panel discussion as follows: to address relevant current trends in education or utilize in-house staff to share relevant information needed across campus. Another option discussed was to offer two concurrent sessions.

Support Staff Professional Development sessions were conducted at the Poplarville Campus for Poplarville and Hancock Center staff and at the Forrest County Center. These sessions occurred following the last committee meeting, so the results of the evaluations for those sessions were shared with members of the committee.

Suggestions for topics for professional development sessions to be conducted during the next year for both support staff and faculty/professional staff were as follows:

- Website structure and instructions on how to update
- Preparing for SACSCOC
- Quality Enhancement Plan (QEP)
- Processes for forms
- E-learning updates
- FERPA
- Policy and Procedures
- Whom to Call About What

The next meeting will be scheduled during the summer to finalize plans for the August orientation. There being no further business to discuss, the meeting was adjourned.

Student Services Committee Minutes

Meeting Date:

November 6, 2013 10:00am

Committee Members Present:

Adam Breerwood, Maghan James, Jack Byrd, Jamie Dickson, Ronn Hague, Jason Francis and Paul Martin

Old Business:

- I. Website Update
- II. Student Activity
- III. Game Day Atmosphere
- IV. Orientation
- V. Athletic Advisement
- VI. College Housing Assignments

New Business:

- I. Update current website to include housing information, including applications and dormitory specifics.
- II. Utilization of email, facebook and twitter to connect with students.
- III. Pre-Game Bonfires, pep rally and spirit week dances
- IV. Security of Events: Procedure
- V. Determine Specifics for Athletic Study Hall, including location
- VI. Gradesfirst
- VII. Improvement of Orientation procedures
- VIII. Faculty Advisement suggestions

Meeting Concludes: 11:20am

Workforce Education Committee

Fall 2013

Chair: Dr. Scott Alsobrooks

The Workforce Education Committee did not convene in a formal setting and collect minutes during Fall 2013. Meetings were scheduled twice and both times had to cancel due to conflicts. A meeting of the committee is scheduled for Monday, February 24, 2014. Committee members are contacted a minimum of 2-3 times a week on projects and other work related issues.

PEARL RIVER COMMUNITY COLLEGE

Workforce Education Committee Meeting Minutes

Monday, February 24, 2014

Crosby Hall/Cafeteria, Rotary Room

1:00 p.m.

Members in attendance:

Scott Alsobrooks, Chair

Hope Baldwin

Lee Bell

Cheryl Frierson

Stephanie Howze

Rebekah Jackson

Gwen Smith

Barry Upton

Gloria Wasmund

Invited guest:

Leland Kennedy

Welcome/Call to Order was made by Scott Alsobrooks

The first item for discussion was centered around legislative issues that Scott and Dr. Lewis have been working on. One of the items addressed was the Tuition Gap bill. The Tuition Gap assistance would allow high school graduates to receive the tuition gap scholarship to pay the difference of their tuition expenses that may not have been covered under financial aid or other scholarship measures. To take advantage of this opportunity, students must enroll within 12 months of the high school graduation date.

The next item for discussion was the short-term, intensive, pre-employment training opportunities that we can and have been offering to workforce students. We need to focus more on the high-wage occupations rather than flow-through courses where employers are offering in-house training. The type of courses that we need to be offering should provide career pathways, with an emphasis in obtaining credentials. According to Dr. Alsobrooks, we are already ahead in this area, but we need to be aware and keep this in mind.

Stephanie Howze addressed the committee regarding the Equipment Grant as the next issue for discussion. She wants these funds spent as soon as possible. All requisitions for this project will need to go to her first so that she can maintain a running tally of funds; she will indicate on

every one that the P O will need to go to her. Once items are received everyone will need to contact Julie Ray to tag for inventory ASAP.

The floor was opened for discussion at this time.


Gwen Smith reminded everyone that Dr. Martha Lou Smith had sent everyone an email asking that they review their portion of the catalog.

The website was discussed. Workforce is still not up to date. Several mentioned updates that had been sent to Eric Reid that are still not changed; some updates had been sent last fall and were never changed; now it is time to change them again. Scott indicated that if members would send updates to him that he will send them to Eric personally.


Barry mentioned that the GED test has changed; effective January 1, 2014. The test has four parts and costs \$120. According to Barry, records show that, of those who do not have a high school diploma, only 3% over 56 years old will opt to take the GED. He also indicated that he has witnessed a very large influx of Hispanics who participate in ABE program (with the goal of taking the GED). Due to this increase, there is an increased need for a bi-lingual instructor. He is in the process of trying to hire one now.

Gwen mentioned that the CTE conference this year will include workforce. We (PRCC) will need to provide 2 sessions. One is already assigned, but we need one for workforce. Up for discussion is the IBest Model. The conference will be a two-day event, and since the original venue has changed, it will most likely be at the IP or in Tunica.

Upon consensus, the meeting was adjourned.



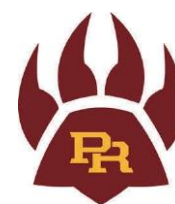
Dr. Scott Alsobrooks, Chair



Date

Institutional Effectiveness Newsletters

OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH



INSIDE THIS ISSUE:

PRCC MISSION
PRCC IS A PUBLIC
INSTITUTION COMMITTED TO PROVIDING
QUALITY EDUCATIONAL AND SERVICE
OPPORTUNITIES FOR ALL WHO SEEK
THEM.

Strategic Goals

- To prepare students to complete a degree or certificate program and to be successful in careers for which they have been prepared.
- To provide quality student services.
- To provide access to college courses and programs using various instructional methods, including distance education.
- To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.
- To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.
- To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.
- To recruit and retain students from a diverse population.
- To provide workforce training programs that meet requirements of business, industry, educational,

August Faculty-Staff Orientation

2

2012-2013 GRADUATE EXIT SURVEY

<i>QEP</i>	2
<i>Grants</i>	3
<i>Mississippi Life Tracks</i>	3
<i>Assessment Cycle</i>	4
<i>Schedule for Evaluations</i>	4

An exit survey is given to graduating students in an ongoing effort to obtain information concerning the students' educational experience at Pearl River Community College (PRCC).

Results of the 2012-2013 Graduate Exit Survey indicate that the three main reasons for selecting

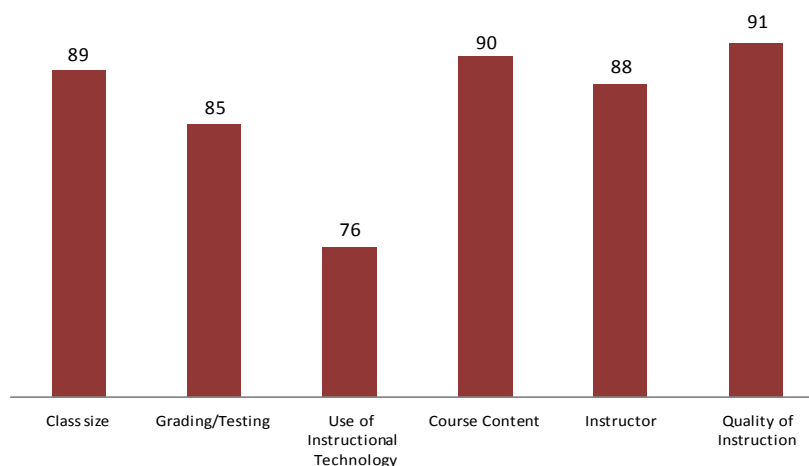
PRCC were as follows:

- its convenient locations
- the selection of course offerings
- the good reputation of the institution

Of the graduating students surveyed, 81 percent indicated that

they would choose to attend PRCC again.

Several questions about faculty instruction, availability for consultation, and concern for students were asked. The following illustration indicates the percentages of students who rated various aspect of instruction as good or very good.



and public service agencies for basic skills, specific job skills, and technical skills training.

UPCOMING SURVEYS/EVENTS

- Student Evaluation of Instruction
- Campus Climate Survey
- Fall 2013 Assessment
- Performance Review of Supervisors
- Personnel Evaluations
- Employee Satisfaction Survey
- Support Staff Professional Development

QUALITY ENHANCEMENT PLAN (QEP)

The process of Pearl River Community College selecting the next Quality Enhancement Plan (QEP) has begun.

Discussions have occurred with and topics have been collected from faculty, staff, students, community members, and the PRCC Board of Trustees.

In September, focus groups will meet to discuss the need for each suggested topic and its potential impact on student learning.

AUGUST FACULTY/STAFF ORIENTATION

August professional development for faculty and staff was a full three-day schedule. Campus faculty meetings were conducted at the Forrest County Center and the Poplarville Campus on Monday, August 5, 2013. Career-Technical faculty participated in the statewide Career-Technical Conference in Pearl, Mississippi, on Tuesday, August 6, 2013, while General Education faculty participated in departmental meetings held on all three campuses.

Dr. William Lewis led the orientation session for new faculty and professional staff on Monday, August 6, 2013, and the Leadership Breakfast on Wednesday, August 7, 2013. Those faculty and staff who have participated in the Leadership Class for the past two years and those currently partici-



pating were treated to hearing guest speaker Andy Masters' presentation "Leadership Through Developing, Empowering, and Delegating."

Dr. Lewis opened the General Session for faculty and staff on Wednesday, August 7, 2013. Dr. Nuria Cuevas (shown below) addressed issues related to accreditation and the importance of the upcoming Southern Association of Colleges and Schools Commis-

sion on Colleges (SACS-COC) visit. The panel presentation for Legal, Legislative, and Local Issues was an informative and entertaining session. Shown in the photo above are the guests: Mississippi State Senator John A. Polk, District Attorney Hal Kittrell, and Dr. Joan Haynes from the Mississippi Community College Board.

Following lunch, the keynote address was delivered by Andy Masters who discussed "How to Engage and Inspire Today's Generation of Students."

The day concluded with concurrent faculty sessions for general education and career-technical. Approximately 275 faculty and staff attended the meeting on Wednesday, August 7, 2013.



GRANTS

The Office of Planning and Institutional Research coordinates and assists as needed with the preparation of grants. Pearl River Community College (PRCC) employees who wish to apply for a grant

may access the [Grant Proposal Form](#).

PRCC employees needing information regarding grant proposals may contact [Dr. Rebecca Askew](#).

A listing of grant awards for Pearl River Community College can be found on the website at <http://www.prcc.edu/?q=Institutional-research/grants>

Resources for Grants:

[Grants.GOV](#)

<http://grants.gov/>

[National Endowment for the Arts](#)

<http://www.nea.gov/>

[National Endowment for the Humanities](#)

<http://www.neh.gov/>

[National Science Foundation, Directorate for Social, Behavioral & Economic Sciences \(SBE\)](#)

<http://www.nsf.gov/dir/index.jsp?org=SBE>

[Mississippi Arts Commission](#)

<http://www.arts.state.ms.us/>

[Mississippi Humanities Council](#)

<http://www.ms humanities.org/>

MISSISSIPPI LIFE TRACKS—THE STATEWIDE LONGITUDINAL DATA SYSTEM

The Statewide Longitudinal Data System (SLDS) is a statewide project in Mississippi. The broad goal of the national initiative funded through the U.S. Department of Education is to develop, implement, and expand longitudinal data systems that link information from pre-kindergarten through the workforce to create better information for better decision making to improve student outcomes.

Specifically, the SLDS is designed to align the efforts of universities, community colleges, K-12 schools, and early childhood education in terms of academic standards and career expectations with the general in-

tent of:

(1) decreasing the number of high school dropouts;

(2) increasing the number of high school students who graduate and enroll in and successfully complete a two- or four-year college degree;

(3) increasing the number of students who successfully transfer from community colleges to universities;

(4) increasing the number of four-year college graduates;

(5) improving career-readiness at all levels of education; and

(6) increasing the number of students who successfully gain employment.

Acting as a project manager and system developer for the SLDS in Mississippi, nSPARC coordinates activities for data sharing and reporting across all educational institutions in the State.



Source: <http://www.nsparc.msstate.edu/index.php?page=projects>

ASSESSMENT CYCLE

The 2013-2014 Assessment Cycle has been posted on the PRCC website under the Office of Planning and Institutional Research (<http://www.prcc.edu/?q=institutional-effectiveness/assessment-charts>).

The 2013 Fall Semester assessment charts should be posted in Dropbox by **December 16.**

Office of Planning
and Institutional
Research
101 Highway 11 North
Poplarville, MS 39470

Telephone:
601-403-1317
601-403-1318

Fax:
601-403-1050

OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH

SCHEDULE FOR EVALUATIONS

2013 - 2014

STUDENT EVALUATIONS OF INSTRUCTION

October 1 – Student Evaluations of Instruction begin

October 1 - November 1, 2013 – Student Evaluations of Instruction

January 8 – Student Evaluations of Instruction reports distributed to administrators/supervisors

PERFORMANCE REVIEWS OF SUPERVISORS

January 22 – Performance Review of Supervisor links emailed to employees

January 22 - 29, 2014 – Performance Reviews of Supervisors

February 26 – Performance Review of Supervisor reports distributed to administrators/supervisors

PERSONNEL EVALUATIONS

February 26 – Personnel Evaluation forms emailed to administrators/supervisors

March 5 – Schedules for Personnel Evaluations sent to Office of Planning and Institutional Research

March 3 - 28, 2014 – Personnel Evaluations

OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH

PEARL RIVER COMMUNITY COLLEGE

NOVEMBER 2013 NEWSLETTER

The Office of Planning and Institutional Research is the primary unit for activities relating to institutional planning and evaluation. This office also serves as the official liaison for Pearl River Community College with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). It is hoped that this newsletter will assist in distributing pertinent information regarding assessments,

evaluations, planning, and other related information to you in a timely manner. Anyone who has suggestions regarding information which may need to be included should call 601-403-1317 or email Dr. Jennifer Seal at jseal@prcc.edu.



According to SACSCOC, each institution must engage in ongoing, integrated, and institution-wide research-based planning and evaluation processes that:

- (1) Incorporate a systematic review of institutional mission, goals, and outcomes;
- (2) Result in continuing improvement in institutional quality; and
- (3) Demonstrate the institution is effectively accomplishing its mission.

SACS ACCREDITATION

PRCC has begun the process leading to the reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). A brief and tentative timeline follows:

Spring 2013	President calls for Quality Enhancement Plan (QEP) proposals.
September	QEP Focus Groups review and discuss all topics submitted by faculty, staff, students, and administration.
November	QEP Topic Committee analyzes Focus Group data and narrows focus of the topic. SACSCOC Compliance Certification meetings begin.
January 2014	SACS Leadership Team attends Orientation in Atlanta. QEP Committee is selected.
February	QEP Committee meets to discuss research assignments.
April	Overview provided to all faculty, staff, and administrators regarding the progress of the QEP.

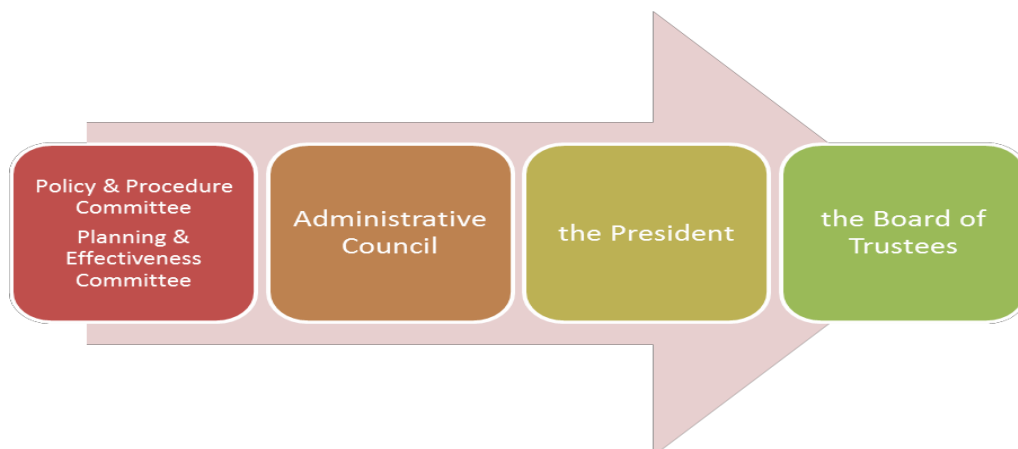
The underlying philosophy that Pearl River Community College holds regarding institutional effectiveness is that its principal mission is that of a teaching/learning institution. The College has planning and evaluation processes that are broad-based and systematic with involvement at all levels. The planning and evaluation processes are continuous and provide assurance that the Mission Statement is being fulfilled, provide a method to measure performance, and provide documentation that improvements are being made as needed.



As can be seen, the pictures and flowchart illustrate the faculty, staff, and administration involved in the strategic planning of the College.



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 the extent to which Pearl River Community College is achieving its Mission and Strategic Goals. Improvements are made based on the use of information from surveys, reports, and data.



QEP Focus Groups

The Quality Enhancement Plan (QEP) describes a course of action for enhancing educational quality. SACSCOC requires that an institution develop an acceptable QEP that focuses on learning outcomes and/or the environment supporting student learning. Reaffirmation requires that the institution ensure that it has the capacity to implement and sustain the QEP, that a broad base of stakeholders was involved in the process, and that the QEP identified goals and a plan to assess achievements.

Focus Group meetings were held at the Forrest County Center, Hancock Center, and Poplarville Campus.



Focus Group participants included: Chuck Abadie, Emy Addison, Cheri Alder, Wendy Aube', Dr. Scott Alsobrooks, Raymunda Barnes, Karen Bond, Christie Brady, Janet Braswell, Jenny Brown, Dr. Leslie Butler, Craig Carrigee, Jana Causey, Dr. Stan Davis, Doug Donohue, Dr. Barbara Gandy, Jessica Garriga, Helene Goldstein, Brittany Hawkins, Deborah Hewitt, Dr. Benny Hornsby, James Hudson, Dr. Arlene Jones, Stephanie Lee, Lynn Martinez, Tonia Moody, Dr. Ann Moore, Dr. Amanda Parker, Dr. Aaryn Purvis, Casey Rawls, Brittany Rayner, Judy Roane, Tara Rouse, Dr. Ryan Ruckel, Dr. Terri Ruckel, Jacki Runnels, Dr. Jennifer Seal, Elaine Smith, Gwen Smith, Tracy Smith, Sonya Tapper, Dr. Amy Townsend, Brenda Wells, Dr. Justin Williamson, and Michelle Wilson.

PEARL RIVER COMMUNITY COLLEGE

Office of Planning and
Institutional Research
Administration Building
Second Floor

*"The important question is
not how assessment is
defined but whether
assessment information is
used."*

~Palumba & Banta

Complete assessment cycle
information is located at the
PRCC website:
[http://www.prcc.edu/
institutional-effectiveness](http://www.prcc.edu/institutional-effectiveness)



Assessment is an integral part
of improving student learning
at Pearl River Community
College.

MISSION STATEMENT AND STRATEGIC GOALS

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 complete a degree or certificate program and to be successful in careers for which they have been prepared.
2. To provide quality student services.

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.

EVALUATION INFORMATION

Student Evaluation of Instruction reports distributed to administrators/supervisors	January 8, 2014
Performance Reviews of Supervisors	January 22-29, 2014
Personnel Evaluations	March 3-28, 2014

Fall 2013 Assessment Cycle

December 16, 2013	Fall assessment charts due in Dropbox
January 8, 2014	Department Chair revisions completed
January 23, 2014	Vice President revisions completed
February 4, 2014	Planning and Effectiveness Committee review
February 12, 2014	Administrative Council review/approval

OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH

**Dr. Becky Askew, Vice President for Planning and Institutional
Research and SACSCOC Liaison**

Dr. Jennifer Seal, Director of Institutional Effectiveness

Ms. Brenda Wells, Director of Institutional Research

**Ms. Sharman Ladner, Secretary to Vice President for Planning
and Institutional Research**

**Ms. Brittany Rayner, Secretary to Director of Institutional
Research**

February 2014

Office of Planning and Institutional Research

Reaffirmation Preparations Being Made

Pearl River Community College is in the process of seeking reaffirmation for the next ten years by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the regional body for the accreditation of degree-granting higher education institutions in the southern United States. Accreditation is often defined as a process "intended to assure constituents and the public of quality and integrity of higher education institutions and programs and to help those institutions and programs improve." The accreditation process requires institutions to meet stringent standards set by SACSCOC and includes written reports in addition to campus visits. Recently, members of the College Leadership Team attended the SACSCOC Orientation meeting in Atlanta held January 26-27. Dr. William

Lewis, President, said, "This is an extremely important process for the College which gives us the opportunity to document the many improvements that we have made during the past ten years. It is important for everyone to be a part of this process and assist as needed." The College's Quality Enhancement Plan (QEP) is a necessary component of accreditation. All PRCC faculty, staff, students, and administrators along with community members had the opportunity to discuss the possibilities for a viable QEP topic which will enhance student learning. When the SACSCOC On-Site Team visits Pearl River Community College during the 2015 Fall Semester, a major focus of the visit will be evaluation of the proposed QEP. "Numerous Focus Group

meetings, chaired by Dr. Jennifer Seal (Director of



QEP Topic Selection Committee

Institutional Effectiveness), have been held at all campus locations to review suggestions and finalize recommendations for the QEP topic," said Dr. Becky Askew, Vice President for Planning and Institutional Research. The previous QEP titled *"The Enhancement of Student Learning Outcomes in Selected Mathematics Courses through an Emphasis on Technology-Based Instruction"* established the Math^{Power} Labs on the Poplarville Campus and at the Forrest County Center. Im-

plementation of the QEP changed instructor pedagogy through increasing student responsibility for learning mathematics content. The Math^{Power} Labs provide students with technological resources in completing assignments and individualized assistance if needed.

Continual improvement is the core of the SACSCOC accreditation process. "Assessment is a necessary, cyclical process which documents changes made as a result of our data," said Dr. Seal. "PRCC's instructors and administrators have done a great job in conducting instructional and non-instructional reviews college-wide. It is imperative that everyone be involved in the assessment process." Pearl River Community College is working hard and remains determined to demonstrate an environment of continual improvement.

Pearl River Community College



Office of Planning and Institutional Research
Administration Building
Second Floor
Phone: (601)403-1317

Website

www.prcc.edu/office-planning

Office of Planning and Institutional Research

Dr. Becky Askew, Vice President for Planning and Institutional Research and SACSCOC Liaison
Dr. Jennifer Seal, Director of Institutional Effectiveness
Ms. Brenda Wells, Director of Institutional Research
Ms. Sharman Ladner, Secretary to Vice President for Planning and Institutional Research
Ms. Brittany Rayner, Secretary to Director of Institutional Research

Evaluation Process Underway

Pearl River Community College's evaluation policy states the following: "Faculty, staff, and administrators who have been employed at Pearl River Community College for fewer than six years will be evaluated annually. 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. All personnel can be evaluated as often as needed if there are concerns regarding their performance, if required by accrediting agencies, or if there are other needs as determined by the supervisor."

Schedule for Evaluations

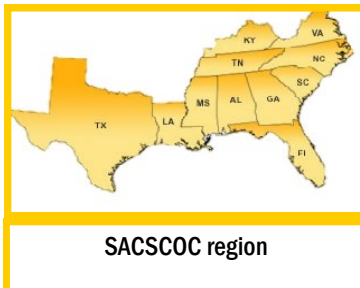
February 26—Performance Review of Supervisor reports distributed to administrators/supervisors

February 26—Personnel Evaluation forms emailed to administrators/supervisors

March 5—Schedules for Personnel Evaluations sent to Office of Planning and Institutional Research

2013 SACSCOC Annual Meeting Students Are Central to Success

Pearl River Community College administrators attended the 2013 SACSCOC Annual Meeting held in Atlanta, Georgia, on December 7-10, 2013. The theme was "Students Are Central to Success." While the conference focused on preparing for accreditation and improving the overall institutions included those dealing with times, enhancing the assessment challenges of a changing



helping member schools understand and compliance, it also addressed means for retention and student learning. Workshop sessions with adaptive leadership for challenging ment of student learning, and meeting the higher education landscape.

Program Performance Indicators and Measures

Mississippi Community and Junior Colleges
PROGRAM PERFORMANCE INDICATORS AND MEASURES
FY 2013

[illegible]

Annual Report

RIVERSIDE

ESPECIALLY FOR FACULTY, STAFF, ALUMNI & FRIENDS OF PEARL RIVER COMMUNITY COLLEGE



2014 PRESIDENT'S REPORT





ACHIEVING GREATNESS

RiverSide

President's Report

2014

President's Report	4
Phi Theta Kappa honors	5
Development Foundation	6
Lifetime Achievement Gala	7
Education & Technology	8
Poplarville & Hancock Center	10
Economic & Community Development ..	12
Brownstone Center	14
Forrest County Center	16
Planning & Research	18
Enrollment, Business	19
Around Campus	20
Alumni	21
Graduation	23
Athletics	27

RiverSide is produced by the Pearl River Community College Public Relations Department. Items for publication should be sent to: RiverSide editor, 101 Highway 11 North, Poplarville, MS 39470; by phone, call 601-403-1328.

- Chuck Abadie, Public Relations Director
- Mitch Deaver, Assistant Director & Drawl Advisor
- Ronn Hague, Digital Media Coordinator
- Carol Williams, Social Media Coordinator
- Janet Braswell, Public Relations Assistant

Pearl River Community College offers equal education and employment opportunities. We do not discriminate on the basis of race, religion, color, sex, age, national origin, veteran status, or disability. For inquiries regarding the non-discrimination policies or to request accommodations, special assistance, or alternate format publication, please contact Tonia Moody, ADA/Civil Rights Coordinator, at P.O. Box 5118, Poplarville, MS 39470 or 601 403-1060.

MISSION

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.

On the cover

Top: The men's soccer team won the state and Region 23 championships in 2013 under the direction of coach Paul Martin.

Middle: Soon-to-be graduates posed for a photo before the May 14 commencement ceremony. They are, from left, Virginia Carnathan of Picayune, Lane Ramshur of Columbia, Israel Castillo of Prentiss and Chelsea Gascho of Picayune.

Bottom: A scene from the spring musical, Guys and Dolls.

www.prcc.edu

Find us on:



Instagram



Board of Trustees



Frank Ladner
Chairman
Hancock County



Herbert Ray Nobles
Vice Chairman
Forrest County



M.L. 'Sonny' Knight
Secretary
Pearl River County



Al Brooks
Marion County
Superintendent



Dr. Ben Burnett *
Lamar County
Superintendent



Alan Dedeaux
Hancock County
Superintendent



Brian Freeman
Forrest County
Superintendent



Dr. Gale Harris
Pearl River County
Superintendent



Ike Haynes
Jeff Davis County
Superintendent



Alan Lumpkin
Pearl River County
Superintendent



P.W. Polk
Pearl River County
Superintendent



Dale Purvis
Lamar County
Superintendent



Craig Robbins
Marion County
Superintendent



Tess Smith *
Lamar County
Superintendent



Teresa Stafford
Pearl River County
Superintendent



Tony Waits
Jeff Davis County
Superintendent



Don Welsh
Pearl River County
Superintendent



Martin T. Smith
Board Attorney

* Burnett resigned as superintendent, effective May 31; Smith was appointed to his position.

Boards of Supervisors in PRCC's six-county district

Forrest County
David Hogan
Charles Marshall
Burkett Ross
Roderick Woullard
Chris Bowen

Hancock County
Christopher Ladner
Kenny Hoda
Lisa Coward
Steve Seymour
Tony Wayne Ladner

Jeff Davis County
Macon Holliman
Charles Wayne Reid
John Thompson
Michael Evans
Bobby Rushing

Lamar County
Mike Backstrom
Warren Byrd
Joe Bounds
Phillip Carlisle
Dale Lucas

Marion County
Charles R. Dyess
Terry Broome
Tony Morgan
Raymon Rowell
Calvin Newsome Sr.

Pearl River County
Anthony Hales Sr.
Joyce Culpepper
Dennis Dedeaux
J. Patrick Lee
Sandy Kane Smith



Dr. William A. Lewis, president



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

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

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

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

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

state Skills USA competition for career and technical students.

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

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

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

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

2013-14 Highlights

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



- ◆ Josh Carlan of Leetown won the first place National Management Institute Award at the National Collegiate DECA conference.
- ◆ Fourteen students comprised the second graduating class of the PRCC Honors Institute.
- ◆ A capacity audience filled the Ethel Holden Brownstone Center for

the Arts to hear the Mississippi Symphony Orchestra present the grand opening performance on Sept. 24.

- ◆ The String of Pearls won another American Dance and Drill Team national championship along with the national academic award.
- ◆ Dr. Scott Alsobrooks, vice president for economic and community development, completed the Education Policy Fellowship Program at the Stennis Institute for Government.
- ◆ The associate degree nursing program was re-accredited for five years by the Accreditation Commission for Education in Nursing.

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



- ◆ Lamar Hall men's dormitory opened for the spring semester.
- ◆ The men's soccer team was the 2013 state and regional champion.
- ◆ The walking track, upgraded equipment and the spin room at the Wellness Center officially opened in October.

Phi Theta Kappa chapters bring home honors

The Iota Mu chapter of Phi Theta Kappa two-year honor society on the Poplarville campus won the International Distinguished Award for Honors Study Topic Theme 4 - Everybody Wants to Rule the World: Competition and Politics.

The chapter received the award at PTK's international convention in Orlando, Fla., in April.

Advisors are Stephanie Lee and Dr. Justin Williamson.

Dr. Cecil Burt, vice president for Forrest County Operations, received the Distinguished College Administrator Award.

Jana Causey, assistant vice president for Forrest County Operations, received the Alumni Award of Appreciation.

Dr. Ryan Ruckel, Beta Tau Gamma advisor, received the Distinguished Advisor Award.

Burt and Causey were nominated by the Beta Tau Gamma chapter at the Forrest County Center.

Advisors are Ruckel, Doug Donohue and Dr. Terri Smith Ruckel.

Mississippi-Louisiana Regional Awards

Iota Mu

- ◆ Honors Presentation Award runner-up
- ◆ First place on Theme 4
- ◆ Seventh out of 10 for the Honors in Action Award
- ◆ Ninth out of 10 Most Distinguished Chapter finalists
- ◆ Tiffany Tucker - Order of the Golden Key Award
- ◆ Five Star Chapter designation

Beta Tau Gamma

- ◆ First place on Honors Study Topic Theme 9 - I Know What I Like: Competition and the Arts.
- ◆ Ninth out of 10 for the College Project Award
- ◆ Tied for 10 out of 10 for the Honors in Action Award
- ◆ Trevor Creighton - Order of the Golden Key Award
- ◆ Webmaster officer for 2014-15
- ◆ Five Star Chapter designation
- ◆ Dr. Terri Smith Ruckel - Horizon Award for Advisors
- ◆ Dr. Ryan Ruckel - runner-up for Bennie Warren Outstanding Award for Advisors



Burt



Causey



R. Ruckel



Iota Mu advisor Stephanie Lee, third from left, holds the chapter's first place award. With her are, from left, Darion Matthews of Rich-ton, a PTK representative, Hannah Bowman of Poplarville, Tiffany Tucker of Diamondhead and Dr. Justin Williamson, advisor.



Fifteen students and three advisors from Beta Tau Gamma chapter along with Dr. Cecil Burt traveled to the PTK convention in Orlando April 24-26.

All-Mississippi Academic Team



Sonya Conerly of Hattiesburg; Beta Tau Gamma chapter; second team



Tiffany Gragg of Hattiesburg; Beta Tau Gamma chapter; second team



Jansen Owen of Poplarville; Iota Mu chapter; second team



Tiffany Tucker of Diamondhead; Iota Mu chapter; first team, Coca-Cola Bronze Scholarship



Development Foundation/Alumni Association

Ernie Lovell, executive director



The Pearl River Community College Foundation finished the 2013-14 fiscal year with some outstanding accomplishments.

As of this report, the foundation cash and investments stood at a record high \$5.65 million. A large portion of these funds are designated for scholarship endowments as well as department program

and activity funds. Donors to the foundation have been very generous in financial support for our student scholarships.

- This year we have witnessed a substantial increase in financial support for the Honors Institute Facility and Programs. Funding from organizations such as the Lower Pearl River Valley Foundation have allowed for internationally known speakers, such as Dr. Michio Kaku, to come to PRCC.

- Foundation funding for honor programs such as Phi Theta Kappa and The Fellowship of Christian Athletes has seen a continual increase. Support for our Wildcat Club Athletic Boosters is a major focus as we work to encourage the student athletes.

- Scholarship support has continued on the rise with the establishment of new foundation scholarships by individuals, families, alumni, and business and industry. The county alumni chapters have continued to increase the number of scholarships funded and the growth of endowments from each county.

- Participation in the Alumni Association continues to grow and has reached a high mark in membership and funding.

Plans are for a great 2014 fall kickoff as we enter into support for some special building program opportunities and an increased effort to provide scholarships for deserving students.



Top photo: Wildcat fans and employees tailgate before the Wildcats defeated Mississippi Delta, 30-14, on Sept. 5.

Right photo: Tammy Dragon and her daughter Melissa, 2013 homecoming queen, at the Mothers' Luncheon.

Middle photo: More than 215 \$50 tickets were sold for the Marion-Jefferson Davis Alumni Scholarship Dinner on Nov. 12. Proceeds fund scholarships for students.

Bottom photo: PRCC police officer Adam Parker, biology instructor Dr. Amanda Parker and their 3-year-old daughter, Kara, rocked the Grease look at the annual employee appreciation dinner.



Development Foundation Board of Directors

John Houston, chairman
Mary Lynn Smith, secretary/treasurer
Allen Anderson
Verlene Cole
Gay Ann Davies
Emmet Foxworth
Francis Herrin
Jay LaGasse
Berlon Lee

Tommy Longo
Sidney Malone
Josh Mars
Gene Owens
Mark Stockstill
Charlotte Travis
Tracey Waits
Mark Wallace
Martha Wilks



Lifetime Achievement Hall of Fame

Pearl River Community College honored six outstanding alumni with induction on April 17 into the Lifetime Achievement Hall of Fame. They are:

Entertainer **Jimmy Buffett**. He attended Pearl River in 1965-66, is the composer/singer of many hits songs, including "Margaritaville" and "Cheeseburger in Paradise" and is a best-selling author.

The late **Delos H. Burks** of Picayune. A 1936 graduate of Pearl River, he served in the U.S. Army Air Corps in World War II and went on to distinguish himself in state government, including service in the state House of Representatives and the Mississippi Air National Guard. He retired as a major general.

James Ginn of Diamondhead. A member of the Class of 1959, Ginn worked 42 years for Hancock Bank, retiring as executive vice president.

Francis Herrin of Hattiesburg. He also worked his entire career for one company - Shell Oil - after graduating from Pearl River in 1958.

Howell Purvis of Purvis. A 1955 graduate, Purvis served twice as a Naval Aviator and for 20 years as a U.S. Secret Service agent.

Donnie Waits of Gulfport. Also a 1955 class member, he had a 40-year career as an attorney while serving in the U.S. Marine Corps Reserve. He retired as an Assistant U.S. Attorney for the Southern District of Mississippi and as a lieutenant colonel.



The 2014 Lifetime Achievement Hall of Fame honorees are, seated from left, Howell Purvis and Donnie Waits; standing, Francis Herrin, James Ginn, Angela Burks Hill, representing her late grandfather, Delos H. Burks; and James Hal Breland, representing entertainer Jimmy Buffett.



Justice Court Judge James Hal Breland, who accepted Jimmy Buffett's award, and Dr. John Grant, retired PRCC vice president.



Top photo - Mary Jean Saulters, Janet Gale Lewis, Verlene Cole, a 2013 honoree; Yvette and George Dale, a 2013 honoree, and Anita McDaniel; right photo, alumnus Gene Owens, Dr. Becky Askew, PRCC vice president for planning and institutional research, and Nathan Carmadelle.



General Education, Technology Services

Dr. Martha Lou Smith, vice president



The college stresses academic excellence for all of its students and offers a variety of scheduling options.

Weekend classes at both the Poparville campus and the Forrest County Center allow students to complete a course in three weekends.

In an effort to provide classes in a variety of formats suitable to the different schedules, 10 mini-term classes were successfully offered during one week in December. Students spent an entire day for a week in class with the final exam before Christmas. These classes will continue to be offered as the need exists.

The growing popularity of Dual Enrollment creates opportunities for the college to reach students prior to high school graduation.

Eleven high schools participated in Option 1 Dual Enrollment by providing classes during the day to their high school students.

Students also participated in Option 2 Dual Enrollment by attending college classes at an approved location during the day, on weekends or online. Option 3 allows students to take one tuition-free online course per semester. This option has proven very popular.

In the spring semester, more than 400 Dual Enrollment classes were taken by high school students.



The second class of Honors Institute graduates were awarded medallions on May 1. They are, front from left, Nigel Simmons of Picayune, Shassidy Ramshur of Columbia, Chelsea Gascho of Picayune, Hollie Chester of Lumberton, Sarah Silver of Perkinson, Sonya Conerly of Hattiesburg; back row, Marcus Petty of Columbia, Stephen Perry, Trevor Creighton and Sarah Krock, all of Hattiesburg; and Brandon Edenfield of Diamondhead. Not pictured are Natalee Baggett Dukes of Sumrall, D'Shanal Fowler of Picayune and Rachel Fowler of Purvis.

2013-14 Highlights

♦ Karen Bond and Dr. Ryan Ruckel represented PRCC at the annual Lamplighters Conference Sept. 24-26 at



Bond



Ruckel

Southwest Mississippi CC in Summit.

A math instructor at PRCC since 2001, Bond was named chair of the Science, Mathematics and Business Department in 2011. Ruckel has taught English and history for 25 years and currently teaches at the Forrest County Center where he is an advisor for Phi Theta Kappa International Honor Society, Sigma Kappa Delta English Honor Society, PRCC History and Humanities Club and PRCC Honors Institute.

♦ Sophomore art major Emily Murray of Bogalusa, La., won the Washington Parish Free Fair poster contest and sold copies during the fair. A member of the PRCC Singers, Murray was in the cast of Guys and Dolls.



Murray

♦ Students in Dr. Aleta Sullivan's botany field classes photographed

what they saw on several field trips and displayed the photos in the atrium of the science building.

♦ The tattoo artistry of Derez Peters of Columbia was featured in Ink Pushers Magazine. Peters has been a licensed tattoo artist for two years and is manager of the Clan of the Red Claw Tattoos in Hattiesburg. An art major, he would like to teach eventually.



Peters

♦ Sixty students in Ladeen Hubbell's biology classes visited Audubon Zoo in November 2013.

♦ Dr. Ann Moore was named College Counselor of the Year by the Pine Belt Counseling Association, a division of the Mississippi Counseling Association.



Moore

The MCA gave Moore an award for "excellence in counseling, authenticity, compassion and advocacy" during the association's fall conference in Jackson. The award was for Moore's work in the Mississippi Community/

nior College Counseling Association. Moore is director of the PRCC Counseling, Advisement and Placement Center.

♦ The Iota Mu chapter of Phi Theta Kappa sponsored a blood drive and a voter registration drive and took part in the national Commit to Completion campaign.

♦ Susan Anderson, chair of the business and commerce technology



Anderson



Kelly

department and instructor of computer programming, and computer technology student Jonathan Kelly represented PRCC at the annual HEADWAE events in Jackson.

Anderson has taught at PRCC for 30 years and is listed in Who's Who Among Community College Teachers. Kelly is a President's and Dean's List scholar and is listed in Who's Who Among Students in American Universities and Colleges.

♦ Pearl River Valley EPA provided scholarships to 75 students through the Round Up for Education program.



General Education, Technology Services



Leslie McCurdy, at left, signs autographs after her performance of *The Spirit of Harriet Tubman*. Top right: Krislyn Branford of Carriere and Joshua Matthews of Hancock County talk with Dr. Michio Kaku.



Dr. and Mrs. William Lewis with Dr. Kaku

Outstanding guests visit PRCC

The Honors Institute Lecture Series brought world-renowned physicist Dr. Michio Kaku to the Brownstone Center in October and Leslie McCurdy's one-woman show, *The Spirit of Harriet Tubman*, in February.

Kaku met with Honors Institute students before his speech which painted a fascinating picture of how technology will impact the future.

McCurdy held the crowd spellbound as she told

Tubman's life story with minimal props and costume changes.

The Lecture Series is funded by a grant from the Lower Pearl River Valley Foundation.

Dr. Stephen Black is Honors Institute director.

Fall 2014

Registration

9 a.m. - 6 p.m. Aug. 8

Hancock Center

9 a.m. - 4 p.m. Aug. 14

Forrest County Center

9 a.m. - 4 p.m. Aug. 15

Poplarville

Day and night classes begin

Aug. 18

Online classes begin

Aug. 25

IT works to meet demand for new technology

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

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

- ♦ State-of-the-art wireless APs were installed in new classrooms and residence halls on the Poplarville campus and at the Forrest County Center.
- ♦ The hardware for the VMWare server has been replaced with less costly and more energy efficient models. These servers house all of the non-Banner mission critical applications used by the college.
- ♦ Plans are underway to join the Internet2 computer networking consortium. The Internet2 network connects over 60,000 educational, research, government and "community anchor" institutions. It develops and deploys network technologies for the future of the Internet.



Poplarville Campus and Hancock Center

Dr. Adam Breerwood, vice president



All campuses of Pearl River Community College became tobacco free on Jan. 1. The policy covers students, employees and visitors and prohibits the use of tobacco products anywhere on campus, including in personal vehicles. It also prohibits tobacco use in college vehicles.

The PRCC Board of Trustees approved the policy during its October meeting.

The policy is part of PRCC's on-going effort to create a healthy atmosphere on all campuses and tied in closely with the completion of a half-mile outdoor walking track and other equipment at the Wellness Center.

In an effort to ease the transition, the college offered free smoking cessation classes during the spring semester.

PRCC joined more than 1,000 college campuses nationwide in banning tobacco, including Jones County Junior College and Mississippi Gulf Coast Community College.



Alex Carlen of Leetown (right photo) relaxes in the living area of a four-person suite in Lamar Hall, which opened in January. The \$3.6 million dormitory houses up to 60 students.



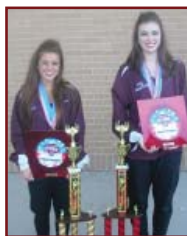
Class favorites were, seated from left, sophomore Breanna Peters of Brandon, Miss PRCC Heather Boutwell of Oak Grove, freshman Angela Larke Bickham of Poplarville; standing sophomore Glenn Doucett II of Gulfport, Mr. PRCC Desmond Edmonson of Quitman and freshman Jerrod Newson of Columbia.

2013-14 Highlights

- ♦ The Department of Fine Arts and Communication hosted the Mississippi Showchoir Contest in February in the Brownstone Center. About two dozen middle and high schools participated.
- ♦ The cheerleading squad won five team awards and a first place in two-person stunt competition at Universal Cheerleading Association camp.
- ♦ The Student Nurse Association raffled a quilt to raise money for an organization that provides wigs to cancer patients.
- ♦ Student Government Association executive officers were president Breanna Peters of Brandon, vice president Shelby Stiglets of Hattiesburg and secretary Desmond Edmonson of Quitman. Sophomore class officers are president Kelsea Lewis, vice president Santana Howze and secretary Teran Madison, all of Hattiesburg. Freshman

class officers are president Michaela Andrews of Foxworth, vice president Raygan Ncaise of Kiln and secretary Jerrod Newson of Columbia.

- ♦ Regan al-Jabi of Carriere, left, won the solo competition at the American Dance and Drill Team championships in Dallas. Emily Rhodes of Hattiesburg, right, was first runner-up.



- ♦ Travis Moore of Wiggins placed second in masonry in 2013 Skills USA national competition. Jeremy Cooper of Kiln placed sixth in precision machining.
- ♦ The Mississippi Department of Transportation awarded PRCC \$450,000 for use in expanding the courtyard area.
- ♦ The Fellowship of Christian Athletes met weekly in Malone Chapel and took part in several community service projects,

including the first Cross Walk.

- ♦ Cats Wild indoor drum line took first place in state competition in its first season. The ensemble follows specific guidelines in putting together and performing shows in Winter Guard International Sport of the Arts competition.
- ♦ The Office of Student Life sponsored movie and bingo nights throughout the year along with periodic block parties, Halloween costume contest, pep rallies and Spring Fest.
- ♦ PRCC's film production students premiered "The Road Less Traveled" at the Brownstone Center in May. The movie tells the stories of six people whose lives have taken unusual turns.
- ♦ The Leadership Honors Forum raised funds for Brother's Keeper Ministries with a music festival/crawfish boil.
- ♦ The PRCC Band Clinic brought about 200 middle and high school band students to campus in February.



Poplarville Campus and Hancock Center



The String of Pearls won the American Dance and Drill Team championship for its pom routine in the large ensemble category. The Pearls also won the academic championship in the community college division based on the team grade point average. The team placed second in hip hop, the first year to compete in this category, and fourth in jazz routine.



Alumnus Jimmy Buffett allowed the Spirit of the River marching band to use his music without charge and taped the narration for the halftime show, Buffett at the River. Above, the drum line romps along the sideline during the show.

Hancock Center Highlights

- ♦ Math instructor Sylvia Martinez, speech instructor James Hudson and English instructor Mari Kenney joined the faculty.
- ♦ Jack Donovan, owner of Jack and Dianne's Tattoo Parlor in Gulfport, was the first Lecture Series speaker in October.
- ♦ Students toured the Infinity Science Center at Stennis Space Center in November.
- ♦ Workforce liaison Troy Teadt is managing a \$50,000 Mississippi Development Authority grant for Rolls-Royce training.
- ♦ World War II veterans presented the second in the Lecture Series in March.
- ♦ Sherry Hill received the Citizenship Award and the Leadership Award went to Tim Brister. Both are from Bay St. Louis.



Mascot W.C. Rivers talks with high school students attending the Hancock Center's Spring Fling in March. The annual event provides a break for Hancock Center students and an opportunity for high school students to tour the center.



Hancock Center class favorites were, from left, sophomores Kadijah Johnson and Tim Bristers Jr., both of Bay St. Louis, freshmen Quoc Nguyen of Pass Chrstan and Wendy Scelson of Bay St. Louis.

Poplarville and Hancock Center Who's Who

Students named to Who's Who in American Community Colleges are Mallory Cumberland, Victoria Farmer, Victoria Salinger and Taylor Smith, all of Picayune; Rachel Fowler, Virginia Mitchell, and Adam Nicolosi, all of Purvis; Jonathan Kelly, Dominica Melton and Raven Nightengale, all of Poplar-

ville; Rachel Pierce, Shassidy Ramshur and Adam Weatherford, all of Columbia; Branden Edenfield, Reese Gill and Tiffany Tucker, all of Diamondhead; Ashley Chasez and Kadijah Johnson, both of Waveland; Matthew Powe and Miranda Rutherford, both of Bay St. Louis; Kimberly Arnold of d'Iberville, Heather Black

of Carriere, Hollie Chester of Lumberton, Desmond Edmonson of Quitman, Allen Holifield of Laurel, Brandi Logan of Hattiesburg, Ethan Martin of Pishgah, Eusebio Medina of Oak Grove, Destiney Morgan of Saucier, Megan Scronce of Petal and Sarah Silver of Perkinston .



Economic and Community Development

Dr. Scott Alsobrooks, vice president



With funding through a U.S. Department of Labor Grant, PRCC is adding an allied health program to meet the changing needs of the medical records field.

Classes in the health information technology program will begin with the fall 2014 semester.

The need for health information technologists is being driven by the federal government's push toward electronic medical records and away from the traditional paper and pencil records.

Program director Amy Branch is a registered health information associate through the American Health Information Management Association, and holds a degree from East Carolina University.

The program will include course work in medical billing and coding, medical terminology, computer application and electronic file storage. PRCC already offers some of the courses, which will be folded into the new program.

Both traditional classroom courses and on-line classes will be included, along with a new video link to the Forrest County Center. Traditional classes will be taught in Poplarville with a video link that will allow the teacher to interact with students at the Forrest County Center.



Collegiate DECA state winners are, from left, Taylor Walker of Picayune, Josh Carlan of Leetown, Brooke Fulcher of Picayune and their advisor, marketing management instructor Delana Harris. Carlan was part of a four-person team that won the National Management Institute Award at the National Collegiate DECA conference in April in Washington, D.C. In state competition Feb. 27 and 28 in Gulfport, Carlan and Trevor Ladner of Kiln won first place in sports and entertainment marketing; Walker and Fulcher won first in business ethics and Fulcher placed first in project management. Jennifer Quinn of Tylertown placed third in sales manager meeting. The PRCC chapter was recognized for its newsletter.

2013-14 Highlights

◆ Brooke Fulcher of Picayune, Travis Moore of Lumberton and Theo Jones of



Fulcher



Moore

Shubuta earned the right to compete during the national Skills USA conference in late June in Kansas City. Fulcher placed first in the state in architectural drafting while Moore and his helper, Jones, took first place in masonry.

Jessica "PJ" Thompson of Picayune won first place in cosmetology and Victoria Lott of Wiggins, also a cosmetology student, won first in promotional bulletin board. They were not able to attend the national conference. Five other PRCC students placed third in state competition.

◆ Medical radiology, physical therapist assistant and respiratory therapist programs at Forrest County had 100 percent pass rates on 2013 licensure/certification tests.

◆ The associate degree nursing completion rate went from 65% to 76% in two years. Graduates recorded a 91 percent pass rate on the NCLEX certification exam in 2013.

◆ Commercial truck driving students had a 100 percent pass rate.

◆ Naval Oceanographic technicians at Stennis Space Center took a 40-hour heating and air conditioning course through Workforce Development.

◆ Marketing management technology instructor Delana Harris received a Sales & Marketing Professionals award.

◆ PRCC is offering core academic courses to soldiers training in the drone program at Camp Shelby who are working toward aviation technology degrees from Hinds.

◆ Eleven charter members were inducted into Alpha Delta Nu nursing honor society in the fall semester and another 17 top students were inducted during the spring semester.

◆ Students taking drafting for electronics began using a numerically-controlled circuit board router to design and make circuit boards. PRCC is believed to be

the only community college using the equipment.

◆ Twelve inmates from the Pearl River County jail learned the basics of automotive technology through a summer program taught by Austin Barrett. It was partially funded through the Workforce Enhancement Training Fund.

◆ PRCC hosted Skills USA high school regional competition in February.



Barrett

◆ Brad Barrett, automotive mechanics technology chairman, was named the September Volunteer of the Month by Camelia Home Health and Hospice.

He was spotlighted in the agency's newsletter for bringing his lawn mower from Wiggins every other week to provide lawn care to families who are struggling to keep the never-ending grass growth to a minimum.

◆ PRCC had 541 students enrolled in Adult Basic Education in 2013-14. Graduation ceremonies were held May 22 at the Forrest County Center for those who received the GED.



Economic and Community Development



Bobby Chain passes away

Bobby L. Chain of Hattiesburg died May 31 at Forrest General Hospital.

He was instrumental in establishing the PRCC Utility Lineman Technology Program, donated equipment for use by the students and served on the program's Advisory Board. Founder and owner of Chain Electric, he served as chairman of

the committee that developed PRCC's Lowery A. Woodall Advanced Technology Center.

He received the Distinguished Service Award from the Alumni Association in 2009.



Welding students Zachary Bishop of Kiln, left, and Zachary Schoenauer of Picayune with two of the markers they made for the Poplarville Historical Preservation Society. They made 13 signs which will be used to identify historical buildings. "They turned out to be more than just signs," Bishop said. "They turned out to be works of art."



Columbia High School student Arlene Tatum gets her hairdo touched up by PRCC cosmetology student Marleni Johnson, also of Columbia, during the Student Career-Technical Conference on Feb. 27. More than 500 high school students attended the annual event.

Pike Electric safety coordinators Jimmy Tanner, left, and Earl Music demonstrate the arc created when an antenna or ladder comes in contact with a hot electric line during a demonstration Nov. 13 for utility lineman students.



PRCC began using a digital billboard on U.S. 98 near Turtle Creek Mall in Hattiesburg to promote the college.

2013-14 Workforce Highlights

- ◆ Sixth NCCER pipefitting course in two years completed in spring 2014 in Poplarville. Classes average 90 percent employment rate.
- ◆ NCCER welding classes in Poplarville average 10 students enrolled with eight completing.
- ◆ Certified nursing assistant 10-week night class to be offered in Poplarville.
- ◆ Certification offered in forklift, NCCER heavy equipment and OSHA.
- ◆ Approximately 300 students completed Microsoft computer classes in Columbia, Prentiss and Hattiesburg.
- ◆ NCCER Electrical and NCCER Welding courses were added to the programs at the Lowery A. Woodall Advanced Technology Center. Both were taught in semester-length forms and a condensed course will be taught during the summer.
- ◆ The Mississippi Community College Board provided funds for new equipment, including an ambulance, for the Emergency Medical Technician program at the Woodall Center. Twenty-one students graduated in December 2013 and 17 are finishing in June.
- ◆ Workforce added a commercial driver's license program at the Woodall Center to meet increasing industry demand. Eighteen students have completed the program.
- ◆ Training for existing industry has focused in the healthcare field. Projects were conducted by the Woodall Center for Forrest General Hospital, Wesley Medical Center, Hattiesburg Medical Plaza and Pine Belt Mental Healthcare Resources. New employee training projects have included two General Dynamics call centers.



Ethel Holden Brownstone Center for the Arts

The first season at the Brownstone Center for the Arts more than met expectations. The Mississippi Symphony Orchestra played the grand opening concert on Sept. 24, 2013, and the center was booked on 46 days for 38 PRCC and other events.



Above: Steve Lippia presents "Simply Sinatra." Top right: Christmas at the River with the PRCC Singers, Symphonic Band and String of Pearls.

Right: Miss Adelaide and the Hot Box Girls in "Guys and Dolls."



Fall 2014 Events

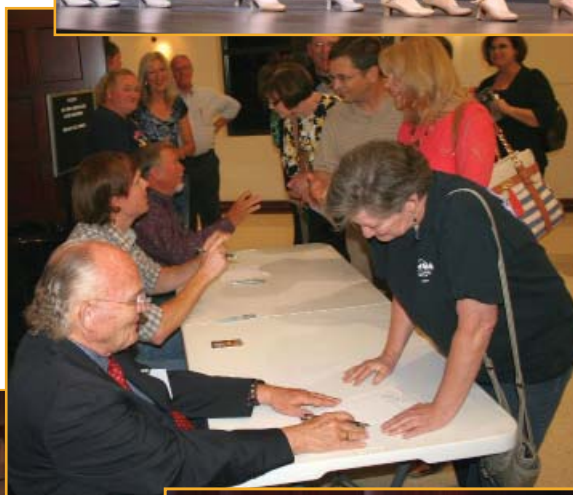
Oct. 9, 7 p.m. - PRCC Honors Institute guest lecturer John Quinones

Nov. 9, 2:30 p.m. - Pearl River County Community Band and Chorus Patriotic Concert

Nov. 13, 7 p.m. - Fall Choral Concert (PRCC Singers and guest high school choirs)

Dec. 5, 7 p.m. - "Holiday Pops at the River" (PRCC JazzCats and The Voices)

December (TBA) - South MS Ballet Theatre, "The Nutcracker"



Left: Dr. Benny Hornsby, Frank Ladner and Kenny Russell talk with the audience after the premiere of "The Road Less Traveled."

Below: The Pearl River County Community Band and Chorus.

Bottom left: The Mississippi Symphony Orchestra prepares to play to a packed house.





Brownstone Center

Spring 2015 events

Feb. 6-7 – Mississippi Showchoir Contest
February 27-28 – PRCC Band Clinic
April 9-11 – “Rumors” performed by PRCC Theatre
April 16, 7 p.m. - PRCC Symphonic Band concert
April 23, 7 p.m. – PRCC Singers concert
April 28, 7 p.m. – PRCC JazzCats and The Voices concert



Top right: Jamie Davis of Wiggins as Miss Sarah and Jeremiah Quiroz of Picayune as Skye Masterson in “Guys and Dolls.”

Above: RiverRoad showchoir performs during Wildcat Fest.

Right: Lane Stewart of Gulfport solos with The Voices.



Above: Chris Fletcher of Columbia and Kristy Noble of Gulfport play with the JazzCats.

Right: The Voices sing in the lobby after Christmas at the River.





Forrest County Center

Dr. Cecil Burt, vice president



Three exceptional students at the Forrest County Center were accepted into prestigious universities and received high-dollar scholarships.

Trevor Creighton received the Jack Kent Cooke Transfer Scholarship awarded to graduates of two-year colleges. The scholarship will pay up to \$30,000 annually for three years.

Creighton plans to attend Columbia University in New York City where he will study creative writing.

Tiffany Gragg also was accepted into Columbia University but will attend Tulane University to study English.

Gragg received a Phi Theta Kappa Transfer Scholarship and a Tulane Presidential Scholarship totaling about \$20,000.

Laken Arrington received four scholarships to the University of Mississippi where she will major in criminal justice with plans to earn a law degree.

Arrington received the Phi Theta Kappa transfer scholarship worth \$8,000, the \$9,200 Luckyday Scholarship, the Community College Academic Excellence 2 Scholarship worth \$4,000 and the Mississippi Community College Advantage Scholarship valued at \$6,000.

All three have been active members of the Beta Tau Gamma Phi Theta Kappa chapter at the Forrest County Center.



Laken Arrington, Tiffany Gragg, Trevor Creighton

Creighton received the chapter's Gold Key award and was Student Government Association executive president. Gragg, PTK chapter president, represented PRCC on the All-State Academic Team and Arrington was SGA executive vice president and PTK vice president.

2013-14 Highlights

◆ Greg Underwood, English department chair, was named Humanities Teacher of the Year and was also named to the Pine Belt Leadership Class.



◆ All medical radiologic technology and physical therapist assistant technology students passed national certification exams.

◆ Math instructor Sharon Clark is president of the Louisiana-Mississippi Mathematical Association of Two-Year Colleges and Lisa Palchak, learning lab coordinator and math instructor, is Mississippi vice president.

◆ The Forrest County Center hosted its first Roads to Wellness Regional Health Fair in September.

◆ Dr. Terri Smith Ruckel and Dr. Ryan Ruckel attended the National Collegiate Honors Council.

◆ The practical nursing program recorded a 95 percent pass rate on the state licensing exam.

◆ More than 4,300 non-perishable food items were donated to the Salvation Army during Fall Fest.

◆ The Faculty Lecture Series included presentations by Greg Underwood, Robin Nix and Lisa Palchak.

◆ Emy Addison, chair of the dental assisting technology program, retired in December after 21 years at PRCC.

◆ Creative writing students and members of Sigma Kappa Delta English honorary collaborated with Sigma Tau Delta at William Carey University to celebrate William Faulkner's birthday and to host the Poetry Cafe event. Two students from each society attended the national convention in Savannah, Ga.

◆ Dental hygiene student Chynna Cogan was named Miss PRCC Wildcat, succeeding Sarah Friday, also a dental hygiene student.



◆ **Students in the Honors** Institute worked with Homes of Hope as a community project.

◆ Jermaine Brown, Hattiesburg High School principal, was the speaker for the Black History Month Observance.

◆ First-year dental hygiene students took part in the annual Give Kids A Smile event in February. The students examined and cleaned teeth for about 30

children from the Salvation Army Boys and Girls Club.

◆ Tiffany Gragg received the Best Drama Award and Argus Burton the Best Short Story Award from the Mississippi Community College Creative Writing Association.

◆ Sonya Conerly, Keegan Hall and Trevor Creighton represented the Forrest County Center at the Mississippi Honors Conference.

◆ The Forrest County Center hosted the annual Legislative Breakfast in March.

◆ Sonya Conerly and Christiana Whitley each received \$3,300 travel awards to travel to Jamaica with the University of Southern Mississippi's Caribbean Studies Program.

◆ Sarah Krock was named the Forrest County Center's William Winter Humanities Student of the Year and Dr. Cecil Burt and Dr. Ryan Ruckel were named William Winter Scholars at the Natchez Literary and Cinema Celebration held in February.

◆ Dental hygiene student Sarah Friday of Hattiesburg was a member of the New Orleans Saints Saintsations.



Forrest County Center



Forrest County Center class favorites were, from left, freshmen Freddie R. Smith and Jelea Marie Williams and sophomores Sonya Conerly and Stephen Perry, all of Hattiesburg.

State faculty leaders

Math instructor Doug Donohue is president of the Mississippi Faculty Association for community college faculty and English instructor Dr. Terri Smith Ruckel is treasurer.



After 14 years as a humanities instructor, Dr. Benny Hornsby retired to become psychology department chair and director of institutional research at William Carey University.

Who's Who

Forrest County Center students named to Who's Who in American Community Colleges are John Craig, Trevor Creighton, Sarah Friday, Tiffany Gragg, Sarah Krock, Benita Lang, Stephen Perry, Erin Rauenhorst and Melissa Smith, all of Hattiesburg; Laken Arrington, Louie Forsmark, Sarah Gibson and Adam Purvis, all of Petal; Eric Jones, Brittany Long and Lynell Powell, all of Purvis; Janea Burton and Hayley Knight, both of Columbia; Natalee Baggett of Sumrall, Robert Bounds of New Orleans, Argus Burton of Jackson, Amber Carter of Cumbest Bluff, Alexandra Dickerson of McComb, Jeri Hebert of Saucier, Nhi Le of d'Iberville, Darion Matthews of Richton, Cindy Nguyen of Ocean Springs, Stephanie Rivas of Carriere, Debra Thompson of Picayune, Michelle Thorpe of Kiln and Abby Williams of Poplarville.



Dr. William Lewis speaks during a June statewide practical nursing faculty retreat. Also on hand were state Rep. Toby Barker and Sen. John Polk.



Keyanna Griffin of Hattiesburg (left) encourages Grenetta Edwards of Hattiesburg to keep the Hula Hoop going during the contest held by the math and English departments during Spring Fling in April.



Contestants in the Spring Fling womanless beauty pageant were, from left, Brennon Windham of Hattiesburg, Lucas Martin of Tylertown, Bradford Moore of Hattiesburg, Stephens Taylor and Justin Hill of Petal, Michael McArthur of Columbia and Jeremy Ducksworth of Mendenhall. Taylor was the winner.



Planning and Institutional Research

Dr. Becky Askew, vice president

The eighth Pearl River Community College Women's Health Symposium brought approximately 475 women to campus on Jan. 25 for free health screenings, health information and a good time.

Keynote speaker Jean Gatz of Baton Rouge shared humor and advice to open the symposium with "Mama Said There'd Be Days Like This."

"A lot of times we create these days ourselves," she said. "We don't get to choose a lot of what life gives us, but we do get to choose how we respond." She spoke again after the luncheon with "Clean Out the Junk Drawer of Your Life."

The symposium included a panel of healthcare providers who answered a wide range of questions from the audience on issues of particular concern to women.

The symposium also gives PRCC students a chance to interact with their future patients and clients. Students from the dental hygiene program at the Forrest County Center staffed an information table, Forrest County Center medical laboratory technology students drew blood for glucose tests, nursing students on the Poplarville campus did blood pressure screenings and cosmetology students provided manicure and paraffin wax treatments.

Grand Sponsor was the Lower Pearl River Valley Foundation. The 2015 symposium will be held on Saturday, Jan. 31.



Top photo: Cosmetology student Jessica "PJ" Thompson of Pica-yune, left, gives Martha Lawler of Hattiesburg a manicure during the Women's Health Symposium as Kay Clay of Petal has her nailis done by Brianne Burge of Poplarville. Right photo: ADN students Heather Fullilove of Pica-yune, left, and Tiara Jones of Jackson do blood pressure screenings for Pam Albertson of Poplarville and Carol Rieden of Wiggins.



2013-14 Highlights

- ♦ The decennial review of the College by the Southern Association of Colleges and Schools Commission on Colleges, which assures the educational quality and improves the effectiveness of institutions, will begin in 2015.
- ♦ The Quality Enhancement Plan was finalized and will focus on the development and implementation of a valuable first year experience for PRCC students.
- ♦ More than \$3,224,000 in funds was made available to the college through numerous grants from the U.S. Department of Education, Southern Mississippi Planning and Development District, Mississippi Home Corporation, Mississippi Community College Board, Mississippi Department of Education and the U.S. Department of Labor. In addition to a \$17,000 Women's Health Symposium grant, the Lower Pearl River Valley Foundation (LPRVF) provided the College with a grant to fund the "MatheMag-ic" program for Poplarville Elementary School students.

- ♦ Thirty select faculty and staff began leadership training in March 2013 and graduated in November.
- ♦ A variety of professional development activities were provided throughout the year and included presentations for faculty, staff, and administrators by nationally known speakers. Dr. Nuria Cuevas, SACSCOC Vice President, was the keynote speaker for the August professional development program.
- ♦ River Rewards, a new program to recognize the support for students given by the attendance of faculty and staff at various special events and activities, was begun during the 2013 fall semester. A participating employee was recognized each month, and two grand prize winners were announced during the annual Development Foundation Faculty/Staff Appreciation Dinner.
- ♦ PRCC partnered with the Poplarville Chamber of Commerce and the City of Poplarville to bring speakers from across the state to quarterly Lunch and Learn sessions.

The Office of Planning and Institutional Research is the primary unit for institutional planning and assessment, institutional research, personnel evaluations, professional development, and grant proposals. A priority is documenting efforts to meet the Mission and Strategic Goals of the College, with the primary focus on improving student learning outcomes. The office also documents accomplishments and improvements to the Southern Association of Colleges and Schools (SACSCOC) Commission on Colleges and submits grant proposals for outside funding.



Business and Administrative Services

Roger Knight, vice president



Unrestricted funds FY15

Revenues			Expenditures		
		Increase (Decrease)			Increase (Decrease)
Student fees	14,119,097	(55,304)	Instructional - academic	9,464,282	194,922
County support	3,104,587	(52,000)	Instructional - career/tech	5,767,379	(28,056)
State support	17,724,590	1,062,966	Instructional - part-time & adjuncts	2,258,851	51,519
Federal support	382,863	(88,273)	Instructional support - library	1,131,177	6,728
Private support	420,998	77,329	Student services	4,480,073	87,534
Investment income	42,087	(30,269)	Institutional support	8,227,450	482,195
Sales and service	148,268	(15,823)	Operation of plant	4,770,546	100,254
Other sources	157,268	(3,460)			
	36,099,758	895,166		36,099,758	895,166



Enrollment Management

Dow Ford, vice president



PRCC began a new orientation program for fall 2014.

Called ROAR, each session allows new students to create their fall semester class schedule, meet with financial aid, and be introduced to information that will help them become a successful college student.

They also have the convenience of touring the campus and dorms while here.

New students used a convenient link on the PRCC website to register for a session.



Poplarville High School seniors Kyle Allen, from left, Tyler Herndon and Chase Smith talk to instructor John Gibson about the construction management technology program during Wildcat Fest.

Dobbins returns to PRCC as recruiter

Alumnus Chelsie Dobbins joined the Office of Recruitment and Orientation in February as recruiter. She received an associate in arts degree from PRCC in 2011.

"As a student and being very involved in campus activities at Pearl River, I feel like this place is my home," she said. "This school helped me build my foundation both personally and professionally."

During her time at PRCC, Dobbins was treasurer of Phi Theta Kappa international honor society, a member of the 2010 Homecoming court, a cheerleader for two years and was selected for the PRCC Leadership Forum.

In 2013, she received a bachelor's degree in speech pathology from the University of Southern Mississippi. She is currently enrolled part-time in the master of education program in higher education with an emphasis in student affairs at USM.



2013-14 Highlights

- ♦ The Office of Recruitment and Orientation continues to promote the college across a wide spectrum from Wildcat Fest to high school career days to tuition giveaways.
- ♦ The college awarded 1,817 scholarships to high school seniors within PRCC's six district counties.
- ♦ Admissions, financial aid and recruitment personnel attended the National Conference on Student Recruitment, Marketing, and Retention and state workshops aimed at increasing student admission and retention.
- ♦ The financial aid staff continues to advise students who must borrow to borrow as little as possible.



Around campus



Sarah Bienvenu, second from left, won the third Tuition Giveaway for 2013-14. She is a medical radiological student at the Forrest County Center. PRCC works with Hattiesburg Coca-Cola and radio stations SL-100 and Wild 106.3 on the tuition promotion. Bienvenu is shown with PRCC public relations director Chuck Abadie, alumni coordinator Candace Harper and Casey Rawls, director of recruitment and orientation.

2013-14 Highlights

- ♦ Jacob Moeller of Picayune won the annual Talent Show, receiving a \$500 scholarship. He played guitar and sang "Slow Dancing in a Burning Room." Second place went to Christiana Whitley of Hattiesburg for "The Elements Song" comedy routine and Markeyesia Harness of Biloxi claimed third with original poetry.
- ♦ The Voices a capella ensemble provided the music when Santa Claus visited PRCC for the college's first Christmas tree lighting ceremony.
- ♦ Students in the Adult Basic Education classes toured the Poplarville campus in October.
- ♦ Career fairs in Poplarville and the Forrest County Center gave students a chance to network and investigate the job market.
- ♦ Children at the Child Development Center donated food to Brother's Keeper Ministries before Thanksgiving.
- ♦ Audrey Smith, Gloria Wasmund, Cheryl May, Eileen Hall and Marilyn Dillard attended the Association of Educational Office Personnel professional development seminar in February. Dillard is 2013-14 president of the chapter; May is vice president and Wasmund is secretary/treasurer. The chapter named Dr. Martha Lou Smith as AEOP Administrator of the Year and Wasmund as Office Professional of the Year.

So long, farewell ...



Retirees were honored at the annual Employee Appreciation Night in May. They are, from left, Dow Ford, vice president for enrollment management; Deborah Hewitt, special populations coordinator at Forrest County Center; Dr. Benny Hornsby, Forrest County Center humanities instructor; and Dr. Becky Askew, vice president for planning and institutional research. Not pictured is reading instructor Lillie McCullum.

As part of the event, the River Rewards grand prizes were awarded to Deborah Hewitt and groundskeeper Scooter Parris.

River Rewards encourages employee participation in student events by awarding a monthly prize to a recipient whose name is drawn from those attending events.

Winners of those drawings were Dr. Barbara Gandy, Judy Jarrell, Eileen Hall, Donna Lunn and Parris.



Elvis (Mike Russell of Sumrall) croons to Sharmen Ladner at the Employee Appreciation Night.



Employee Cancer Fund

The campus was awash in pink on Oct. 3 for the Pink Out the Game Night when PRCC played Gulf Coast. The bookstore sold Pink Out t-shirts with 10 percent of the sales going to the Employee Cancer Fund. The cheerleaders and AEOP members also raised money for the fund. Blaine Peterson and Janson Culpepper, both of Poplarville, were the student winners of the Pink Out Best Dressed contest. Money for the fund was also raised through a Wellness Center silent auction and the sale of Fight for White t-shirts by the softball team. Coach Leigh White underwent treatment for Hodgkin's lymphoma during the 2013-14 year.



Earlora Holden celebrates 105th birthday

Earlora Holden, one of the matriarchs of PRCC, celebrated her 105th birthday April 29.

Her family gathered at her Poplarville home to mark the milestone two days before her actual birthday.

Mrs. Holden came to PRCC in 1948 when her late husband, Dobie, was hired to coach football.

She became a student at the age of 40, served as secretary-treasurer of the Class of 1951 and went on to earn both bachelor's and master's degrees from USM. Mrs. Holden taught business education at Pearl River for 27 years and served as department chair. She also was in charge of the

homecoming court and sponsored the cheerleaders.

Dobie Holden coached the Wildcats to the 1961 national championship and retired from coaching in 1966. He served as dean of men until 1970.

In 2010, PRCC named a women's dormitory the Earlora Chapman Holden Student Residence Hall in her honor. Residents signed an 8-by-10 card given to her for her birthday.

The Holden family are charter members of the PRCC Development Foundation which awards the Coach Dobie Holden Memorial Scholarship annually. Mrs. Holden received the foundation's Distinguished Service Award in 1989.



The Phillips Pest Control Team of Don Necaize, John Searls, Rodney Ladner and Kenny Gallagher won the Hancock County Alumni Chapter's annual golf tournament. The tournament, held May 2 at The Oaks Golf Club in Pass Christian, raised enough money for the chapter to award six scholarships instead of four as in the past.



The first place team at the Forrest-Lamar Alumni Chapter golf tournament was Bill Odom, Craig Rogers, Mike Robinson and Webb Evans. Held June 7 at Pine Creek Golf Club in Purvis, the tournament raised more than \$4,000 for student scholarships.



In memory of ...

- ♦ Darlene Frances Bush, 49, of Poplarville, died March 27, 2014 at Pearl River County Hospital. She was a cafeteria supervisor at PRCC.
- ♦ Frances Chisholm, 97, of Poplarville, died May 14, 2014. She was a member of the Pearl River Class of 1937.
- ♦ Alumnus David Michael Graham, 57, of Hattiesburg, died April 11, 2014.
- ♦ Willie Heidelberg, 63, died Oct. 15, 2013, in Jackson. He played running back at PRCC in 1968 and 1969 and is a charter member of the PRCC Sports Hall of Fame and the MACJC Sports Hall of Fame.
- ♦ Rashod Henry, 25, died June 11, 2014 at Forrest General Hospital. He played football in 2008 and 2009.
- ♦ Dimple Holston, 81, of Poplarville, died April 3, 2014, at her residence. She was a graduate of the first Pearl River nursing class and grandmother of PRCC instructor Emily Carlisle.
- ♦ Alumnus Rev. Carl Ezekiel Jackson,

57, died Nov. 14, 2013 at Wayne General Hospital.

- ♦ James Leslie Lee, 64, of Purvis died Feb. 15, 2014, at his home. He was a PRCC graduate and a former Lamar County supervisor.
- ♦ Alumnus Judith Rachel Ladner, 50, of Poplarville, died Aug. 1, 2013..
- ♦ Michael A. Legg, 52, of Picayune died Oct. 2, 2013 at Forrest General Hospital in Hattiesburg. He attended PRCC.
- ♦ Larry Magee, 71, of Prentiss, died Oct. 3, 2013, at his home. He played on Pearl River's 1961 national championship team.
- ♦ Charles "Pokey" Mariner Jr., 39, of Oakvale, died March 14, 2014, in Lawrence County. He played football at PRCC and earned a masonry degree.
- ♦ Alumnus Matthew "Marcus" Martin, 40, of Pamona, Calif., died Nov. 2, 2013, in Pamona.
- ♦ Leland Mitchell, 72, of Starkville died July 6, 2013, at his home. He played basketball at Pearl River before transferring

to Mississippi State. He played in the historical game against integrated Loyola in 1963.

- ♦ Alumnus Jerry Garland Nobles, 82, of Sumrall, died June 15, 2014. He was the brother of PRCC board member Herbert Ray Nobles.
- ♦ Max Williams Parish, 25, of Carriere, died Sept. 27, 2013, following a traffic accident. He was a PRCC graduate.
- ♦ Irene LaDee Gentry Riker, 82, died Nov. 16, 2013, in Bellaire, Texas. She was the valedictorian of her PRJC class.
- ♦ Barbara Williamson Smith, 70, of Ford's Creek community died Nov. 24, 2013 at her home. She was a retired administrative secretary at PRCC.
- ♦ Alumnus Harry M. Speights, 64, of Mooresburg, Tenn., died Feb. 19, 2014.
- ♦ Thomas "Tommy" W. Trahan, 56, of Kaplan, La., who died Jan. 3, 2014, following a traffic accident. He was an alumnus.
- ♦ Kenneth Ray "Kenny" Wells, 66, of Poplarville, died Jan. 26, 2014. He trained as a welder at PRJC.



Legislative roll call includes PRCC alumni



Reps. Bill Pigott, from left, and Ken Morgan, Sens. Phillip Moran, Angela Burks Hill and Tony Smith

Six members of the Mississippi House of Representatives and three members of the Mississippi Senate attended Pearl River Community College.

Timmy Ladner of Poplarville represents House District 93 in Forrest, Hancock, Harrison, Lamar, Pearl River and Stone counties.

Bill Pigott of Tylertown represents House District 99 in Lamar, Marion, Pike and Walthall counties.

Ken Morgan of Morgantown represents House District 100 in Jefferson Davis, Lamar and Marion counties.

Herb Frierson of Poplarville represents House District 106 in Lamar and Pearl River counties and is chairman of the Appropriations Committee.



Reps. Mark Formby, left, and Herb Frierson with Student Government Association officers, Desmond Edmonson, Breanna Peters and Shelby Stiglets

Mark Formby of Picayune represents House District 109 in Pearl River County.

Jeramey D. Anderson of Moss Point represents House District 110 in Jackson County and turned 22 on the day he was sworn into office following a 2013 special election.

Angela Burks Hill of Picayune represents Senate District 40 in Marion, Pearl River and Walthall counties.

Phillip Moran of Kiln represents Senate District 46 in Hancock and Harrison counties.

Tony Smith of Picayune represents Senate District 47 in Harrison, Jackson, Pearl River and Stone counties.

Alumni achievements

♦ Whitney Miller was featured in the June issue of Golf Digest magazine. The full-page article told her story about almost hitting a hole-in-one while playing golf with her uncle. Miller, who played tennis at PRCC, was the first winner of "Master Chef" on Fox in 2010.



♦ Three PRCC alumni have played musical band director chairs. Ben Burge moved from Northwest Rankin High School to marching band director at Belhaven College. Jerry Pickering moved from assistant band director at Northwest Rankin to band director and Katie Spiers became assistant band director.

♦ Carolyn Lucas, Class of 2013, had a memoir called "The Pilgrim" published in Phi Theta Kappa's anthology, Nota

Bene. She was a member of PTK and Sigma Kappa Delta English honor society at the Forrest County Center.

♦ Allen Grace of Hattiesburg graduated in June from the Hattiesburg Police Department Training Academy. Grace was drum major for the Spirit of the River marching band from 2010 through 2012.



♦ Braxton Lee of Picayune helped the Ole Miss Rebels go to the 2014 College World Series in Omaha, Neb., and was drafted by the Tampa Rays.

♦ Daniel Massey performed with The Hub City Players at Festival South in Hattiesburg.

♦ Seth Roberts of Tallahassee, Fla, has signed with the Oakland Raiders as an undrafted free agent.



Alumni Tailgating 2014

Tailgating starts at 6 p.m.
Aug. 28, Sept. 4, Sept. 18
and Oct. 2

Face painting, arts and crafts for the kids; cheerleaders, mascot. Pre-game marching band show at 6:45 p.m; kick off at 7 p.m.

601 403-1193 for information

RSVP to charper@prcc.edu
Paid alumni members eat free. Guest plates are \$5.



Graduation 2014

More than 800 students completed associate's degrees or certificates during the year preceding graduation ceremonies on May 14.

Dr. Eric Clark, executive director of the Mississippi Community College Board, encouraged the graduates to continue learning throughout their lives and to be good people who follow the Golden Rule.

Graduates are listed by hometowns:

Bassfield - Teresalynne W. Booth, Kevin M. Broom, Jabreil Zachary Thompson.

Bay St. Louis - Olivia J. Dawsey, Kristy Lynn Biddle, Jennifer R. Ginn, Brittney Sue Graham, Jonathan B. Grantham, Melody Lynn Hollon, Kristen R. Kennedy, Christopher M. Moore, Garrett Necaize, Matthew Ryan Powe, Tamara Niche' Reed, Dillon Anthony Roark, Miranda N. Rutherford, Gabrielle Maegan Spotorno, Karl Steele, Bret Joseph Steiner, Jim Turner, Howard Lane Weaver, Nathan T. Williams.

Beaumont - Melinda Ruth Johnson.

Biloxi - Hailey A. Fischer.

Brandon - Mark J. Brown, Breanna Shayla Peters.

Braxton - Mia Sharnel Coleman.

Brookhaven - Melanie M. Smith.

Brooklyn - Channa M. Nowell, Devon Lamar Roberts, Jennifer Rogers, Cassie M. Cochran.

Byram - Kaci E. Lantrip.

Carriere - Grisela Marina Amado-Somerville, Connor M. Ball, Thompson F. Bechtel, Arthur John Bienvenu, Felicia L. Bilbo, Lisa Blackburn, Heather R. Bond, Laura A. Herrin Breeland, Racquel A. Brekeen, Brandi A. Britt, Randi L. Britt, Samuel C. Burge, Virginia S. Carnathan, Joshua G. Dearmin, Dylan T. Dewhurst, Hannah L. Discon, Nicholas V. Drouilhet, Dwayne A. Duchmann, Joseph J. Fleming, Joseph Aaron Frierson, Christian



Board member Tony Waits presented the diploma to Israel Castillo of Nicaragua who lived with Tony and Tracy Waits while attending PRCC.

Scott Fuller, Amber C. Gault, Susan Stephanie Giametta, Pamela Ann Graves, Hugh James Guillot, Melanie Ann Haden, Lacey B. Hampton, Christy Laine Herring, Brandon Michael Hutchison, Caleb J. Hynum, Brittany A. Jones, Lesley Tyler Jones, Jake Holden Kellar, Ryan W. Kennedy, Amanda Faith Kerry, Nicholas Warren Landry, Rachael Anne Lawther, Matthew L. Laymon, Jessi N. Lee, Sarah A. Lestelle, Brittany M. Levert, Shelbie L. McBeth, Randy Kyle McDonald, Bailey M. Miller, Rebecca L. Mitchell, Spenser T. Moore, Jansen T. Owen, Caitlin Victoria Palmer, Robyn E. Pascal, Britt Hal Patterson, Stephen D. Penton, Heather L. Peterson, Abigail Ona Reilly, Edmond Jude Restivo, Erica M. Rickman, Wendy E. Robinson, Erica F. Rubio, Heather J. Rush, Calvin L. Saunders, Erica N. Shaw, Maurice L. Smith, Sharise M. Spence, Michael Blake Stockstill, Debra H. Thompson, Kami D. Tomei, Vanessa E. Vandehey, Alexander J. Von Robke, Brooke A. Wactor, Meghan M. Werner, Jason Roy Wormser.

Carson - Cadie L. Clark, James Steven Mahood, Cole A. Perrin.

Cleveland - Heath Blount.

Collins - Courtney Boykin, Laura Rennie Dickerson, Chelsea Sinead Edwards, Seleina Edwards.

Columbia - Tedrick Antwoine Abram, Savannah D. Alford, Sarah E. Anthony, Kimberly Ann Ball, Tina L. Bass, Edward Andrew Beets, Brandon D. Bell, Devin L. Bracey, Jessica L. Breakfield, Candis C. Brewer, Shelby Doyle Bullock, Freddie D. Burrell, Tracey Jean Cavanaugh, Kelsey L. Cooper, Makayla D. Cooper, Victoria Anne Cox, Caleb V. Dearman,

Marquillie R. Decuire, Valescia M. Dixon, Andreia D. Echols, Marlonie C. Expose, Nicholas A. Expose, Sabrina A. Fortenberry, Marcus Lavelle Foster, Julia K. Garner, Charles K. Green, Zach M. Hartzog, De'Anthony Johnson, Dallas E. Kendrick, Jovon E. Kendrick, Brittany E. Lee, Madelyn M. Lokey, Jo'Shodrick K. Mallard, Wesley Michael Maxwell, Taylor J. McDaniel, Nathaniel W. McKenzie, Chelsey Lashay McLendon, Jason Thomas Meidl, Markus T. Peavy, Marcus Randall Petty, Shassidy Lane Ramshur, Samuel Moore Robbins, Benjamin D. Sanford, Laken M. Speights, Angela M. Stampley, Anikua Shirlene Tolliver, Matthew Delane Turnage, Tye Nicholas Whitfield, Tyler S. Wilks, Cynthia Louise Williams, Jami K. Williams.

D'Iberville - Nhi Yen Le, Trang H. Trieu.

Diamondhead - Candace Michelle Benson, Branden D. Edenfield, Brenda L. Nuss, Cody J. Shiyu, Tiffany N. Tucker, Lori J. Jones.

Dixie - Robert Larry McGee.

Ellisville - Alexander Jason Harvey.

Florence - Hannah L. Sykes, Monica R. Sykes.

Foxworth - Kailey Alyssa Anderson, Joshua C. Bean, Marissa N. Blanton, Martin Gole Brent, Morgan Buchanan, Anita L. Carey, Kimberly L. Gay, Edward Neal Hamilton, Matthew Z. Holmes, Patrick C. Regan, Christopher Daniel Russell, Heather L. Seago, Caitlin J. Smith, Stephen Timothy Smith, Emily Stogner, Drucilla Rose Stogner-Miller, Henry Andrew Stringer, Kenneth L. Stringer, Billy Hayden Ward.

Gautier - Lauren Leigh Goleman.

Gloster - Amber Ruth Brown, David Earl Harris.

Greenville - Claire Montgomery Skates, Terrance A. Thompson.

Gulfport - Galen P. Doucet, Jeremy Hollimon, Corey Lee Ladnier, Kristy Alene Noble, Stefanie Stephens.

Hattiesburg - Benjamin J. Alexander, Brandon Lane Allen, Melissa R. Barnes, Shanell A. Barnes, Dudley A. Barnett, Jennifer Hope Barrett, Jana Renee Battie, Whitney N. Beasley, Laquavier O. Benton, Brianna Shae Blackwell, Selena Shontae Blackwell, Adam F. Boargoub, Lauren V. Bodie, Christopher Lamar

Graduates continued

Bond, Laakeland L. Boyle, Michael Andrew Brett, Jessica S. Bryant, Latoya Bryant, Toshiba S. Buckley, Jessica N. Burgess, Argus Zachariah Burton, Hayley E. Byrd, Shari Rae Cameron, Amanda G. Camp, Caroline M. Carlson, Jordan Eric Carpenter, Karah Lane Carpenter, Vita Lashan Carson, Judy Johnson Carter, Elizabeth Ann Catlett, Mary E. Christopher, Krystal Danielle Coleman, Ashley N. Collins, Sonya D. Conerly, John S. Craig, Trevor Andrew Creighton, Jozlyn J. Cruel, Terrance L. Crutcher, Torey L. Cruthird, Kayla L. Daley, Regan E.



Lylla Royston, wife of instructor James Royston

Dartez, Amanda L. Davis, Laurie Lynn Dement, Leann Sharrun Donald, Tonya D. Crews Downs, Charles E. Draughn, Noel Garrett Ebbert, Craig T. Eubanks, Ashley N. Evans, Demetris Julieus Fairley, Shakeya Faust, Jasmine Sheray Felts, Pamila R. Fisher, Amber D. Floyd, Brittany A. Fortenberry, Suzanne Nicole Fortenberry, Brandon A. Fountain, Matthew Nathaniel Furnace, Lauren Brooke Gaines, Justin H. Garber, Jervis E. Gatlin, Lajessica Meshae Gatlin, Carlie Jo Gill, Tiffany Jeannelle Gragg, Taylor C. Graham, Jeremy S. Graves, Tawanna Green, Walter Moses Green, Brigitta S. Greene, Christopher Dustin Guy, Aeryka M. Harvey, Nathan D. Hatfield, Zachary Evan Hayes, Jalesa Y. Hill, Anthony D. Hines, Anna L. Hinton, Narottam Holden, Kaysee Erin Hover, Charlie Jackson, Lakita Marie Jackson, Shamique N. Jackson, Sylvia Jaffee, Jalisa Donshay Johnson, Khadeasia Synclair Johnson, Renard W. Johnson, Sherry Angela Johnson, Arolyn C. Joiner, Jasmine J. Jordan, Nicholas Kane Keith; Also from Hattiesburg - Brandon L. Keys, Jessica DeAnne Kilgore, Charlesha R. Killingsworth, Johnathan Kirksey, Danielle M. Klimczak, Victoria Kotter, David E. Lawrence, LaMya RaOmbre Leflore, Amy M. Lewis, Donald Russell Lewis, Kelsea M. Lewis, Brandi L. Logan, Phillip K. Logan, Usef L. Lowe Jr., Hope D. Lucas, Charla S. Luvene,

Charles Alexander Marshall, James M. McCarthy, Joycelyn McCoy, Tyler Nelson McKenzie, Kasey M. McLain, Benjamin Cody McMahon, Catiffany Sherne McPipe, Mark Alexander Moore, Reneatha Lanette Newell, Victoria H. Nguyen, Elizabeth Irene Nutt, Angela J. Ouellette, Rashard J. Owens, Priyanka K. Patel, Matthew L. Perkins, Stephen B. Perry, Samantha Nicole Pledger, Amanda Katherine Ponder, Laykin Cierra Posey, Rashad Ronald Ramey, Cynthia M. Rankin, Deangelo R. Rankin, Sarah Chyanne Reid, Carlos E. Reyes, Hannah Elizabeth Roberson, Channing Tyler Roberts, David B. Robertson, Laura L. Rogers, William Randall Rouse, Anthony A. Rucker, Joseph Deon Sanders, John Shafer, Emily Shattles, Ronald Shorts, Heather Shaye Shows, Crystal A. Small, DeAndre, Kyrie Smith, Khiris Lashon Smith, Melissa L. Smith, Lawanda Michelle Spann, Jordan J. Stewart, Christopher Joel Swanson, Tiffany Lynn Tankesly, Shaquell A. Thomas, Kenyora Danyelle Todd, Kimberly D. Truelove, Jahmyia Ulmer, Melanie Valliere, Tiffany Renee Waggoner, Stacey LaTrelle Walker, Nancy L. Warden, Candace Patrice Washington, Karen L. Wells, Keondra Antwaynett White, Jermaine Avondre Whiteside, Cody L. Wilborn, Darrell D. Williams, Keiara C. Williams, Alexis Michelle Young.

Heidelberg - Crystal Windham.

Jackson - Jasmine N. Beaman, Ralencia N. Pickens, Kalisha Otesia Washington.

Kiln - Zachery M. Bishop, Bobbie E. Booth, Charlene Kimberly Cavalier, Joseph Alan Cuevas, Amber Lashea Dedeaux, Edward Walter Erskine, Wesley T. Haas, Jodi D. Johnston, Kathryn E. King, Cody James J. Koenenn, Marlana Ann LaFontaine, Kristyn Danielle McGuire, Eve Michelle Necaie, Erica R. Palmer, Mallory L. Stone, Michelle A. Thorpe.



Honors Institute graduate Stephen Perry, son of instructor Carmen Perry

Rowley, Willie D. Martin, Alex N. White. **Kosciusko** - Hannah L. Pritchard. **Lakeshore** - Whitney N. Hudson. **Laurel** - Jesus R. Gonzalez, Tanisha Katie Rivers, Brett Andrew Saul. **Leakesville** - Hannah Ruth O'Neal, Maggie E. Helton. **Leland** - Stephanie Lynne Fratesi. **Liberty** - Chelsea E. Ford, Christopher Wade Malone.

Long Beach - Michael David Bass, Harold Owen Grissom, Rebecca McKenzie Hopper, William Wicks.

Louisville - Rocknese Keshay Greer.

Lucedale - Jessica Lynn Kirkwood.

Lumberton - London Lorrena Anderson, Barry Joseph Aucoin, Bradley A. Bark, Joseph L. Barrett, Amber Nicole Cameron, Whitney D. Chambliss, Hollie A. Chester, James C. Davis, Rebecca Elaine Dement, Bryan L. Fairley, Ashley E. Ford, Matthew Levi Guthrie, Callie Tennille Hughes, Jeffrey A. James, Joe D. Keith, Sara Danielle Kemp, Paula R. Lee, Kaitlyn V. Longino, Rebecca Lynn Lowry, Jordan Seann Merritt, Jonathan Walter Morris, Thomas Russell Pierce, Sherry Nacole Reid, Dakota S. Seal, Dustin A. Smith, John Soley, Dustin D. Tims.

Madison - Allie Flint, Martez D. Simpson.

Magee - Lauren Ashley Robinson.

Mathison - Cherish Marie McClain.

McLain - Edward Lee Johnson.

McComb - Angela Lynne Beene, Olando Marsaw.

Mendenhall - Adrian N. Weathersby, Gyasi A. Williams, Todd Michael Dupre.

Mize - Wade D. Evans, Mary Hinsz.

Monticello - Taylor E. Brister.

Morton - Christopher Lavell Adcox.

Moselle - Laura Ellzey, Becky Wilson.

Moss Point - Amber Brooke Carter, Gerardo M. Grant, Kacy L. Mixon.

Neely - Jeremy A. Smith.

New Augusta - Laura Gean Bradford, Jason E. Tingle.

New Hebron - Carla L. Warren.



Charlene Cavalier, daughter of instructor Charles Cavalier

Graduates continued

Oakvale - Mitchell G. Bass, Chawania D. Ross.

Ocean Springs - Sarah Grace Friday, Elizabeth Misko, Courtney Deshea Morris, Brandon Gregg Moss, Cindy T. Nguyen, Jason Lee Scardino.

Ovett - Haylee Rose Holliman, Nathan R. Sutton.

Pascagoula - Aaron William Chu.

Pass Christian - Melody Grace Campbell, Caleb D. Cuevas, Blair Alexis Hoda, Caitlin S. Kelly, Jessica A. Schorghofer, Jamie Teil Wambsgans, Michael Patrick Zapke.

Pearl - Joseph J. Bridges.

Pelahatchie - Jeremy L. Cross.

Perkinston - Tyler Austin Brewer, Amanda Carol Clark, Erin L. Couey, Brittany R. Cuevas, Constance Alisha Dedeaux, Jessica Lynn Gentry, Ashlee A. Ladner, Ashley MaRae Ladner, Kaden L. Ladner, Sabrina Ladner, Tracy Lynn Necaise, Wyatt A. Peterson, Alyssa N. Pullen, Lylla Marie Royston, Sarah A. Silver.

Petal - Eric B. Adams, Laken C. Arrington, Jessica Faith Bennett, Kimberly S. Bennett, Maggie Brannan, Jamonee Tratwon Brown, Jacob D. Cox, Casey L. Davis, Laura L. Davis, Alexandra M.

Dickerson, Louie Forsmark, Lacie S. Garner, Sarah E. Gibson, Tyron X. Graves, Joseph T. Guyse, Brittney C. Hammond, Jamiesha Deleana Hillman, Lance Hilton, Aaron L. Hinton, Don R. Ladner, Christian M. Lewis, Virginia D. Little, Allison Claree Mitchell, Priscilla Farley Nguyen, Lauren M. Pearce, Larry Dale Primeaux, James Austin Richardson, Amanda C. Rutland, Kacie N. Sanford, Joseph Preston Saucier, Megan L. Scronce, Colby S. Stewart, Matthew Cody Sullivan, Ryan Lane Sumrall, Meghan C. Tyner, Reginald L. Virgil, Elizabeth D. Warren, Aubrey Elizabeth Williamson, Amanda Leigh Woods, Shaporah Monique Youngblood.

Picayune - Maria Adcock, Andrew E. Argueta, Steven J. Asher, Kaleb Keith Bailey, Hannah C. Basile,

Britney N. Bogan, Nicholas Ryan Brewer, Jeffrey A. Bucano, Ashley B. Bynum, Delorean Jeanese Calloway, Ciara R. Ceaser, Melissa Cook, Bryanna Samari Cooper, Kayla E. Cooper, Jennifer L. Dietsch, Chelsea Rae Dunhurst, Charles P. Dunphey, Hannah D. Dupont, Valencia Durr, Phillip Farve, Keegan R. Frazier, Chadwick P. Frierson, Brooke M. Fulcher, Chelsea E. Gascho, Jerrick Markelle Goff, Amber O. Goss, Devon Michael Gray, Dakota N. Hebert, Matthew S. Holloway, Maegan M. Holmes, Elvender Holt, Kristen E. Hooge, Nicole B. Huesmann, Amanda Leigh Hughes, Andrea Ciara Jackson, Talecia Nicole Janet, Jessica D. Johnson, Kaitlin Amanda Johnson, Keon Devante Jones, Lauren Renita Jones, Jake Edward Klein, Teddy J. Kreeger, Katharine R. Laptas, Hannah D. Lauga, Brooke D. Lee, Rachael M. Lee, Devin Rene Littles, Jorion D. Littles, Ashleigh N. Malone, Desmond Martin, Nicholas S. Martin, Bruce Talbot McDonald, Felecia G. McDougale, Gabrielle Kristine McDowell, Stephen James McGregor, Morgan T. McManus, April D. Meeks, Steven Cody Moody, Ashton T. Moore, Emily E. Morgan, De'Corion Devon Myers, Victoria Rose Necaise, Ryan Nixon, Tatia Sherrie Parker, Jamie D. Payne, Shaquell D. Peters, Hope Ann Peyton, Gina Sensebe Phillips, Contina



Denairio Bolton, son of IT technician Marcus Jordan



Instructor Michelle Patterson and her son, Britt Patterson



Wellness Center secretary Donna Warden with son-in-law and daughter, Bryan and Candice Fairley

Valynn Pittman, Ashley M. Porter, Britany I. Rayner, Chelsea Renae Roberts, Anna Lindsey Rubcic, Christopher

L. Rushing, Victoria Salinger, Dylan D. Savoy, Brenda Ann Schaubhut, Crystal L. Schultz, Amanda K. Seal, Sirri Geovani Seats, Derionne D. Stewart, Stephanie D. Strickland, Willa Catherine Stubbs, Randall S. Surla, Jenna L. Thompson, Cordell Vaughn, Jeromy L. Vaughn, Rashundalyn I. Washington, Ashley E. Whittington, Tiffany Ann Wilson, Gary Laine Wilton. Poplarville - Floyd L. Aborom, Christa J. Anderson, Chelsey L. Barrett, Jeronda T. Beason, Shalae T. Bester, Haley L. Blanchet, Denairio C. Bolton, Rachel L. Breland, Jessica L. Broom, Harold Jackson Bunch, Velma Lynn Burge, Stephanie N. Cavendish, Samantha N. Coleman, Tina R. Coleman, Vantasia R. Cooley, John-Taylor Corley, John Russell Cowart, Clayton David Coy, Whitney M. Daughdrill, Dalton Farrell Davis, Hannah E. Davis, Micah T. Davis, Diamond D. DePhillips, Jennifer Leah Dedeaux, Garrett Kenley Deschamp, Misty Jolie Dupre, Mariah P. Fairley, Morgan J. Farmer, Miranda B. Fazende, Lindsey R. Feuge, Kayla S. Gentry, Zachary W. Gillespie, DaQuain D. Gilmore, Jasmine Graham, Alexis Khrystine Gupton, Lee Quinn Hall, Lisa R. Hamada, Dyrion L. Hart, Conner B. Hodge, Ramsey A. Hunt, Alethea Rochelle Jarvis, Tanya Lynn Jessie-Cassels, Shannon Monique Jones, Kaleb



Christian Lewis and his mother, FCC business services director Beverly Lewis

M. Killens, Stacey Marie Kolb, Elizabeth J. Ladner, Kelly Christine Ladner, Brandon L. Langlois, Cara L. Larsen, Andrea G. Mannarino, Jessica L. Marshall-Kirschenh, Richard Keith Martin, Dominica Louise Melton, Edna Marie Miley, Jared A. Mixon, Gerrica Lorea Morris, Raven Nightengale, Jonas A. Olsen, Emily J. Ott, Hosie B. Parker, Lindsey T. Poole, Valdericka Crette Raine, Ashton E. Rogers, Bobbi Ann Saucier, Michelle R. Schaubhut, Kristina E. Schluter, Skylor Elizabeth Shamp, Adam C. Smith, Ashlee R. Smith, Crystal Darlene Smith, Megan Lenore Speights, Laquisa L. Toney, Michael J. Toomer, Tessa Breann Turner, Erik T. Waller, Cheryl Ann Walsh,

Priscella A. Wellman, Abby K. Williams, Brandon S. Wilson.

Prentiss - Jason Wayne Bridges, Rolando Israel Castillo, Kevin J. Hall.

Purvis - Magnolia May Allen, John Lewis Allred, Jimarez Alonso, Wylie A. Anderson, Jarrod Logan Boren, Heather Nicole Boutwell, Owen B. Breazeale, Sarah I.

Bynum, Cody R. Claburn, Morghan Savanah Cuevas, Robert R. De-ment, Jillian Lark Ferrell, Rachel C. Fowler, Cairey



Lacey Hampton and her grandmother, instructor Melinda Spiers

Elisabeth Griffin, Amber L. Henderson, William T. Hession, Patrick E. Holcomb, LaKenya Sade James, Kagan Allen Keith, Matthew A. Ladner, Brittany Michelle Long, Joshua Michael Long, Stephanie P. Lucas, Elizabeth Alexandria Mapp, Virginia L. Mitchell, David S. Pylant, Jocelyn Anne Robinson, Samantha J. Rungeling, Colby Glenn Sellers, Tiffany P. Sills, Michael Richard Smith, Randi Renaye Terrell, Jacki D. Yawn, Jolious Yawn.

Raleigh - Dana V. Mathis, Mitchell Tadlock.

Richland - Adrienne Paige Bennett.

Richton - Tia Tikish Jones, Darion L.



Cara Larsen, niece of library assistant Eileen Hall

Matthews, Gregory O. Matthews, Candice Marie Stinson, Victoria D. Walley, Shawn Anthony Wiseman.

Ridgeland - Xavian O. Rimmer.

Roxie - Travis M. Dyer, Maya Sherries Weathersby.

Sandy Hook -

Chelsea N. Breland,

Magan D. Kendrick, Chason Douglas Stogner, Katie Ann Stringer, Thomas C. Turnage.

Saucier - Cody M. Garriga, Jeri Lyn Hebert, Destiney Marie Morgan, Sierra

Seminary - Jessica Marie Butler, Lauren Rhea Jones, Reegan Tisdale.

Sontag - Asberry Prince.

Soso - Steven W. Mason, Crystal Elizabeth Shows.

Stringer - Kayla Ratcliff. **Summit** - Collin S. Parker.

Sumrall - Joelle Delise Anderson, Johnathan Kyle Anderson, Angela Kay Baylis, Hannah Michelle Broome, Laura Nicole Clinton, Jamie Beth Dunaway, Shanta R. Echols, Beverly V. Freeman, James A. Herrin, Anna Marie Hibbard, Jessica Leigh Hobold, Karla J. Hopstein, Benjamin Kel Hudson, Katelin B. Jackson, Hannah LeAnn Keith, Randi Lane Langston, Joseph Douglas Lee, Shannon N. Lucas, Jacob R. Moree, Patrick Chance Peterson, Brittini D. Prine, Amanda Marie Rawls, Timothy L. Roberts, Joseph Kenneth Speights.

Taylorville - Heather Ashley Williams.

Terry - Delesia Ramiah Brooks.

Tupelo - Priscilla Johnson.

Tylertown - Brittany N. Baughman, Chandler B. Baughtman, Porche Tomei Crumedy, Zackery Foster Johnson, Jameson E. Magee, Shirley D. Moore,



Brandon Bell, stepson of Woodall Center director Lee Bell

Raven Celeste Wilson.

Waveland - Sharon Antoine, Stephen M. Burrell, Robert J. Coleman, Jessica A. Fisher, Kadijah S. Johnson, Matthew F. Natal, Alyssa A. Pagano, Taylor E. Turcotte, Shantel M. Zar.

Waynesboro - Katrina L. Lofton.

Wiggins - Aimee C. Moore, Travis Wade Moore.

Mobile, Ala. - Emily B. Jackson.

Theodore, Ala - Courtney Leigh Warr.

Warner Robins, Ga. - Miranda Lacole Mosley.

Angie, La. - Charles B. Fornea, Paul Wayne Noto, Kortlan Pittman,

Bogalusa, La.

- Jaron M. Allen, Andrew Neil Crain, Angela Joyce Willia Cutrer, Ana M. Gallardo, Gavin Casey Mayo, Melissa Jean Meyers, Julia Marie Moody, Shelby Laurin Norris.

Chalmette, La. - Amanda Francis Brown.

Franklinton, La. - Judith Ann Marie Ladner.

Lacombe, La. - Joshua A. Bordelon.

Slidell, La. - George Williams.

Tallulah, La. - Courtney B. Ernst.

Perth Amboy, N.J. - Devontai Foye.



Mitchell Bass, nephew of assistant band director Mike Bass

Going to 'big school'



Students at the childcare development center who graduated to kindergarten are, from left, Lola Easley, daughter of student Dwayne and Erica Easley; Truly Hague, daughter of Samantha Hague and

granddaughter of Carlene Hague, nursing administrative assistant; Madilyn Harris, daughter of Amanda Kerry, a December 2013 nursing graduate; Gavin Rawls, son of Aubrey and Tonya Rawls.



Men claim MACJC, Region 23 soccer titles

The men's soccer team was the only Wildcat team to bring home a championship in 2013-14, claiming the MACJC and Region 23 titles.

The team lost an NCJAA South District game against San Jacinto State to end the season.

Mike Allizzo of Ocean Springs was named to the NJCAA All-American second team and was joined on the All-Region team by Dyllan Garrett of Vancleave and Dyllon Beasley of Hattiesburg.

Auston Douglas of Gulfport, Jackson Harlan of Lucedale, Justin Broussard of Ocean Springs and Trey Wesson of Gulfport made the All-MACJC team.

Paul Martin was named MACJC and Region 23 Coach of the Year.

Other 2013-14 results:

- ♦ The Lady Wildcat soccer team fell in the state-regional championship game to Jones County Junior College. Named to the All-Region team were Chelsea Parson of Biloxi, Tori Ladd of Pascagoula, Kacy Mixon of Hurley and Christina Gentry of Horn Lake. All-MACJC players were Karly



Forward Mike Allizzo led the Wildcats to state and regional titles. Photo by Mitch Deaver

Mitchell of Poplarville, Brooke Blackledge of Laurel, Courtney Calderelli of Long Beach.

- ♦ The Wildcat basketball team lost the Region 23 championship game to JCJC. Jeremy Hollimon of Gulfport was named to the All-MACJC team.
- ♦ The Lady Wildcat basketball team lost in the semifinals of the Region 23 tournament. Shanta' Echols of Sumrall was named to the All-Region team.
- ♦ The softball team finished third in the Region 23 and state tournaments. Rachel Hickman of Poplarville was named to the All-Region team; Kelsea Lewis of Oak Grove and Kaci Lantrip of Terry were named to the All-MACJC squad.
- ♦ Charles Ducksworth of Mize was named to the All-Region and MACJC-South football teams. Joining him on the MACJC-South team were Cyrus Ekugwam of Jackson, Ty Northern of Tunica, Demarius Rancifer of Pensacola, Fla., and Dalvon Stuckey of Defuniak Springs, Fla..
- ♦ Baseball shortstop Derrick Mount of Gulfport was an All-MACJC team selection.

2013-14 Team GPAs

Softball - 3.57
Women's soccer - 3.30
Baseball - 3.15
Men's soccer - 3.12
Men's basketball - 3.1
Women's basketball - 2.76
Football - 2.6



Teams do well academically

Aiming for excellence in the classroom as well as in the game, five of PRCC's seven teams finished the 2013-14 year with a team GPA of 3.0 or better.

Softball led the way with an impressive team GPA of 3.57, and all 13 sophomores on the softball team graduated.

"We are proud of our student athletes not only for the hard work they put into their sport, but for the dedication they display in the classroom," said Jason Francis, athletic director. "Our student athletes are not only achieving and maintaining solid grade point averages, they are graduating. Graduating student athletes is a high priority for Pearl River Community College Athletics. Our coaches and student athletes continue to prove that we are dedicated to the goal of graduating."



Kelsea Lewis of Oak Grove graduated with a perfect 4.0 GPA.

Daniels named to Sports Hall of Fame

Doug Daniels, 81, of Poplarville was inducted into the Mississippi Community and Junior College Sports Hall of Fame on April 29 in Jackson.

"This award means everything to me," he said.

Daniels started as a halfback and then played the balance of the 1950 season at defensive safety. His late coach, Dobie Holden, moved him to quarterback/kicker his sophomore year. He was named to the All-State first team as quarterback and received the PRCC J.J. Holcomb Outstanding Athlete Award. He is a member of the PRCC Sports Hall of Fame.

His wife, Phyllis, is retired from PRCC.



Doug Daniels, Dr. William Lewis



Mitchell



Pugh



Smith

Softball player Karly Mitchell of Poplarville, baseball players Nathan Pugh of Starkville and Adam Smith of Pascagoula had 4.0 GPAs for spring.



Pearl River Community College
101 Highway 11 North
Poplarville, MS 39470-2298

Non-Profit Organization
U.S. POSTAGE

PAID

Poplarville, MS
Permit No. 45



The \$8.9 million Marvin R. White Coliseum is nearing completion.

