Institutional Planning
and
Effectiveness Document

2014-2015

Pearl River Community College

Poplarville Campus – Forrest County Center – Hancock County Center

Pearl River Community College
Institutional Planning and effectiveness Document
2014-2015
Table of Contents

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 Director of Institutional Research 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 Vice President for Planning and Institutional Research and the Director of Institutional Research. 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.

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

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

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

Mission Statement

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

Strategic Goals

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

2. To provide quality student services.

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

4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.

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

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

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

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

Strategic Goals

and

Internal Performance

Indicators

2014-2015

Year-End Report

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, at least 80.10% of students who completed career and technical programs will be 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 74% 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 general education and career and technical programs.

Internal Performance Indicator 9
At least sixty-five percent (65%) of students who earn a grade of C or better in Intermediate Algebra will pass College Algebra within one calendar year.

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

At least 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.

Internal Performance Indicator 10
The number of students who transfer to a university will increase by 5% each year.

Goal 2: To provide quality student services.

Commitment Statement:

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

Internal Performance Indicator 1
At least 70% of students participating in an annual campus climate survey will indicate that they are satisfied with the campus climate.

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

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 4
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 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 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.

Internal Performance Indicator 8
One hundred percent (100%) of the online faculty will participate in annual professional development training.

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
According to the comprehensive technology strategic plan, 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
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 and retention 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 at least 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 semester 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

2014 - 2015

MONTH	ACTIVITY	PERSONNEL INVOLVED	COORDINATOR
July	Accumulation of 2013-2014 Internal Performance Indicators (IPI) Data	Committees	Dr. Seal
July	Completion of 2014-2015 Fall Semester Assessment Charts	Division/Department Chairs	Ms. Bond
August	Professional Development Sessions	Faculty and Professional Staff	Dr. Seal/Ms. Wells
August	Collection of Professional Development Records	Ms. Ladner	Dr. Seal
August-May	Professional Development Evaluations	Ms. McCardle	Ms. Wells
September	Preparation and Distribution of Policy and Procedure Manuals	Ms. Ladner	Dr. Seal
,ptember	Review of 2013-2014 Strategic Plan and IPI Assessment Results	Planning and Effectiveness Committee	Dr. Seal
September	Completion of Pearl River Community College 2013-2014 Strategic Plan and IPI Document	Ms. Ladner	Dr. Seal
September	Completion of 2013-2014 Institutional Planning and Effectiveness Document	Ms. Ladner	Dr. Seal
September	Support Staff Professional Development Sessions	Support Staff	Ms. Wells
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 2013-2014 Assessment Charts and Accomplishments and 2014-2015 Fall Semester Assessment Charts	Planning and Effectiveness Committee Administrative Council	Dr. Seal
October	Review of 2013-2014 Strategic Plan and IPI Assessment Results	Administrative Council	Dr. Seal

MONTH	ACTIVITY	PERSONNEL INVOLVED	COORDINATOR
October/ November/ April/June/July	Student Evaluations of Instruction	Ms. Ladner Faculty	Dr. Seal
October/ November	Campus Climate Survey	Ms. McCardle	Dr. Breerwood/ Ms. Wells
November	Review of 2013-2014 Strategic Plan and IPI Assessment Results and Review of 2013-2014 Institutional Planning and Effectiveness Document	Board of Trustees	Dr. Seal
November	Publication of 2013-2014 Strategic Plan and IPI Assessment Results Document and 2013-2014 Institutional Planning and Effectiveness Document	Ms. Ladner	Dr. Seal
December	Completion of Fall Semester 2014-2015 Assessment Charts and Institutional Planning and and Effectiveness Document	Ms. Ladner	Ms. Bond
December	2014-2015 IPI Interim Report Submission for Review	Committee Chairs	Ms. Bond
December	SACSCOC Annual Conference	Leadership Team Members	Dr. Lewis
December	Publication of Fact Book	Ms. McCardle	Ms. Wells
January	Development of Proposed 2015-2016 Strategic Plan and IPIs	Committees	Committee Chairs
January	Review of 2014-2015 Strategic Plan and IPI Interim Report and Review, Revision, and Approval of Proposed 2015-2016 Mission Statement, Strategic Goals, and IPIs (Strategic Plan)	Planning and Effectiveness Committee Administrative Council	Ms. Bond
January	Performance Reviews of Supervisors	Ms. Ladner Faculty and Staff	Dr. Seal
January	Women's Health Symposium	Committee	Dr. Seal

2014-2015 IEPAEC Continued

MONTH	ACTIVITY	PERSONNEL INVOLVED	COORDINATOR
₁ ₋oruary	Review and Approval of Proposed 2015-2016 Mission Statement, Strategic Goals, and IPIs (Strategic Plan)	Board of Trustees	Dr. Seal
February	Completion of Revised 2015-2018 Strategic Plan and IPI Document	Ms. Ladner	Ms. Bond
February	Budget Requests/Needs Assessment Forms	All	Mr. Knight
February-March	Evaluations of Personnel	Supervisors	Dr. Seal
March	Department Chair Facilities Survey	Ms. McCardle	Ms. Wells
April	Evaluations of Office of Planning and Institutional Research	Planning and Effectiveness Committee	Dr. Seal
April	Committee Updates	Ms. Ladner	Dr. Seal/Dr. Lewis
ril	Graduate Survey	Ms. McCardle	Ms. Wells
April-May	Employee Satisfaction Survey	Ms. McCardle	Ms. Wells
May	Completion of 2014-2015 Assessment Charts	Division/Department Chairs	Ms. Bond
May/June	Completion of 2015-2016 Fall Semester Assessment Charts	Division/Department Chairs	Ms. Bond
June-December	Post-Graduate (2014) Survey	Ms. McCardle	Ms. Wells
June	Completion of Developmental Education Program Review	Faculty and Staff	Dr. Smith/Dr. Seal
June	Review of Budget Allocations	Administrators	Mr. Knight
June	Submission of 2014-2015 Strategic Plan and Internal Performance Indicators Assessment Results (December to June)	Committees	Committee Chairs

INSTITUTIONAL EFFECTIVENESS PLANNING AND EVALUATION CALENDAR

2014 - 2015

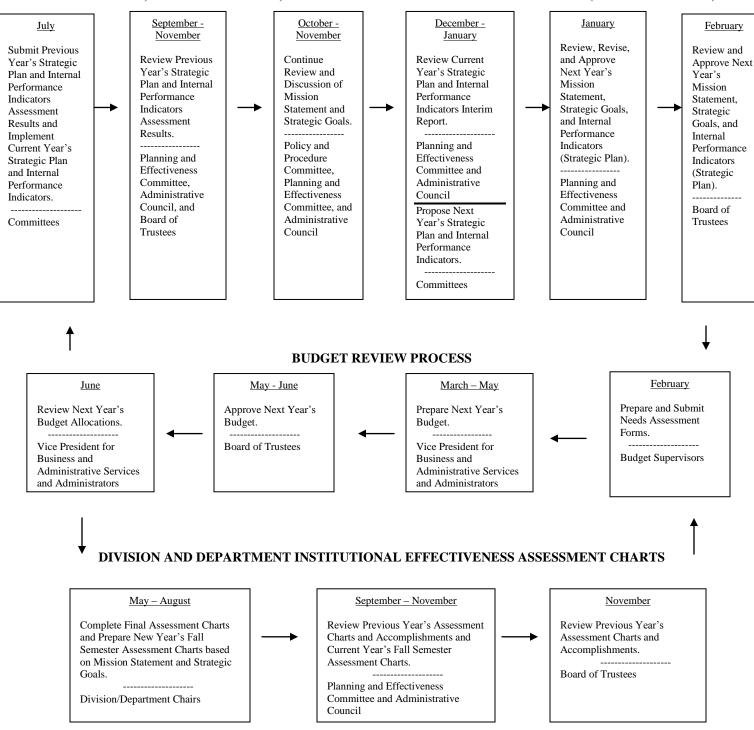| MONTH	ACTIVITY	PERSONNEL INVOLVED	COORDINATOR
July	Accumulation of 2013-2014 Internal Performance Indicators (IPI) Data	Committees	Dr. Seal
July	Completion of 2014-2015 Fall Semester Assessment Charts	Division/Department Chairs	Ms. Bond
August	Professional Development Sessions	Faculty and Professional Staff	Dr. Seal/Ms. Wells
August	Collection of Professional Development Records	Ms. Ladner	Dr. Seal
August-May	Professional Development Evaluations	Ms. McCardle	Ms. Wells
September	Preparation and Distribution of Policy and Procedure Manuals	Ms. Ladner	Dr. Seal
September	Review of 2013-2014 Strategic Plan and IPI Assessment Results	Planning and Effectiveness Committee	Dr. Seal
September	Completion of Pearl River Community College 2013-2014 Strategic Plan and IPI Document	Ms. Ladner	Dr. Seal
September	Completion of 2013-2014 Institutional Planning and Effectiveness Document	Ms. Ladner	Dr. Seal
September	Support Staff Professional Development Sessions	Support Staff	Ms. Wells
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 2013-2014 Assessment Charts and Accomplishments and 2014-2015 Fall Semester Assessment Charts	Planning and Effectiveness Committee Administrative Council	Dr. Seal
October	Review of 2013-2014 Strategic Plan and IPI Assessment Results	Administrative Council	Dr. Seal

2014-2015 IEPAEC Continued

MONTH	ACTIVITY	PERSONNEL INVOLVED	COORDINATOR
October/ November/ April/June/July	Student Evaluations of Instruction	Ms. Ladner Faculty	Dr. Seal
October/ November	Campus Climate Survey	Ms. McCardle	Dr. Breerwood/ Ms. Wells
November	Review of 2013-2014 Strategic Plan and IPI Assessment Results and Review of 2013-2014 Institutional Planning and Effectiveness Document	Board of Trustees	Dr. Seal
November	Publication of 2013-2014 Strategic Plan and IPI Assessment Results Document and 2013-2014 Institutional Planning and Effectiveness Document	Ms. Ladner	Dr. Seal
December	Completion of Fall Semester 2014-2015 Assessment Charts and Institutional Planning and and Effectiveness Document	Ms. Ladner	Ms. Bond
December	2014-2015 IPI Interim Report Submission for Review	Committee Chairs	Ms. Bond
December	SACSCOC Annual Conference	Leadership Team Members	Dr. Lewis
December	Publication of Fact Book	Ms. McCardle	Ms. Wells
January	Development of Proposed 2015-2016 Strategic Plan and IPIs	Committees	Committee Chairs
January	Review of 2014-2015 Strategic Plan and IPI Interim Report and Review, Revision, and Approval of Proposed 2015-2016 Mission Statement, Strategic Goals, and IPIs (Strategic Plan)	Planning and Effectiveness Committee Administrative Council	Ms. Bond
January	Performance Reviews of Supervisors	Ms. Ladner Faculty and Staff	Dr. Seal
January	Women's Health Symposium	Committee	Dr. Seal

2014-2015 IEPAEC Continued

MONTH	ACTIVITY	PERSONNEL INVOLVED	COORDINATOR
February	Review and Approval of Proposed 2015-2016 Mission Statement, Strategic Goals, and IPIs (Strategic Plan)	Board of Trustees	Dr. Seal
February	Completion of Revised 2015-2018 Strategic Plan and IPI Document	Ms. Ladner	Ms. Bond
February	Budget Requests/Needs Assessment Forms	All	Mr. Knight
February-March	Evaluations of Personnel	Supervisors	Dr. Seal
March	Department Chair Facilities Survey	Ms. McCardle	Ms. Wells
April	Evaluations of Office of Planning and Institutional Research	Planning and Effectiveness Committee	Dr. Seal
April	Committee Updates	Ms. Ladner	Dr. Seal/Dr. Lewis
April	Graduate Survey	Ms. McCardle	Ms. Wells
April-May	Employee Satisfaction Survey	Ms. McCardle	Ms. Wells
May	Completion of 2014-2015 Assessment Charts	Division/Department Chairs	Ms. Bond
May/June	Completion of 2015-2016 Fall Semester Assessment Charts	Division/Department Chairs	Ms. Bond
June-December	Post-Graduate (2014) Survey	Ms. McCardle	Ms. Wells
June	Completion of Developmental Education Program Review	Faculty and Staff	Dr. Smith/Dr. Seal
June	Review of Budget Allocations	Administrators	Mr. Knight
June	Submission of 2014-2015 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)

July	September - November	October - November	December - January	January	February
Submit Previous Year's Strategic Plan and Internal Performance Indicators Assessment Results and Implement Current Year's Strategic Plan and Internal Performance Indicators. -------------------- Committees	Review Previous Year's Strategic Plan and Internal Performance Indicators Assessment Results. ----------------- Planning and Effectiveness Committee, Administrative Council, and Board of Trustees	Continue Review and Discussion of Mission Statement and Strategic Goals. ----------------- Policy and Procedure Committee, Planning and Effectiveness Committee, and Administrative Council	Review Current Year's Strategic Plan and Internal Performance Indicators Interim Report. -------------------- Planning and Effectiveness Committee and Administrative Council —————— Propose Next Year's Strategic Plan and Internal Performance Indicators. -------------------- Committees	Review, Revise, and Approve Next Year's Mission Statement, Strategic Goals, and Internal Performance Indicators (Strategic Plan). ----------------- Planning and Effectiveness Committee and Administrative Council	Review and Approve Next Year's Mission Statement, Strategic Goals, and Internal Performance Indicators (Strategic Plan). -------------- Board of Trustees

BUDGET REVIEW PROCESS

June	May - June	March – May	February
Review Next Year's Budget Allocations. -------------------- Vice President for Business and Administrative Services and Administrators	Approve Next Year's Budget. -------------------- Board of Trustees	Prepare Next Year's Budget. ----------------- Vice President for Business and Administrative Services and Administrators	Prepare and Submit Needs Assessment Forms. -------------------- Budget Supervisors

DIVISION AND DEPARTMENT INSTITUTIONAL EFFECTIVENESS ASSESSMENT CHARTS

May – August	September – November	November
Complete Final Assessment Charts and Prepare New Year's Fall Semester Assessment Charts based on Mission Statement and Strategic Goals. -------------------- Division/Department Chairs	Review Previous Year's Assessment Charts and Accomplishments and Current Year's Fall Semester Assessment Charts. -------------------- Planning and Effectiveness Committee and Administrative Council	Review Previous Year's Assessment Charts and Accomplishments. -------------------- Board of Trustees

Schedule
of
Personnel
Evaluations and
Surveys

OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH

SCHEDULE FOR EVALUATIONS

2014 - 2015

STUDENT EVALUATIONS OF INSTRUCTION

October 1 – Student Evaluations of Instruction begin

October 1 - November 14, 2014 – Student Evaluations of Instruction

January 7 – Student Evaluations of Instruction reports distributed to administrators/supervisors

PERFORMANCE REVIEWS OF SUPERVISORS

January 7 – Performance Review of Supervisor links emailed to employees

January 7 - 13, 2015 – Performance Reviews of Supervisors

January 27 – Performance Review of Supervisor reports distributed to administrators/supervisors

PERSONNEL EVALUATIONS

January 27 – Personnel Evaluation forms emailed to administrators/supervisors

February 3 – Schedules for Personnel Evaluations sent to Office of Planning and Institutional Research

January 28 - March 27, 2015 – Personnel Evaluations

SCHEDULE FOR EVALUATIONS AND SURVEYS
2014 - 2015

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	February-March	To determine perceptions of effectiveness and to make improvements.
Student, Faculty, and Administrator/Staff Library Surveys	March - April	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

2014-2015

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

ADMINISTRATIVE COUNCIL
2014--2015 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 2014-2015:

- 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 SACS 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.

Fiscal Management Committee FY 2014-2015

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.

Pearl River Community College
Planning and Effectiveness Committee
Objectives and Action Plans 2014-2015

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.

2014-2015 Planning and Effectiveness Committee:
Jennifer Seal, Director of Institutional Effectiveness, 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 for 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 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; and Justin Williamson, Instructor of English

Objectives and Action Plans 2014-2015

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

2014-2015

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 2014-2015 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:

  o proposed new policies.

  o proposed changes in procedure attached to existing policies.

- present recommendations to the President of the College and to the Administrative Council for their consideration.

Professional Development Committee
Objectives and Action Plan for 2014-2015

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 Institutional 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/staff members.

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

STUDENT SERVICES COMMITTEE
2014-2015 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 2014-2015 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.

2014-2015 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.

<u>Workforce Training</u>

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
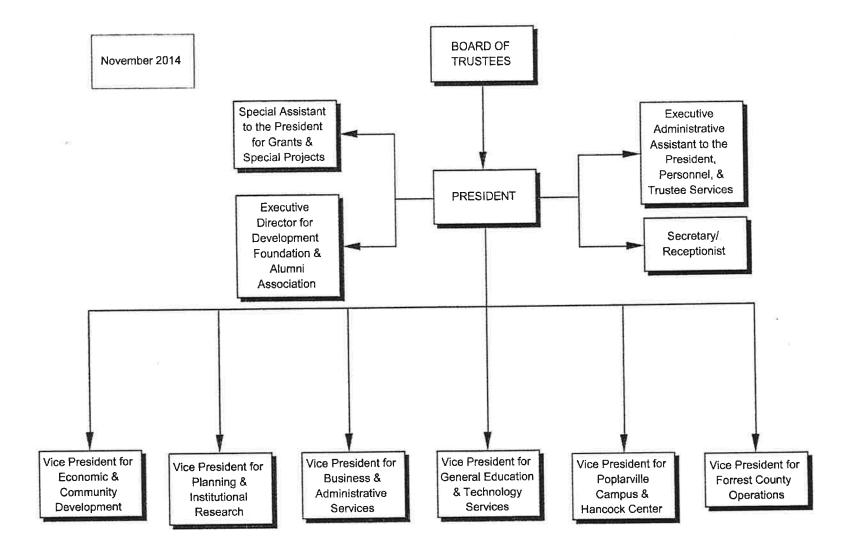**Action Plan:**

- 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.
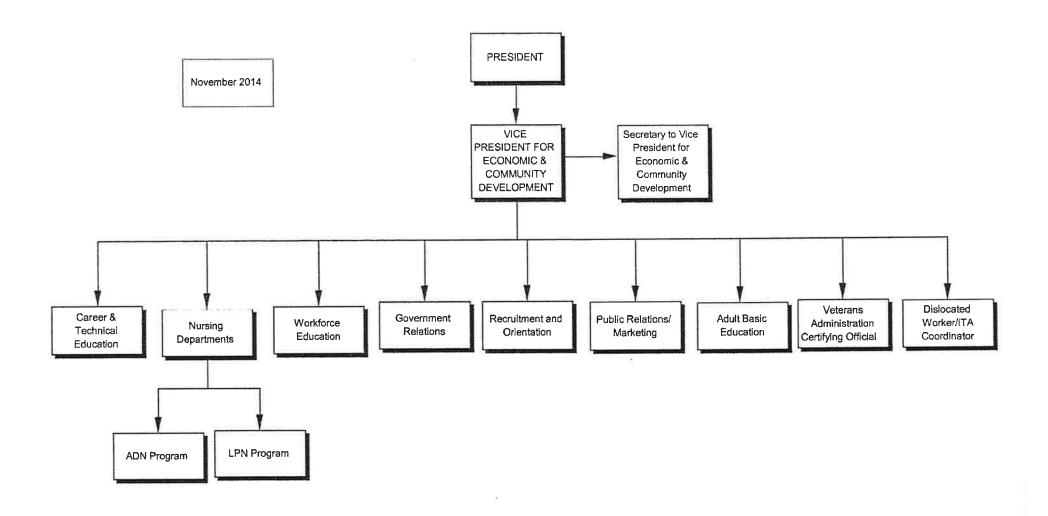- Increase the outreach to business and industry to expand the use of the ATC as their training venue
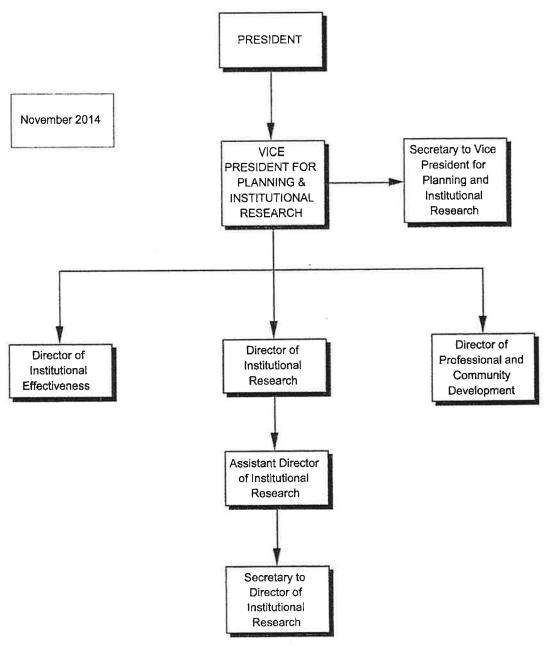
Organizational Charts

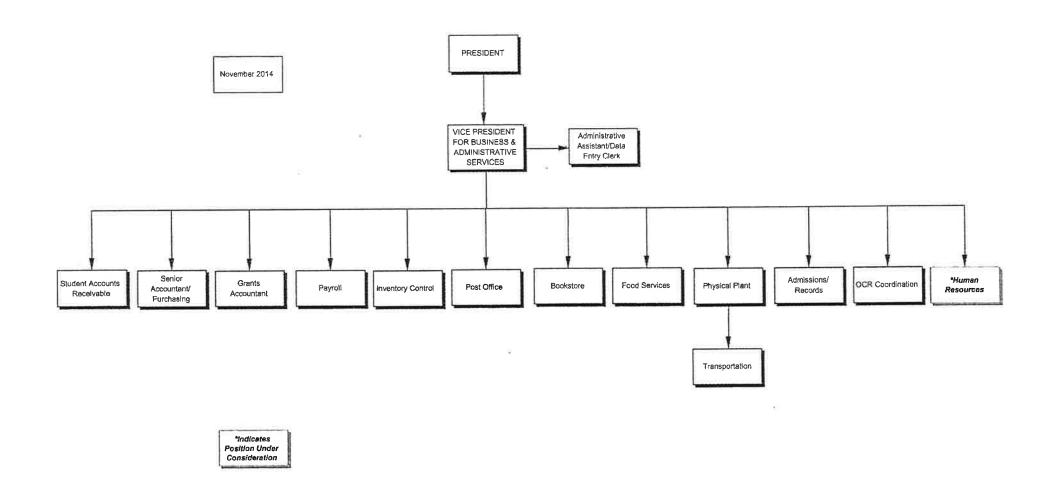Pearl River Community College

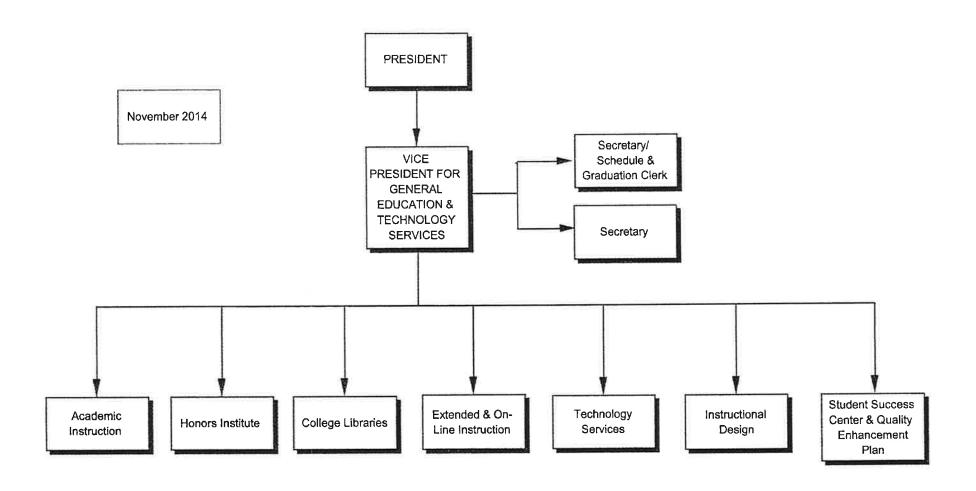Organizational Charts

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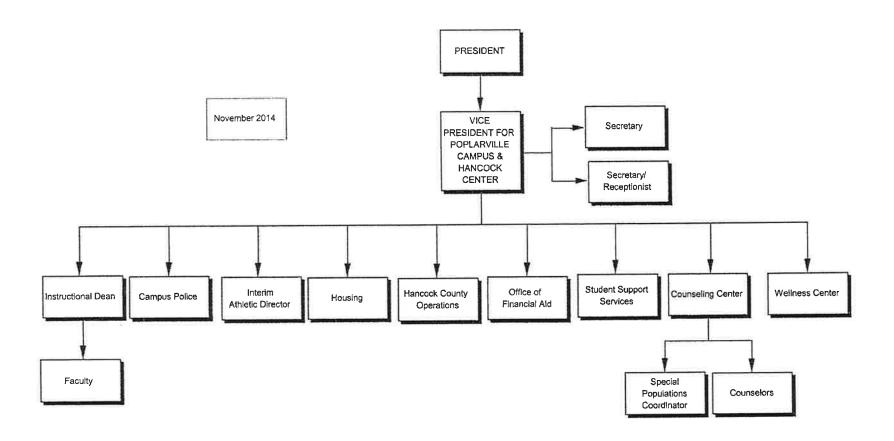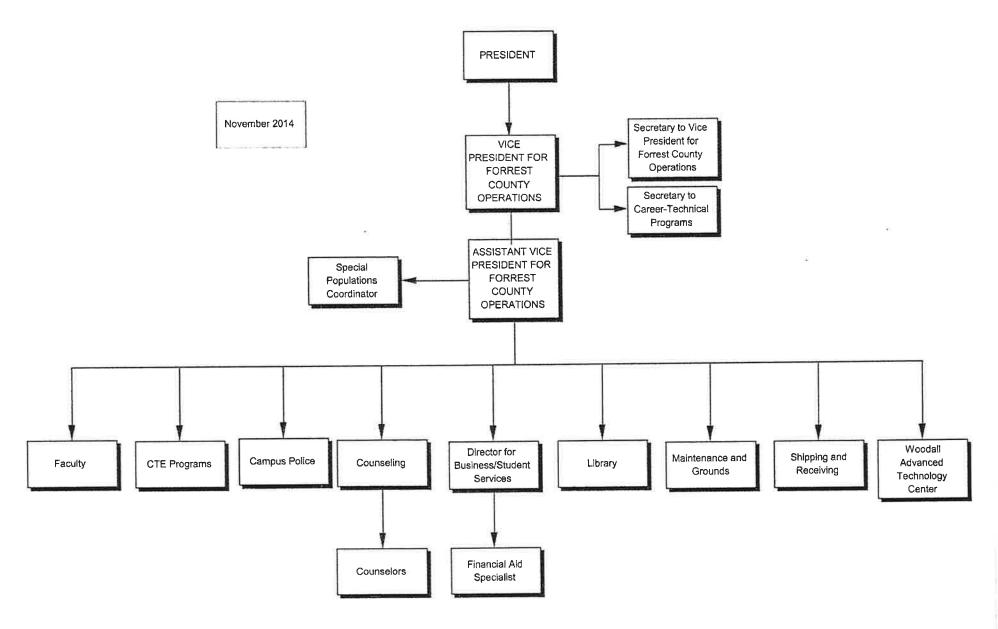 - o Vice President for Forrest County Operations
  - o Vice President for Enrollment Management

November 2014

BOARD OF TRUSTEES

Special Assistant to the President for Grants & Special Projects

Executive Administrative Assistant to the President, Personnel, & Trustee Services

PRESIDENT

Executive Director for Development Foundation & Alumni Association

Secretary/ Receptionist

Vice President for Economic & Community Development

Vice President for Planning & Institutional Research

Vice President for Business & Administrative Services

Vice President for General Education & Technology Services

Vice President for Poplarville Campus & Hancock Center

Vice President for Forrest County Operations

November 2014

PRESIDENT

VICE PRESIDENT FOR ECONOMIC & COMMUNITY DEVELOPMENT → Secretary to Vice President for Economic & Community Development

- Career & Technical Education
- Nursing Departments
  - ADN Program
  - LPN Program
- Workforce Education
- Government Relations
- Recruitment and Orientation
- Public Relations/ Marketing
- Adult Basic Education
- Veterans Administration Certifying Official
- Dislocated Worker/ITA Coordinator

PRESIDENT

November 2014

VICE PRESIDENT FOR PLANNING & INSTITUTIONAL RESEARCH

Secretary to Vice President for Planning and Institutional Research

Director of Institutional Effectiveness

Director of Institutional Research

Director of Professional and Community Development

Assistant Director of Institutional Research

Secretary to Director of Institutional Research

November 2014

PRESIDENT

VICE PRESIDENT FOR BUSINESS & ADMINISTRATIVE SERVICES → Administrative Assistant/Data Entry Clerk

- Student Accounts Receivable
- Senior Accountant/ Purchasing
- Grants Accountant
- Payroll
- Inventory Control
- Post Office
- Bookstore
- Food Services
- Physical Plant
  - Transportation
- Admissions/ Records
- OCR Coordination
- *Human Resources

*Indicates Position Under Consideration

PRESIDENT

November 2014

VICE PRESIDENT FOR GENERAL EDUCATION & TECHNOLOGY SERVICES

Secretary/ Schedule & Graduation Clerk

Secretary

Academic Instruction

Honors Institute

College Libraries

Extended & On-Line Instruction

Technology Services

Instructional Design

Student Success Center & Quality Enhancement Plan

```
                                    ┌─────────────┐
                                    │  PRESIDENT  │
                                    └──────┬──────┘
                                           │
                                           ▼
┌──────────────┐            ┌─────────────────────┐          ┌──────────────┐
│November 2014 │            │        VICE         │─────────▶│  Secretary   │
└──────────────┘            │  PRESIDENT FOR      │          └──────────────┘
                            │   POPLARVILLE       │
                            │    CAMPUS &         │          ┌──────────────┐
                            │    HANCOCK          │─────────▶│  Secretary/  │
                            │     CENTER          │          │ Receptionist │
                            └──────────┬──────────┘          └──────────────┘
                                       │
```

| Instructional Dean | Campus Police | Interim Athletic Director | Housing | Hancock County Operations | Office of Financial Aid | Student Support Services | Counseling Center | Wellness Center |

```
        │                                                                    │
        ▼                                                      ┌─────────────┴─────────────┐
  ┌───────────┐                                                ▼                           ▼
  │  Faculty  │                                         ┌──────────────┐          ┌──────────────┐
  └───────────┘                                         │   Special    │          │  Counselors  │
                                                        │ Populations  │          └──────────────┘
                                                        │ Coordinator  │
                                                        └──────────────┘
```

PRESIDENT

November 2014

VICE PRESIDENT FOR FORREST COUNTY OPERATIONS

Secretary to Vice President for Forrest County Operations

Secretary to Career-Technical Programs

ASSISTANT VICE PRESIDENT FOR FORREST COUNTY OPERATIONS

Special Populations Coordinator

Faculty

CTE Programs

Campus Police

Counseling

Director for Business/Student Services

Library

Maintenance and Grounds

Shipping and Receiving

Woodall Advanced Technology Center

Counselors

Financial Aid Specialist

Assessment

Charts

Pearl River Community College

Assessment Charts

Section I – Administrative

Section II – Student Services

Section III – Community/Public Services

Section IV – Instructional Programs

Section I

Administrative

Assessment

Charts

Section I

Administrative Charts

ADA/Civil Rights Coordinator
Assistant Dean for Student Life
Assistant Vice President for Forrest County Operations
Assistant Vice President for Hancock Center
Counselor
Director of Admissions and Records
Director of Athletics
Director of Career and Technical 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 Financial Aid
Director of Institutional Effectiveness
Director of Institutional Research
Director of Physical Plant
Director of Public Relations
Director of Quality Enhancement Plan
Director of Recruitment and Orientation
Director of Student Support Services
President
Title III Director
Veterans Administration Certifying Official
Vice President for Business and Administrative Services
Vice President for Economic and Community Development
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

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 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.

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.

	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	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 Act, and Title IX during an academic school year.	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.

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
2014-2015

POSITION: Assistant Dean for 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 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.

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.

	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	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.	The new activities proved to be a success on the Poplarville 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 shifting seeds 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 (Facebook, Twitter, Instagram) was also important in distributing information. Student organizations were more involved this year. We held our second annual 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 again next year 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.	- Assistant Dean for Student Life will have monthly meetings with	The Office of Student Life promoted involvement through	The Office of Student Life will utilize Shivers Gym in the 2015-2016 school year which will

		the director of Intramurals to discuss intramural activities and upcoming events for students. - Seasonal intramural activities and feedback from students through email with the Intramural director.	intramural activities and upcoming events for students. Seasonal intramural activities and feedback from students through email with the intramural director.	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	- Weekly meetings with student groups and organizations (SGA) to discuss new ideas and activities for a variety of students. - Provide students with an opportunity to voice their opinion about activities and events on campus each semester.	SGA did an excellent job with student activities this year and assisted with the implantation of new activities for student life on campus. 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.	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
2014-2015

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 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.

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.

	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	To secure a full time IT specialist for the FCC	To communicate with Administration to discuss adding this full time position	Ellucian has been contracted to make IT operations more efficient. Ellucian sends a technician to the campus 2x a week to address IT needs.	It was decided to continue to work with Ellucian to improve efficiency concerning IT needs.
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	A retiree at the Poplarville Campus made it possible to split a new hire between campuses in the Biology department. The individual will help with the A & P needs. Sociology courses. Changes in Developmental education have affected this need.	It was decided that fall Sociology and Developmental education numbers will be assessed to address the current need in this subject area.
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 t to set the goal of achieving a 90% favorable rating on the Campus Climate Survey in Fall, 2014	Campus Climate Surveys indicate that student satisfaction falls short of the 90% goal in the support staff offices.	It was decided to make changes in the Business office and the Bookstore. A new bookstore manager will be responsible for bookstore functions. New personnel will be placed in the FCC business office and changes will be made to processes.
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 Math department did receive increased amounts of money to purchase computers for labs. The Humanities and English budgets still need to increase.	It was decided to continue to monitor the needs of these departments and increase these budgets as funding allows.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

	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	Increase the number of full-time faculty employed at the Hancock Center.	Review the SACSCOC Substantive Change exit report of the Hancock Center that mandated the addition of one full-time instructor over a five- year period.	Increased our full-time faculty positions to meet the stated expectations in the SACSCOC Substantive Change exit report (The Hancock Center now employs six fulltime faculty members.).	Allowed academic instruction to be taught by full-time instructors. Adjunct teaching loads have decreased since meeting the SACSCOC Substantive Change benchmarks.
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.	Collaboration with the local public high school counselors allowed for Spring Semester visits: Hancock High (3), Bay High (3)	Planned to increase our attendance and improve our visibility throughout Hancock County.
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.	Interactive Smart Board was purchased and installed in room 120.	Decided to provide advanced and technological methods of instruction to all student of PRCC-Hancock Center.
4	Provide current students with student activity opportunities that will support, strengthen, and increase retention percentages of Hancock Center students.	Conduct three student activities each semester (fall and spring) that target current students and involve the support of faculty and staff.	Fall: the Fall Fest (10/30/2014) Spring: the Spring Fest (04/28/2015) Madden Tournament: (10/30/2014)	Events allowed for students to engage in activities similar to the offerings on the Main Campus (Poplarville) & the Forrest County Center (Hattiesburg)

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

	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	To perform counseling, advisement, and placement services with a goal of preparing students for careers or successful transfer to baccalaureate institutions.	1. Guidance, counseling, advisement, and placement activities are planned and placed on the college calendar for 2014-2015. 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.	1. PRCC College Fairs were held fall 2014 and spring 2015. All of the events and activities were held on schedule. Results of each of the activities are described in the sections that follow.	1. Detailed descriptions of the use of results for the various activities can be viewed below.
2	Advisement and registration are ongoing activities performed on an individual as well as group participation with the objective of assisting students achieve success with employability and/or transferability.	2. Open registration is scheduled for August 8 at the Hancock Center, August 14, at the Forrest County Center and the15th at the Poplarville Campus. Career Fair data will be used to measure success with employability and/or transferability.	2. Open registration was held August 8 at the Hancock Center, August 14 at the Forrest County Center, and the 15th on the Poplarville Campus. Late registration was held August 18-22. Registration set-up and advising materials were provided by the Counseling, Advisement, & Placement Center and shared with counselors and advisors to assist	2. The activity was a success because there were no long lines, and the remaining students, who had not previously registered in early spring registration and ROAR sessions conducted during summer, were advised and registered in classes in efficient and effective processes. More faculty members are using INB Banner as a result of the instructions provided in materials. Use of INB Banner expedites the registration process. The IT Department as well as counselors provided

			them in making accurate placement of students in appropriate classes for graduation purposes and transferability.	instruction and troubleshooting when problems arose. This process continued during open registration in January 2015,and we have planned to continue and expand the sessions in the upcoming year.
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 reaching their employment/career goals.	3. PRCC counselors and the center director expect at least 25 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.	**3. College Fairs** were held on the Poplarville Campus October 22, 2014 and on March 24, 2015 at the Forrest County Center. At the Poplarville event 28 colleges and military service organizations were represented with approximately 858 students participating. At the Forrest County event 16 colleges and military service organization were represented with approximately 147 students participating. **Transfer Week** on the Poplarville campus had 12 representatives for various USM departments, 6 representing William Carey University on two different days, 4 from the University of Mississippi, 4 from Mississippi State University, 15 from Jackson State University, and 1 each from Mississippi College, Delta State, and Milsaps University. Approximately 1300 students participated, and some actually applied for admission, financial aid, housing, and scholarships at various institutions. Certainly all were offered assistance. The Forrest County Center combines the College Fair and transfer services into one day of activity.	3. Counselors planned to use the figures involving student and college representative participation in college fairs and transfer week to compare with previous years and predict future activities. If more students and exhibitors are predicted to participate in fall 2015, more tables, supplies, etc. will need to be prepared for the event. More money must be budgeted for meals for the exhibitors.
		At least 150 students are expected to participate in the Job Placement Workshop in February 2015, and 75 percent of those participants are expected to agree that they benefited from the program.	More than 160 students participated in the Job Placement Workshop held February 7, 2015. The seating capacity was full, and all printed materials were distributed with none left.	Due to an oversight, the evaluation forms of the event were not distributed. This will be corrected for the event in 2016. Also, more materials will be printed for students in anticipation of an even larger group in 2016. To improve participation, the fair on the Poplarville campus will continue to be advertised system wide. Transportation will

PRCC counselors expect 20 business with 300 students to participate in the November 2014 Career Fair at the Forrest County Center and 40 businesses and 800 students to participate in the March 2015 Poplarville Career Fair.	Twenty-five businesses and 400 students participated in the November 2014 career fair at the Forrest County Center. The turnout was a success. Fifty three businesses and 434 registered at the fair on the Poplarville campus. The number of registered students does not represent the approximate 300 who did not sign in at the entrance because they did not need proof of attendance. The career technical instructors gave students permission to attend and actually accompanied them.	continue to be provided for students at the Forrest County Center. In addition, the fair will be scheduled where it will not conflict with state competition of career and technical programs whose students will compete.
Placement in jobs, military, or continued education of career and technical students is expected to meet the State's 82 percent requirement.	Job placement for the Forrest County Center for the previous year was 84 percent and 83 percent for the Poplarville campus. These figures exceeded the State requirement. The use of social media and Career Coach plus former placement activities are believed to help PRCC reach the State requirement in job placement.	Placement efforts will continue to try to meet or exceed the State requirement. As the economy improves, it is hoped that placement improves. **Survey results** of the career fair evaluations were: 91.67% **Strongly Agreed (SA)** and 8.33% **Agreed (A)** that directional maps and signs for the fair were adequate. Student assistance was helpful: 83.33% SA and 16.67 A. Student interest in networking with employers was enthusiastic and genuine: 66.67% SA, 25% A; **8.33 Undecided**. Adequate accommodations: 100% SA. Student participation, preparation of resumes, proper attire, polite conduct were exhibited: 50% SA, 41.67 A, **8.33 Strongly Disagreed**, Graduates exhibited employability qualities: 41.67 SA, 58.33 A. Organization of the event provided smooth flow: 75% SA, 25 A. The survey results will be used to encourage better behavior, dress, and interest in 2016.

Evaluations at both events were very positive and supportive. The events will be expanded to include student representation including clubs and organizations as well as dorm students. |
| In addition to the above mentioned activities, PRCC counselors established a taskforce for advising and issues involving mental health, sexual assault, campus violence, and | Faculty, staff, and administrators participated in both taskforce meetings. Guest speakers from community resources available to provide services to PRCC students are: USM Clinic, Pine Grove | |

			campus safety in compliance with the Cleary Act and Title IX.	Outreach, and Pine Belt Mental Health, Pine Belt Mobile Crisis Unit Memorial Behavioral Center, Mississippi Gulf Coast Women's Center for Domestic Violence and Sexual Assault	
4	Counselors participate in professional development internally and externally.		4. Counselors are expected to participate in professional organizations such as Mississippi Counseling Association, Mississippi Community College Counselors Association, Mississippi Vocational Counselors Association, 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.	4. All PRCC Counselors attended MCA, MCCCA, and two attended MVCA, etc. All attended the ACT College Readiness Workshop. GED counselors and GED chief examiner (also a counselor) attended professional workshops. In addition to those professional organizations, counselors conduct and attend other professional workshops. One attended the NACADA convention.	4. Counselors planned to continue leadership roles in professional organizations, and they will continue to conduct workshops encouraging professionalism of students. Counselors will continue workshops on compliance with Title IX as well as advisement, mental health, and issues involving campus safety.
5	To ensure that special populations are provided equal access to recruitment and enrollment in vocational/technical programs.		Provide necessary information concerning special populations students to appropriate personnel. Coordinate documented, approved classroom accommodations between student and instructors. Provide faculty information reflecting educational classroom accommodations related to the needs of those identified students.

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. | 5. Counselors work daily with the ADA Coordinator, faculty, campus nurse, students and parents. Private conferences with the ADA students as well as parents, nurse, and faculty members are conducted to assist in the success of ADA students.

Counselors worked cooperatively with the new Veterans Officer to improve services and to assist her by verifying VA student enrollment in classes that are appropriate for the degree being sought. The VA officer participated in the taskforce meetings and actually helped conduct the spring meeting. | 5. Continuation of the afore mentioned group will continue as long as a need is present.

The clarification of student and faculty responsibilities made by the counselors and the VA Officer were well received and will continue in the future. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

POSITION: Director of Admissions and Records			Supports PRCC Strategic Goal(s): 1, 2
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: 1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have 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.			
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.			

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 To assist applicants in the process of formal admission to college.	Increase applicant to enrollment ratio by 10% for the Fall term of 2014.	The application enrollment for the Fall term of 2013 increased 2%.	In an effort to increase enrollment, applications for admission were updated and distributed to all high school counselors within the six county district on a jump drive in order for students to have easier access to application. Admissions personnel participated in recruitment days to include Wildcat Fest, GED Day, and high school orientation sessions in an effort to increase enrollment.
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 2014	Registration and scheduling days increased 3% (3 days).	Additional recruitment days have been added to the college schedule and Office of Admissions staff will participate in all scheduled recruitment and orientation events.
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%.	One kiosk was in the lobby area of the Office of Admissions in order for students to have easier access to student records. Online transcript orders decreased by 2%.	Students utilize kiosk in order to access information needed for student records. Additional kiosk will be added and students will be encouraged to utilize online transcript ordering process.
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.	There were no Enrollment Audit errors for Fall 2013. Audit roll completion by instructors (attendance) was at 99%.	Enrollment Audit Guidelines are being followed by all Office of Admissions staff in order to receive full state Full Time Enrollment (FTE) reimbursement.

			Audit roll by instructors (attendance) is being completed daily by all instructors in order to receive full state FTE reimbursement.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

	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	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.	All new hires met this criteria.	Continuing to focus on hiring quality people will maintain our high level of expectations.
2	To reach out and be more involved in the community. Student athletes will visit local schools and attend community events.	The SAAC (Student Athlete Advisory Committee) will conduct community involvement projects on a weekly basis.	Community Involvement Projects were conducted every other week. Did not meet the weekly goal.	We are regaining community support through our efforts.
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.	No such group has been formed. Still a need to be addressed.	Finding a faculty/staff person is key to building this group. No such person has been identified up to this point.
4	Improvement to athletic facilities.	Completion of Softball Hitting Facility and Field House	Softball complex nearing completion. Next project will be improvements to soccer complex.	Softball complex improvements will help the overall success of our softball student athletes. Same action will benefit soccer.
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.	Goal met. In addition, we had 23 student athletes receive post season academic awards on the state and national levels.	Knowing that the student athletes are properly advised is helping our academic performance and helping to increase graduation rates among student athletes.

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.	Goal met. There was a solid following on our social media outlets.	Getting the information to the public has been beneficial to attendance at all athletic events. Continuing efforts will continue to help push this.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

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 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 2013-2014 was 740 plus 242 online students. Unduplicated enrollment for fall 2012-2013 was 740. We experienced consistent enrollment in the traditional classroom format but have 242 online students. This increase in online participation can be attributed to the technologically minded current graduates.	Recruitment strategies continued to be monitored and developed to target specific CTE Programs. Instructors were encouraged to visit local High School 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. Online course opportunities are being explored to continue increasing this student segment.

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).	*74%*(passage rate) of CTE students will demonstrate passage of a program skill proficiency exam, licensure or credential. (*The state passage rate changes from year to year.*) 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	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 Campus 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. Continuous Improvement 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.	*75.6 %*of CTE Programs will demonstrate retention of CTE Concentrators. (*The state passage rate changes from year to year.*) 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	Retention enrollment of concentrators is based on 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 86% 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.

| 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. | *80.10%* (Current year state required placement rate) of CTE Programs will demonstrate placement of CTE Concentrators/Graduates. (*The state passage rate changes from year to year.*)

Data will be taken from the MS Career and Technical Programs, FY 2012-2013 (Reported Fall 2013), SACS Assessment Report, Core Req. 4: Placement | 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 88% which exceeds the State requirement of 80.10%. | 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. |

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

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

| 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. | | | | 1. Purchased a total of 374 items in 2014-2015. Planned to continue purchasing at least $85,000.00 in materials for faculty and student use. More online books are available to students each year. Will begin purchasing materials in non-traditional formats. This is to allow students and faculty more access to materials. |

GHJ Items	Adds	Total
Books	107	56069
B. Periodicals	0	4061
Microform	0	7043
Cassettes	0	21
CD-ROMS's	0	403
Computer Disks	0	126
DVD's	21	1,200
Kits	0	4
Manuals	0	406
Slide Sets	0	6
Sound Disks	0	73
Transparencies	0	9
Videocassettes	0	2060
TOTAL	**128**	**71,481**

FCC ITEMS	Adds	Total
Books	197	7116
B. Periodicals	0	107
CD-ROM's	16	157
Computer Disks	0	0
DVD's	5	339
Kits	0	4
Manuals	8	41
Slide Sets	0	0
Sound Disk	0	16
Videocassettes	0	398
TOTAL	**226**	**8,178**

HAN ITEMS	Adds	Total
Books	17	4,361
B. Periodicals	0	0
CD-ROM's	2	39
DVD's	1	274
Kits	0	2
Manuals	0	3
Maps	0	4
Slide Sets	0	0
Sound Disk	0	1
Videocassettes	0	26
TOTAL	**20**	**4710**

PRCC ITEMS	Adds	Total
Books	321	67,546
B. Periodicals	0	4,168
Microform	0	7,043
Cassettes	0	21
CD-ROM's	18	599
Computer Disks	0	126
DVD's	27	1,813
Kits	0	10
Manuals	8	450
Maps	0	4
Slide Sets	0	6
Sound Disks	0	90
Transparencies	0	9
Videocassettes	0	2484
TOTAL	**374**	**84,369**
EBSCO, eBooks		176,888
Recorded Books, eAudio		846
Ebrary, eBooks		125,038
G. TOTAL	**374**	**387,141**

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.	2. Students continue to use the Libraries, Curriculum Enhancement Center 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 **71,745**; for Forrest County Center library and Lab, the door count was **49,290**; and the door count for Hancock Library was **1,081** for a total of **122,116**. The Johnston Library staff provided **47** orientation sessions to **1,020** students, and the CEC staff provided **53** in center orientation sessions to **1,138** students. FCC	2. Each semester library employees reach out to instructors in all disciples to inform and encourage library, CEC, and Learning Lab use. As new databases, products, and services become available, new orientations are created and website is edited. Planned to continue conducting at least 200 orientation sessions and workshop during the year. Planned to continue upgrading library's web site.

			Library staff provided **40** orientation sessions to **699** students and the FCC Lab staff provided **64** in lab orientation sessions to **1,071** students. The Hancock Center staff conducted **1** library orientation sessions to **19** students for a total of **202** orientation sessions to **3,947** students on all campuses. Orientation sessions were provided to students for English Composition I & II, Nursing I, Intermediate English & Reading, World Civilization I & II, GED Bridge, Child Psychology, General Psychology, Football Theory, American Literature I & II, DC Circuits, College Study Skills, Basic Communication Skills II, Honors English, Personal & Professional Development, Phi Theta Kappa, Nursing Fundamentals, Calculus I, Honors Leadership Forum, Orientation 1313, Accounting, Fundamentals of Dental Hygiene, Nutrition, Fundamentals of Medical Laboratory Technology, Beginning Algebra, Principles of Macroeconomics. The Johnston CEC staff proctored **5,700** online tests; the FCC Lab staff proctored **4,565** online tests for a total of **10,265** 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.	

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.	3. New technology/equipment and furniture added to all Libraries, the CEC, Online Testing, and Labs are listed below:
			
			Johnston Library
			  1 Computer for Library Printer Release Station
			  3 Employee Chairs
			  2 Reference Shelving End Panels
				3. Requested additional funding for equipment and furniture for 2015-2016.
				
				Johnston Library:
				Planned to purchase 30 laptops or PCs for CCN Room. This will create another opportunity for instructors to utilize this space for class meetings with technology or move Online Testing to this location.

| | | | 4 Guest Chairs in Director's Office
2 Chairs – Periodical Reading Area
2 Loveseats – Periodical Reading Area
Johnston CEC
1 16 Camera Security System
16 Computers – Classroom 3
2 Instructor Computers
1 Switch w/ Cloud Controller License
1 Power Supply
Johnston Online Testing
5 Quiet Keyboards
5 Silent Click Computer Mice
10 Noise Cancelling Headsets
2 Double Tier 3-Column Lockers
4 Adjustable Height Equipment Carts
4 Portable Posts & 8 Post Ropes
Johnston Media
1 Task Chair
1 Printer
Forrest County Center Library
19 Computers
3 Kick Stools – Reading Area
2 Task Chairs – Circulation Desk
Forrest County Center Learning Lab
1 Pedestal Office Desk
20 Computers – Lab Floor
2 Chairs – Coordinators Office
1 16 Camera Security System
1 Switch with Cloud Controller License
35 Headphones – Lab Floor
Forrest County Center Online Testing
10 Pair Noise Cancelling Headsets
Hancock Center Library
1 Computer – Printer Release Station
1 Task Chair – Circulation Desk | Plan to purchase color copier for GHJ Library. Move existing black and white library copier to CEC.
Replace 26 computers that currently have XP as the operating systems.
Johnston CEC:
Purchase 3 large TV monitors to be installed in each CEC Classroom for instruction.
Purchase 1 large TV monitor for security system viewing.
Johnston Online Testing:
Purchase 1 computer to replace the 2 proctor computers. New computer will have large screen to accommodate multiple applications viewing at once.
Forrest County Center Library:
Plan to have furniture moved from front of Forrest County Center Library to back of library so 12 computers that are housed in back of library can be brought to the front. Purchase iPad mini and hand held scanner to use during inventory.
Forrest County Center Learning Lab/Online Testing:
Waiting for Forrest County Center Learning Lab/Online Testing expansion. Upon completion of expansion, will purchase at least 30 computers for lab and at least 10 computers for Online Testing.
Hancock Center Campus
Found a need to purchase 1 computer that will be designated for student check in. This will allow for a more accurate count.

  Continue to add or replace 5 computers per year in libraries and or CEC/Learning Labs. |
| 4 | To increase periodical collection. | To retain 30 professional journals that are not available online along with continuing to the transition | 4. Found that the Library had sufficient print periodical titles. PRCC students have access to | 4. Retained the professions journals and requested additional funding for online full-text periodicals of 2015-2016 school year since |

			thousands of online journals and magazines through the MAGNOLIA project, MELO, and other online databases to which the college subscribes.	online products have the capability of serving more students than print in-house periodicals can serve. Planned to purchase Flipster, an EBSCO product that will allow online access to hundreds of magazines and journals online.
		from print form to online databases.		
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 2015-2016 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.	6. Upgraded Ebrary Online Book Collection to Academic Complete from College Complete. Purchased Statista database. Statista is the leading statistics company on the Internet. Through the statista.com portal, Statista Inc. from Hamburg offers business customers an intuitive and innovative research tool for quantitative data. Statista is the fastest and most comprehensive starting point when it comes to researching figures, data and factual information.	6. Requested additional funding in the 2015-2016 budgets for additional online databases. Continue to add 1 to 2 online databases as needed or requested.
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. Retained 3 librarians: Tracy H. Smith, Director of College Libraries, Master's Degree Cynthia Wetzel, GHJ Public Services Librarian, Master's Degree Sarah Welch, FCC Librarian, Master's Degree Retained 7 professionals: Library Technical Specialist/CEC Science Instructor, Master's Degree plus 30 additional hours Media Specialist, Bachelor's Degree CEC Coordinator/English Instructor, Master's Degree plus 30 additional hours CEC Online Testing Proctor/Math Instructor FCC Learning, Lab Coordinator/Online Testing Proctor/Math Instructor, Master's Degree	7. Requested CEC Coordinator and FCC Learning Lab Coordinator contracts be extended to 12 month from 11 month because of increasing demand of year round test proctoring. Requested the media specialist contract be extended from 9 months to 11 months because of demand for her services during the 2 summer months. Requested Hancock Center Librarian position be made full time.

			FCC Learning Lab Reading/English Instructor, Educational Specialist Degree Hancock Center Part Time Librarian, Master's Degree Retained 7 clerical positions: GHJ Technical Processing Library Assistant GHJ Public Services Library Assistant CEC Assistant CEC/Online Testing Assistant FCC Library Assistant FCC Library Assistant, AA Degree Dominica Crosson, FCC Learning Lab/Online Testing Assistant, AA Degree All GHJ and FCC support staff members are qualified by education and experience for their positions.	
8	To provide opportunities for faculty and staff to take part in professional development activities.	All employees to attend at least 2 professional development activities during each semester. Number of faculty and staff participating in professional development activities.	8. All **professional staff members** attended workshops titled "Education 3.0", panel Discussion – "Educational and Instructional Issues". The **Director of College Libraries** attended the Leadership Class Breakfast. Participated in SIRSI, IBES World, Statista, Pharoes Training, and Register Blast webinars. Attended the Fall and Spring Library Directors Meetings at the Mississippi State Board of Education building, ACT Meeting at GCCC, EAP Meeting at Administration Building, Trial at the Brownstone, Disabilities 101 in the Administration Building, SACSCOC in the IT Training Room, Google Drive in the IT Training Room, Midwest Library Meeting in the GHJ Library, OneClick Digital in the GHJ Library, SmarterProctoring/Register	8. Planned to provide professional development activities for 2015-2016. Each staff member will attend at least 2 professional development activities during the 2015-2016 school year.

		Blast in the CCN Room of the GHJ Library, and the QEP meeting in the IT Training Room.	

The **Public Services Librarian** attended the American Libraries Association MidWinter Meeting in Chicago, IL. and attended webinars in Customize Symphony Toolbar, OER, Organize Your Life with Mobile Apps, Apps for Librarians & Educations.

The **Library Technical Specialist** attended webinars in Blue Cloud Cataloging Demonstration, Basic PC Troubleshooting, Using API to Improve Process Efficiency, Statistical Analysis, and Customer Experience, and Register Blast. She participated in Pharos, and SmarterProctoring/Proctor U/Register Blast training.

The **Technical Processing Library Assistant** attended the following meetings: Bluecloud Products Release Schedule and Roadmaps and Retirement Seminar.

The **Public Services Library Assistant** attended the following meetings: AEOP Summer, Fall, Winder Meetings, FERPA Training, Support Staff Professional Development, Navigating the Seas of PRCC.edu, Working Effectively with Challenging Stakeholder, John Quinones, "The Power of Education", MAEOP Professional Development Seminar, Forbidden, Hidden, and Forgotten: Women of the Civil War, Library Training Session, Lunch and Learn Recorded Session, Stress Free Highway, AEOP Microsoft Publisher Training, Lunch and Learn Session Excel Cn

		Be Fun, Women's Health Symposium, Up, Up and Away to Graduation, AEOP Officers Installation. She took classes in Personal Financial management with Jennifer Ladner and Old Testament Survey with Dwayne Norman. Both classes were MSVCC. The **Media Specialist** attended: Emergency Action Plan, Library Professional Development, How to Use Google Drive, Copyright Issues, and Retirement Seminar. The **CEC Coordinator** attended: Pearson Higher Education Training Class for MyLabsPlus, Cengage Learning Training for English Composition I & Composition II. The **Math Instructor/Online Testing Proctor** attended: Pearson Training, eLearning Meeting, SmarterProctoring Training, RegisterBlast training, and Universal Design and Accessibility for Online Learning. The **CEC/Online Testing Assistant** attended: Effective Office Writing, My Lab Plus Training, Passport to Excellence, Professional Development session with William Lewis, AEOP Fall meeting, Copying with Upset and Angry People for Professions, Excel Tips and Tricks for Office Staff, and Time Management. The **FCC Librarian** attended: History of Baseball, The Power of Education, History of Horror, History of Science, Veteran's Day Program, Forbidden, Hidden, and Forgotten: Women of the Civil War, Black	

		History Program, The Beginning of Numeration Systems, Library Services Available to Faculty, History of Musical Performance, Is Your Multimedia Legal?, Poetry Café, QEP Updates, The Pros and Cons of the Legalization of Illegal Drugs and Prostitution, The Art of Body Modification, The Golden Ratio and the Fibonacci Sequence. The **FCC Library Assistant** attended: Summer, Fall, Winter, and Spring AEOP Meetings, AEOP Passport to Excellence Workshop, Flight FERPA, AEOP Passport to Excellence Workshop, Navigating the Seas of prcc.edu, AEOP Passport to Excellence Workshop, Streets of Paris, MAEOP Professional Development Seminar, AEOP Passport to Excellence Workshop, Stress Free Highway, AEOP Microsoft Publisher Training Session, AEOP Christmas Social, AEOP Passport to Excellence Workshop, Up, Up and Away to Graduation Day. The **FCC Library Assistant** attended: Support Staff Meeting, EBSCO Host Tutorial, QEP, and Library Security webinar. The **FCC Learning Lab Coordinator/Online Testing Proctor** attended: Getting Off Your Island, 7 Lunch and Learns, LaMSMATYC Meeting, MSVCC Training, Women's Health Symposium , Phi Theta Kappa National Convention, ROAR Training, Phi Theta Kappa Honors Institute, and presented at Mu Alpha Theta Meeting.	

		The **FCC Learning Lab Instructor** attended: The **FCC Learning Lab/Online Testing Assistant** attended MSVCC Training for Register Blast Software Training.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

	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	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 2014-2015. Some of those measurable services are: Advisement & registration, college fairs, career fairs, transfer week, and professional development. Participation is the form of measurement.	Guidance, counseling, and placement activities were conducted according to the dates on the college calendar. Results of each of the activities are described in the sections that follow.	Detailed descriptions of the use of results for the various activities are provided below.
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 were scheduled for August 8 for the Hancock Center, the 14th for the Forrest County Center, and the 15th for the Poplarville campus. Late registration was scheduled for August 18-22.	Open registration and late registration were completed as scheduled at all three PRCC locations. Registration set-up and advising materials were provided under the supervision of the Director of Counseling, Advisement and Placement Center. This information was shared with all PRCC counselors. And advisors. The information provided instructions on the use of INB Banner, classes with pre-	The activity was a success because there were no long lines. The counselors and IT Department provided troubleshooting when problems arose. The results of careful planning on the part of the director and counselors were valuable because not nearly as many schedules had to be changed during drop/add and late registration. Careful planning will continue during the fall 2015-2016 terms.

			requisites, classes to avoid, etc, to help faculty members and advisors to make accurate placement of students is appropriate classes for graduation purposes and transferability.	
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 reaching their employment/career goals.	At least 25 organizations which includes colleges/universities and military representatives are expected to participate in college fair on the Poplarville campus, and at least 15 are expected to participate at the Forrest County Center. At least 300 students are expected to participate in the fair on the Poplarville campus and 200 are expected to participate in the event at the Forrest County Center.	**College Fairs** were held on the Poplarville campus on October 22, 2014, and at the Forrest County Center on March 24, 2015. At the Poplarville campus, 28 college and military service organizations and 858 students participated in the college fair. At the Forrest County Center's event, 16 colleges and military organizations and 147 students participated. **Transfer Week:** on the Poplarville campus had 12 representatives for various USM departments, 6 representing William Carey University on two different days, 4 from the University of Mississippi, 4 from Mississippi State University, 15 from Jackson State University, and 1 each from Delta State, Mississippi College and Milsaps University. Approximately1300 students participated with some applying for admission, financial aid, housing, and scholarships, etc. The Forrest County Center combined the college fair and transfer service into one day of activity.	The Director of the Counseling, Advisement, & Placement Center will meet with other counselors to plan for expanded accommodations for future college fairs and transfer activities as a result of the numbers of participants.
		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.	More than 160 students participated in the Job Placement Workshop conducted February 7, 2015, in preparation for the March career fair. The seating capacity was full, and all printed materials were distributed with none left.	Due to an oversight, the evaluation forms of the event were not distributed. This will be corrected for the 2016 event. Additionally, more materials on employability skills will be printed for an even larger group in 2016. Placement efforts will continue at all PRCC locations in an effort to meet or exceed the State requirement of 82%. Survey results evaluating the career fairs were: (SA for Strongly Agree, A for agree, U for Undecided, SD for strongly Disagree, and D for Disagree.)
		Twenty businesses with 300 participating students are	Twenty-five businesses and 400 students participated in the	

		expected at the Forrest County Center Career Fair in November 2014, and 40 businesses and 800 students are expected to participate in the Poplarville Career Fair in March 2015. Placement in jobs, military, or continued education of career and technical students is expected to meet the State's 82% percent requirement.	November 2014 career fair at the Forrest County Center. The turnout was a success. Fifty-three businesses and 434 students registered at the entrance for the fair on the Poplarville campus held March 2015. Approximately 300 more students participated in the fair without registering. The evaluation of the fair gave positive results. Placement rates at the Forrest County Center were 84%. Placement rates at the Poplarville campus and Hancock Center were 83%.	Directional maps and signs for the fairs were adequate: 91.67% SA. Student Assistance was helpful: 83.33% SA and 16.67 A. Student interest in networking was enthusiastic and genuine: 66.67% SA, 25% A, 8.33 Undecided. Adequate accommodations: 100% SA. Student participation, preparation of resumes, proper attire, polite conduct: 50% SA, 41.67 A, 8.33 SD. Graduates exhibited employability qualities: 41.67% SA, 58.33 A. Organization of the events provided smooth flow: 75% SA, 25A. The major complaint was the building was hot and stuffy. Another complaint was improper attire on the part of the students. Improvements will be addressed for the 2016 event.
4	Participation in professional development is expected of counselors and the director to enhance performance in all service areas including retention in a diverse population. Internal and external professional development is required.	Measurement of this objective is made by the numbers of memberships in professional organizations, attendance and participation of workshops. Memberships in organizations such as MCA, MCCCA, MVCA, and MSCA are required, and 100 percent participation in one or more professional organizations is expected.	All counselors hold memberships in the Mississippi Counselors' Association, the Mississippi Community/Junior College Counselors' Association, and Pine Belt Counselors' Association. Additionally some counselors hold memberships in MS School Counselors' Assoc. and MS Vocational Counselor's Assoc. Some home memberships in NACADA, ASCA. All hold memberships in ACT College Readiness Association.	Counselors continue to learn by participating in professional organizations. More professional development is planned for the upcoming year. NOTE: Dr. Joe Wesley received the Outstanding Counselor of the Year at MCA Conference in November 2014.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

	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	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 Development Foundation awarded 44 more scholarships in fiscal year 2014-2015 as compared to fiscal year 2013-2014. Documented in Foundation Financial Edge Program and Provided to the Foundation Board in Minutes of Board Meetings.	The increase number of Foundation Scholarships Awarded this year over last year has been due in part to several corporate gifts that have allowed for funding of numerous additional scholarships. The Foundation Board of Directors approved a commitment of $100,000.00 toward funding Honors Institute Student Scholarships over the next four years.
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 Development Foundation had a 16.32% increase in giving to the Foundation Annual Campaign of Unrestricted Funds in fiscal year 2014-2015 as compared to fiscal year 2013-2014. This is Documented in Foundation Financial Edge Program and in Foundation Board Meeting Minutes	The increase in giving toward the Foundation Annual Campaign provided will allow for an increase in funds dedicated to Faculty Development and Student Organization support.
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 PRCC Foundation had a 31.8% increase in funds provided for faculty development in fiscal	The increase in giving will provide consideration by the Foundation Board to increase budget allocations for Faculty Development Funding.

		following: Foundation Financial Software Program, PRCC Development Foundation minutes, PRCC annual audit, and PRCC Development Foundation annual audit.	year 2014-2015 as compared to fiscal year 2013-2014. This is Documented in the Foundation Financial Edge Software Program and included in the Minutes of the Foundation Board Meetings.	
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.	PRCC Alumni Association showed a 12% growth in the number of paid memberships in fiscal year 2014-2015 as compared to fiscal year 2013-2014. This is Documented in the Foundation Financial Edge Software Program and included in the Minutes of the Foundation Board Meetings.	As growth continues in the number of active and participating Alumni of the college we feel that there will be more funding opportunities for the next fiscal year.
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 PRCC Alumni Chapters had a 48.62% increase in scholarship and endowment funding support that was derived from event income in fiscal year 2014-2015 as compared to fiscal year 2013-2014. This is Documented in the Foundation Financial Edge Software and Board Minutes	The support of our Alumni Chapters in the area of scholarships and scholarship endowments will continue to provide for increase financial assistance to more students as they enroll at PRCC.
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 PRCC Alumni Association had a 12.2% increase in unrestricted giving to the Association for fiscal year 2014-2015 verses fiscal year 2013-2014. This is Documented in the Foundation Financial Edge Software and included in the Foundation Board Minutes.	PRCC Alumni Association can continue to encourage and promote unrestricted fund giving through the association to provide for varied needs of our students and the college. The increase in these unrestricted funds can help our board determine what areas of the college need more attention to funding needs.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

	OUTCOMES - 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 78% or better.	Overall success rate for this academic year is 82%. Summer 2014: 87% Fall 2014: 79% Spring 2015: 79%	The overall retention rate did not change from the previous year. We are striving to make sure we offer a "live" orientation for online students each Fall and Spring semesters. In addition, we have posted a recording of the orientation to the eLearning site for students that are unable to attend our scheduled sessions. The initiative to call all online students was too much for our office to handle due to a lack of personnel. For the Fall 2015 semester we decided to target our calls to students who are taking a developmental online course. I hope that this will improve the retention in these specific courses.
2	Increase the number of participants in eLearning training sessions.	The training participants list will show a 5% increase in the number of instructors participating in eLearning training sessions for 2014-2015.	There were 80 participants in the eLearning training sessions for the 2014-2015 year. But by including the MSVCC webinars and courses offerings for the Spring 2015 semester, we had an additional 31 participants.	In 2013-2014 we had 96 participants that participated in the eLearning training sessions. The increase in participation for 2013-2014 was due to the Canvas integration which required more Canvas training sessions than during the 2014-2015 year.

				Starting Fall 2015, we will be including additional training sessions provided by our Lead Online Instructors. We've also included in our professional development offerings a list of the MSVCC Academy training courses and webinars that are available through the MSVCC. It seems that when we offer a variety of training sessions, we tend to have more participants. So we will continue this practice and record the participant results.
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.	Fall 2014: 80% of participants were retained Spring 2015: 82% of participants were retained Average retained participants that participated in the online orientation: 81% Average retained participants that did not participate in the online orientation: 78%	The results indicate that the retention was higher for students who completed the online orientation versus students that did not participate in the orientation. We will continue to offer the "live" orientation for online students before each Fall and Spring semesters because we see that it is beneficial for students. Also we will continue to capture the retention results and use the results to show that students that participate in an orientation are most likely to complete their online class. We hope in the future that the orientation will be mandatory for all online students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

	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	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 is available in digital format. Information is still being received for the final report.	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 2015.
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 2015 academic year, met and communicated with all administrators and support services to discuss the assessment process for the college.	Planned to meet with department chairs during the Fall 2015 professional development session on August 10, 2015.
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.	Assessment workshops were held on each campus to discuss Dropbox usage and to answer any questions related to the assessment cycle.	Changes are planned for the 2015-2016 assessment cycle based on the 2014-2015 timeline notes.
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	Met with the Vice President for Planning and Institutional Research to discuss preparations for the	Planned to assist in the reaffirmation visit by working to make sure IT needs are communicated to Ellucian.

		accreditation peer review process and reaffirmation committee visit.	upcoming SACSCOC reaffirmation visit.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

	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	To develop and maintain databases to support on-going assessment of College operations and services	Collect and maintain audit files and grade files	Audit files were collected and utilized in the preparation of the Factbook. Grade files were requested and grade distributions were disseminated to select personnel.	Databases were utilized in development and creation of documents such as Factbook and grade distributions reports.
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 and spring semester grade distributions	A newsletter for the 2014 fall semester was developed and disseminated to all faculty/staff on September 16, 2014, and the Spring 2015 newsletter was released on April 7, 2015. Fact book was compiled and select portions published on website. Fall 2014 and Spring Grade Distributions were disseminated.	Newsletters disseminated on a campus-wide basis provided updates on evaluation schedules, survey results, professional development opportunities, and the QEP process. Factbook data was used to complete internal and external data requests. Grade distributions were disseminated to directors and department chairs for use in evaluation and departmental decisions.
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	The annual Campus Climate Survey was administered to students during October and	Campus Climate Survey results reviewed by Focus Group and report made available online for review. Suggested survey changes to be implemented Fall 2015 survey instrument.

			November 2014 with a 53% response rate.	
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 conducted when requested and approved. Summary data was shared with appropriate personnel.	Results of external surveys were shared with appropriate personnel and kept on file for informational purposes.
5	To collect, develop, and maintain data concerning College Performance Profile	Complete annual College Performance Profile	All requested data for 2013 was submitted to the Mississippi Community College Board (MCCB) for use in compiling the profile.	The 2013 Institutional Performance Profile was completed and published on PRCC's website and MCCB's website. Data included in this report used for internal and external 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.	The August 2014 Professional Development for Faculty/Staff was held on August 11, 2014, with 91% in attendance.	Decided to revise evaluation instruments for all sessions to collect level of knowledge prior to, and following, sessions. Used evaluation results to determine satisfaction level of faculty/staff with the program. Also reviewed suggestions for future topics/speakers.
			Support Staff sessions were held in September at the Poplarville Campus and at the Forrest County Center (FCC) with 92.5% attending.	Ninety-one percent (91%) participants evaluated Poplarville session as above average or excellent. Ninety percent (90%) at FCC evaluated session as above average or excellent.
			Seventeen (17) faculty/staff sharing sessions were offered at the Poplarville Campus and 11 Faculteas were conducted at the Forrest County Center.	Based upon evaluation results, it was decided to continue offering sessions and to try to mirror across campuses as much as possible. Determined that video of sessions and utilizing Canvas would improve consistency across campuses.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

	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	To maintain the accessibility and cleanliness of all buildings.	Inspection and evaluation by janitorial supervisor weekly.	1. Weekly inspection and evaluation process so buildings will be clean.	1. Prioritize results to improve successful outcomes.
2	To provide routine preventative maintenance of all buildings.	Inspection and evaluation by supervisor of maintenance and contractors.	2. Preventive maintenance and repairs completed as needed	2. To improve efficiency and minimize down time for projects.
3	To maintain campus grounds.	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 there by all utilities will be kept in proper working order and operating as efficiently as possible.	4. Prioritized needs and responded accordingly.
5	To plan and identify immediate needs for all facilities.	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. Daily staff meetings. Attend education seminars as identified.

7	To provide a safe and quality transportation system as it relates to approved travel for students, faculty, and staff.	Schedule use of vehicles for approved travel.	7. Published weekly travel requests, reviewed budget monthly, and made reports related to mileage to Business Office.	7. Used number travel requests, budget expenditures, and amount of mileage to determine additional need for upcoming year.
8	To employ efficient and effective mechanic personnel.	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.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

	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	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. More than 90 percent were used in some form as stories or briefs, many others were simply placed on media websites. TV coverage included coverage of either campus during the school year.	All print media outlets are monitored to determine which are using our news releases. Those that are not logged are resent to publications for use. Many news releases are eventually used following contact made by department staff.
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 current and potential students, with videos now uploaded to YouTube.com under Pearl River Community College, as well as the school Facebook site.	Students are encouraged to view school events posted on YouTube.com and the school Facebook site. This includes video testimonials of students have who attended or currently attend PRCC. Some of these testimonials are also used in radio spots.
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 in applications for admission.	Changes continue to be made as survey of students indicate ongoing changes in how students receive news and information about the college. Input from college recruiters also help us with efforts to get the news about the college, via information gathering from prospective student.

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.	Increase attendance and use of information sessions at local PR seminars has resulted in a better awareness of what PRCC has to offer. This is especially true in the area of social media.	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 state.	Decided to continue evaluating effectiveness of distributing print information and determined that it is a viable tool for getting information out about the College. Another way this is achieved is posting printed materials not just on our school website, but its Facebook and Instagram pages as well.
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, twitter and others.	Our social media coordinator now evaluates the 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 social media sites with more pictures, stories and videos. The PRCC social media sites are monitored on a daily basis and all materials are relevant to the school's mission.

POSITION: Director of Quality Enhancement Plan		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 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.

PURPOSE OF UNIT: To guide in the development and implementation of the Quality Enhancement Plan as part of the SACSCOC Reaffirmation process

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.

	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	Identify the QEP topic based on input across all college constituencies (faculty, staff, students, and community).	1. Submit topic ideas online. 2. Conduct faculty/student focus groups across all campuses. 3. QEP Topic Committee reviews topics submitted along with focus group input. Topics are narrowed to four and researched in depth. 4. Final four topics presented to President for review. 5. President makes final selection.	All QEP topics were submitted and discussed in faculty/staff focus groups across the college. The QEP Topic Committee reviewed all topics, narrowed the choice to four, and thoroughly researched each of the four. Presentations of the final four were made to the President, VP for Planning and Research, and the Topic Committee. The topic chosen was to create a first-year experience which the group felt would encompass, to some degree, most of the other three topics. The final topic was shared with the PRCC faculty and staff.	The final topic will be used to develop the QEP plan.
2	Appoint the QEP Steering Committee.	Thirty (30) persons representing various departments/services of the college across all campuses will be appointed to serve on the QEP Steering Committee.	A team of 34 members representing faculty and staff across all campuses and units, to include student representatives, was appointed to serve as the QEP development team in October 2014.	The QEP Team will research and develop the QEP topic of first-year experience. The team will meet regularly throughout the 2014-2015 school year and will also work in appointed sub-committees relative to the four chosen components of the QEP: orientation, early alert, first-year seminar, and profession development.

3	Develop the QEP Proposal.	The QEP Steering Committee will create the formal QEP Proposal by March 2015.	The QEP Proposal was completed June 2015.	Upon approval by the SACSCOC on-site team in October 2015, the QEP proposal will be used to guide the implementation of our FYE program – Passport to Success.
4	Submit the QEP Proposal	The QEP Proposal will be submitted to the visiting SACSCOC team 6 weeks prior to the scheduled site visit in October 2015.	The QEP Proposal will be submitted to the SACSCOC team on August 1, 2015.	Revisions, if any, will be made to the QEP Proposal based on the SACSCOC on-site team recommendations.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

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 To increase enrollment.	Enrollment will increase by 2.5%.	For the Fall 2014 semester, the enrollment headcount increased by 2.4%. For Spring 2015, it increased by 0.9%.	On-going planning to improve efforts to increase enrollment is the primary focus of the Office of Recruitment and Orientation. These plans include an email campaign, additional visits to the local high schools, hosting on-campus events, and providing customized campus tours.
2 To improve and expand recruiting efforts.	Participate in at least 15 recruitment events throughout PRCC's district each semester.	The Office of Recruitment organized PRCC's involvement in 63 recruitment events/college fairs at district high schools and career/technical centers. The number of visits increased by 43% from the previous year.	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.
	Host at least 3 on-campus events for prospective students each semester.	The staff hosted/supported 7 on-campus events focused on bringing district high school students to one of PRCC's campuses.	Hosting prospective students for on-campus events is a vital way of showcasing what PRCC has to offer. The office plans to continue these established recruitment events (such as Wildcat Fest, GED Tour Day, Allied Health Day, and CTE Student Conference) and will research additional on-campus event options.
	Communicate with prospective students through at least 1 mass	The office staff executed three major mail outs.	Both physical mail and electronic mail are beneficial ways to communicate with

		mail out/email newsletter each semester.	• One large mail out occurred in October 2014 to 2,893 district high school seniors. This mail out was a promotional card for Wildcat Fest. • An additional mail out was made in January 2015 to 745 students based on their ACT scores. This mail out communicated what ACT scholarships are available at PRCC. • Another mail out of 1,519 postcards was made in April 2015 promoting the new student orientation process (ROAR). The Office of Recruitment and Orientation instituted an email campaign for the 2014-2015 school year. The staff targeted high school students who requested to receive additional information about PRCC. The office sent five emails to over 2,500 students with an average opening rate 34.75%.	prospective students. The office plans to continue these forms of communication and plans to include additional mail outs in the future. The use of social media to reach prospective students will also be expanded.
		Increase the number of campus tours provided to prospective students by 5%.	The office staff and the student recruitment team, the River Navigators, provided Poplarville and Forrest County Center campus tours to 197 prospective students. This is a 10% increase from the previous year. The staff also gave six larger group tours to five different high schools.	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 on all PRCC campuses.
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.	Two general two-side recruitment brochures were created and distributed at all PRCC on- and off-campus recruitment events. Also, an additional two-sided recruitment brochure was utilized that detailed PRCC scholarship opportunities. Over 12,500 brochures were distributed.	The use of printed materials is essential at recruitment events. Based on research and best practices, it is important to provide prospective students with eye-catching and informative materials that they and their parents can peruse. The Office of Recruitment and Orientation will continue to strive to provide students with adequate information through promotional materials.
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 office staff successfully met with all counselors this year.	The office plans to continue to meet and communicate with all district high school/CTE counselors.

		Host at least 1 special activity specifically for area counselors and high school personnel.	The office hosted the annual Counselor's Day on January 23 and had 36 district counselors in attendance, which represented 15 of PRCC's 26 district high schools.	Counselor's Day continues to be a success. The Office of Recruitment and Orientation plans to continue offering this program.

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 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.

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.

	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	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.	50% (81 out of 161)	We usually do not know our exact retention number until after August. We will check our retention, at that time. We have always met our retention goal each year.
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.	90% (145 out of 161) of our students achieved performance level required to stay in good academic standing at the grantee institution. Date from IT inquires.	Results were used to evaluate overall academic performance of students.
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 2/3 of our participants (78%) were low-income individuals with disabilities and/or low-income individuals who are first generation. More than 1/3 (55%) were low-income individuals with disabilities.	The results were used to determine that we succeeded not only in achieving our service goals, but exceeded them.

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.		

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
2014-2015

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 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.

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.

	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	Complete the transition of the Title III grant program to the Student Success Program	Develop final plans for the transition program.	New Student Success Program created with compatible First Year Experience.	Students participating in the Student Success Program and First Year Experience will me more likely to complete their programs.
2	Improve technology services college-wide.	Evaluate current services and determine needed improvements.	Technology Services have been out-serviced to Ellucian.	Technology services are improved and have become more "user friendly".
3	Improve transportation corridors on Poplarville campus.	Use new campus master plan to determine new roadways.	New campus master plan has been created and include new roadways.	Campus traffic in the future will flow more smoothly and will provide for a safer campus.
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.	Health Information Technologies program will begin in January 2016.	More programming options will be available for students to choose career paths from.
5	Improve video broadcast services for student activities and athletics programs.	Identify equipment and personnel needs for improving program.	New state of the art high definition recording and broadcasting equipment purchased.	More visibility for athletics, fine arts and other student programs. Enhanced ability to produce commercials for public broadcast.
6	Implement I-Best model in Career & Technical Programs.	Identify programs that would benefit from the I-Best Model.	Health Information Technologies program initiated.	Career opportunities for high school dropouts have been enhanced.
7	Evaluate classroom utilization on each campus.	Determine the extent to which available classroom space is being utilized.	Services have yet to be purchased.	As enrollment trends fluctuate this issue becomes more important and will receive attention in coming school year.
8	Develop long-range planning process for development of the Hancock Center.	Identify and seek potential funding sources for the new Hancock Center campus.	Aerospace Academy proposal submitted for funding consideration from RESTORE.	Creation of the Aerospace Academy would create new career-technical programs and would enhance the facilities for academic programming.

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.	New Science Building has been pre-planned with associated costs.	The design for the new building is now underway.
10	Develop plans for improved parking at the Forrest County Center.	Develop plans and cost estimates for new FCC parking areas.	New roadway and parking area to be located on expanded campus site.	Overcrowded parking will be reduced or eliminated.
11	Improve seating areas for soccer stadium.	Develop plans that will enlarge and enhance soccer facilities.	Schematics for soccer seating expansion are currently being developed.	Expanded seating and improved aesthetics for soccer stadium. Recruiting for this program will be enhanced.
12	Improve staff development opportunities for all employees..	Develop Office of Training to focus on professional development of employees.	New office created on a part-time basis for the 2015-2016 school year.	Training activities will enhance the professional skills of college workforce and will provide for improved student services and instruction.
13	Develop long-range plan for improving student activities program.	Define new programs and facilities to foster participation in student activities.	New student activities center opened in Shivers Gymnasium.	Improved activities & facilities for students will create an enhanced campus student life program.
14	Improve k-12 collaborations.	Create office to develop plans for expanded K-12 initiatives.	New office created on a part-time basis for the 2015-2016 school year.	Collaboration between the college and local schools will provide new learning opportunities for students. Dual enrollment and virtual community college opportunities improved.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

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	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.	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%. 1b. By December 2013 and June 2014, at least 75% of surveyed students in SI courses indicate SI sessions helped them succeed.	**Outcome 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,	**Implications for Title III Activities:** For students enrolled in the Title III SI targeted courses for Psychology, Biology I, and World Civilization, some gains were realized. Combined pass rates for Fall 2013 and Spring 2014 semesters were strong. SI attendees outperformed non-attendees by more than ten percentage points in World Civilization (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 Civilization (47% vs 32%) and eight percentage points in Biology (68% vs 60%). While the SI Psychology pilot course's success rate was only 64% when looking at all students enrolled in the course, those who attended SI succeeded at a rate of 76%. Based on these outcomes and SI faculty and student

		those who attended SI succeeded at a rate of 76%. We consider the objective met in these areas. ***Performance Measure 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. In Poplarville in all subjects the students who attended SI performed better within the class than those who did not attend SI. In Biology, however, the SI class did not perform as well as the control class. We did not meet our Performance Measure in this area. However, if you consider only those students who attended SI, the Psychology class would meet the objective, with 77% succeeding.	participant focus group input, we recommend SI course sections remain available for Biology, Psychology, and World Civilization, and that other gatekeeper courses be considered for the incorporation of SI based on institutional DWF rates.

		At the Forrest County Center, in World Civilization I and Psychology, the students who attended SI performed better within the class than those who did not attend SI. In World Civilization I, however, the SI class did not perform as well as the control class. For Forrest County, we met our Performance Measure in two of the three classes: Psychology and Biology. However, if you consider only those students who attended SI, the World Civilization I class would meet the Performance Measure, with 75% succeeding. **Results Spring 2014:** Students who participated in Supplemental Instruction sessions outperformed students in all other categories – non-SI attenders in the same courses, like-instructor control courses, and the institutional average – in all courses on both campuses, with the solitary exception of the Poplarville campus's Biology course. Additionally, among the SI pilot courses, both SI World Civilizations and SI Biology courses outperformed their Like-Instructor controls significantly (by 22 and 9 percentage points, respectively). We consider this Performance Measure met in these courses. ***Performance Measure 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 meeting this goal.

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.

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. | |
| 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 | ***Outcome 2***
The Fall 2012 Cohort at the Forrest County Center was comprised of 134 members. While the national average is 3 years for a community college student to graduate, the rates reported in this analysis | **Implications from Title III Activities:**

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 |

	with a graduation/transfer emphasis (baseline F2007 = 0%). 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. 2c. By June 2014, at least 80% of the Second Year Cohort (pilot) at Forrest County report satisfaction with new advising and support services.	reflect only a 2 year period. For students requiring developmental coursework, the rate of completion is often extended. Of note, 31 (23.12%) of the original 134 cohort, are currently enrolled in the Fall 2014 semester with a projected graduation date of May 2015. Twenty students (14.93%) of the original 134 cohort graduated or transferred to a four year institution. An additional 13 students (9.7%) transferred to a different 2 year institution without graduating. *Performance Measure 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 workshops where they began creating their e-portfolios. *Performance Measure 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. *Performance Measure 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.	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. 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. During the fall semester the following groups participated: Business Office Technology, 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.

| 3 | By September 2014, overall retention for first-time entering students increases at least by 6 percentage points (from 47.6% to 53.6%) | 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.

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 of interventions. | **Outcome 3**
Out of 1264 first-term, full-time incoming students across the institution in Fall 2013, 634 returned, or 50.08%. PRCC realized an increase of 2.8% in overall retention. Although we did not reach our objective in this area, our retention rate for full-time students was still significantly higher than the baseline.

Performance Measure 3a

Institutional Outcomes:

Three high risk developmental courses were tracked and evaluated for average success rate (C or higher) increases as compared to institutional baseline date. Institutionally, we substantially exceeded the performance indicator in both Developmental Reading, which increased by nine percentage points (from a baseline of 75% to 84%) and Developmental English, which increased by twenty percentage points (from a baseline of 55% to 75%). No percentage point increase was achieved for developmental math.

Performance Measure 3b

I**nstitutional Outcomes:**

Six high risk general education courses were tracked and evaluated for average success rate (C or higher) increases as compared to institutional baseline data. Institutionally, we exceeded our performance indicator in three of the high risk general education courses identified in the grant: | **Implications from Title III Activities:**

The grant activity for these designated developmental courses was the incorporation of Supplemental Instruction. While many factors could have impacted institutional success rates as noted above, significant gains were achieved through Title III pilots in both Beginning and Intermediate English with SI over a two semester pilot and should be considered as a factor in the institution's overall success rates. For those who attended SI sessions as part of the Title III pilot, a combined success increase of 80% across both campuses and both courses was realized. The success rate for the entire treatment group was 68% as compared to the success rates of like control groups at an average of 46%. While SI was not incorporated into Developmental Reading, an institutional increase of nine percentage points was realized. This success may have been achieved, in part, because students enrolled in reading were typically enrolled in a developmental English course where the strategies of SI could easily have been applied to Reading. In Y4 of our grant, we piloted SI with Intermediate Algebra. No increase in student success was realized, and we believe this outcome was directly tied to the Emporium Model (Course Redesign) format employed to teach this course. Students were required to attend required hours in the math lab and rarely chose to participate in additional SI sessions that were conducted outside of class time. A full discussion of this outcome can be found in the Y4 Activity Progress Report. Post grant, it is recommended that the college continue with designated English courses to include SI. For developmental math, the recommendation is to increase the number of peer math tutors available during math lab hours to assist students on an individual bases as opposed to a group SI session format.

The grant activity for these designated six high risk general education courses was the |

			English Composition I (an increase of 12 percentage points), English Composition II (an increase of 12 percentage points), and College Algebra (an increase of 6 percentage points). No percentage point increase was achieved for World Civilization, Psychology, and Biology I.	incorporation of Supplemental Instruction. While many factors could have impacted institutional success rates as noted above, significant gains were achieved through Title III pilots in both English Composition I and English Composition II with the incorporation of SI over a two semester pilot and should be considered as a factor in the institution's overall success rates. For those who attended English SI sessions as part of the Title III pilot, a combined success increase of 71% across both campuses and both courses was realized. The success rate for the entire treatment group was 62% as compared to the combined success rates of a like control group at an average of 46%. Post grant, it is recommended that the college continue with designated English courses to include SI. While institutional gains were achieved in College Algebra, this was not due to Title III pilots where SI was incorporated into this course. As noted in relation to developmental math courses in Performance Measure 3.b., we believe this outcome was directly tied to the Emporium Model (Course Redesign) format employed to teach this course. Students were required to attend a set number of hours in the math lab and rarely chose to participate in additional SI sessions that were conducted outside of class time. Additionally, focus group responses revealed that students in College Algebra were, for the most part, performing at an acceptable level and did not see the benefit of attending additional SI sessions. A full discussion of this outcome can be found in the Y4 Activity Progress Report. For College Algebra, an institutional gain of six percentage points was realized. While traditional SI was not a good fit based on our pilots, it is recommended that the college hire additional peer math tutors to assist students individually within the math computer lab. Overall, Supplemental Instruction (SI) pilots have been successful SI at PRCC. Developmental English, English Composition I

			& II, Biology, Psychology, and World Civilization realized increases in student success (grades and satisfaction levels) with some achieving higher gains than others. Developmental Math and College Algebra were not successful SI pilots. We believe this was due primarily to the format in which math was being taught with the use of the Emporium Model or Math Redesign. It was determine a better use of institutional funds would be in placing math tutors in the lab rather than offering formal SI math sessions.
4	By June 2014, the overall graduation/transfer rate (18.2%) increases by 6 percentage points.	4a. By June 2014, at least 70% of first year and second year cohorts develop an education and career plan. 4b. By June 2014, 70% of second year cohorts utilize the degree audit and transfer evaluation technology	***Outcome 4*** Of 1283 First-Time, Full-Time PRCC students entering in Fall 2012, 246 (19.17%) graduated before Fall 2014 (this includes not only the May 2014 graduates, but the nursing students whose graduation date falls in July). An additional 193 of the 1283 (15.04%) First-Time, Full-Time PRCC students transferred from PRCC to two or four year colleges without first graduating. Adding this to the 246 students who graduated, we have 439 of 1283 (34.22%) students graduating or transferring, far exceeding the objective. Of these 193 transfer students, 115 transferred to other two-year institutions, and 78 transferred to four-year institutions. Adding 78 transfers to four year-colleges to the 246 graduating students yields 324 graduates and/or four-year transfers, or 25.25%. Even by the more stringent standard of graduation and transfer to four-year institutions, we exceeded our objective in this area. Additionally, 329 of the 1283 (25.64%) first-time, full-time PRCC students entering in Fall 2012 are	**Implications for Title III Activities:** In review of all Title III developed and piloted projects over the lifetime so the grant, we believe these efforts have positively impacted the increase in institutional retention and graduation rates. Working with targeted faculty to increase knowledge of good advising practices, by the end of Year 2, 9 of 18 CAS standards were rated as fully met compared to zero met in Year 1. Advising targeted for at risk students was termed Pre0Core advising wherein Intrusive Advising strategies were implemented. Pre-Core Faulty advisors were trained on these practices and assisted in the advisement of this target population that we tracked as both the Poplarville 1st & 32nd year cohort and, in Year 4 & 5, the Forrest County Center 1st & 2nd year cohort. Each cohort experienced successes on a variety of levels by utilizing the new services provided through the Student Success Centers to include access to peer mentors, online advising tools, degree evaluations, and the creation of e-portfolios. There were, however, some areas realized where services were not as effective. Both cohorts were tracked for retention and graduation/transfer rates seeking increases of 6 percentage points. As with piloted services, success outcomes varied. For the Poplarville cohort, overall retention increased by 9.4 percentage points and an increase of 3.8 percentage points was realized in transfer/graduation rates. For the Forrest County Center cohort, no increases were

still enrolled at PRCC as of Fall 2014. Of these, 44 are part-time and the remaining 285 are full-time. Because many students enter needing developmental coursework, and others enter competitive programs that require prerequisites before entering, it is not uncommon for students to require more than four semesters to graduate. In fact, the national average is six semesters, or three years.

Performance Measure 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

realized in either retention or transfer /graduation rates.

A piloted success course on both campuses resulted in positive outcomes in that the majority of the students completed successfully with a grade o f C or better. This course also provided the "touch point" for incorporating e-Core advising with these target populations. As a result of these efforts,

PRCC began piloting a full semester LLS 1313 Orientation course in the Fall 2014 semester. The design of this course directs students to

			heavily target incoming freshmen.	engage with all the services of the Student Success Center to include peer mentors, e-portfolios, online advising tools, and the like. Pre-Core advising is directed tied to this course with three targeted Intrusive Advising sessions embedded in the course. This is an excellent outcome of the Title III efforts over the lifetime of the grant.
			Performance Measure 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 members, 11.67% utilized the degree evaluation technology. This Performance Measure was not met.	
			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.	
			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.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

Position: Veterans Administration Certifying Official	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 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.

PURPOSE OF UNIT: To provide assistance to Veterans, current Servicemembers, and their dependents in obtaining the veterans education benefits for which they may be eligible.

RELATIONSHIP OF UNIT TO PRCC MISSION: The Office of Veterans Affairs serves as the primary access point between the College, the student, and the Veterans Administration (VA) in application for, as well as procurement and monitoring of, veterans' education benefits.

	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	To review and update information regarding Veteran Services.	Review and update the Veteran section of the student catalog. Create and make available additional informational publications.	Student catalog was updated to reflect most recent laws and policies regarding Veteran Services. Created instructional handouts and a veteran newsletter.	The student catalog was updated and made available online. A step-by-step instructional guide was created for new students using VA education benefits. A veteran newsletter was created and distributed to all current Veterans Administration education recipients. Planned to continue the use of these publications to improve the communication between student and the Office of Veterans Affairs.
2	To monitor student enrollment changes and submit corresponding reports.	Review VA student enrollment reports weekly and submit updates to the Veterans Administration within 30 days of discovery.	100% of all changes to student enrollment was reported to the VA within 30 days of discovery via electronic reporting processes.	Based on VA requirements, all enrollment changes were reported within 30 days of discovery. Changes include withdrawals, schedule changes, and graduations. This information will allow the VA to report PRCC's statistics online, making us a competitive option to Veteran students.
3	To comply with federal and state laws governing the administration of VA education benefits.	Attend two conferences sponsored by the Veterans Administration and other related organizations.	Attended two conferences related to VA education benefits.	Information regarding updates to the Marine Gunnery Sergeant John David Fry Scholarship (FRY Scholarship) and the Veterans Access, Choice, and Accountability Act of 2014 (Choice Act) was obtained at conferences this year. This information will allow for accurate administration of the FRY scholarship and ensures compliance with the Choice Act.

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 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.			

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.			
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 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 2016 presented to Board June 9, 2015 FY 2014 Financial Audit completed with no findings. FY 2014 annual audit demonstrates that institution remains financially stable with annual revenues supporting annual expenditures.	FY 2016 balanced budget provides financial guidelines for institution to support operations while maintaining financial integrity. FY 2014 Financial Audit serves as source of financial trends and patterns critical to institution's strategic financial planning. Such trends or patterns 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 2014 Financial Audit supports a positive operating fund balance.	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 2016 E&I budget is reconciled with projected revenues equating to projected expenditures.	A reconciled E&I budget will provide an avenue to achieve planned capital improvements within budget and financial capability of the institution.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

	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	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. Attended committee meetings February 17-20 at Capitol. Meetings with legislators on September 19, February 3, an March 2 B. Attended Budget Hearings and other committee meetings January 15 and February 17-20.	Legislative work and the relationships gained there is extremely important. Each year, there are many laws that are proposed that could have adversarial effects on community colleges. It is important to work with committee members to communicate these legislative initiatives.
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 exceed 40. C. Number of participants should exceed 5000.	A. Summer Workforce, CTE and ABE conference produced by the MCCB is mandatory for all workforce, CTE and ABE unless otherwise excused. PRCC had an 85% attendance rate. B. A total of 50 workforce projects were completed in FY 15. C. Total number of non duplicated participants exceeded 6,385.	The increase in numbers indicates an improving economy. Each year there has been an increase. The workforce projects are also affective means to introduce new programs that could be transferred into credit and degree bearing programs. The Pipe Fitting Workforce Program has performed extremely well with a high demand rate among employers.

3	To create short term demand driven training opportunities for individual experiencing career changes or for industries that have high demands for skilled workers.	A. WIN Job Center Computer Program training to at least 150 participants.. B. Provide WIA Dislocated Worker Counseling opportunities to a minimum of 250 of those in need.	A. The Computer Program had 282 participants, far exceeding the goal. The closing of the Waveland WIN Job Center and loss of the Picayune WIN Center training grant reduced enrollees significantly during FY 12 until this past year. MDES is reopening the Waveland Center, with that a request will be made do re-start the Picayune-Waveland Program which should provide opportunities to more people in the lower Pearl River and Hancock County areas. B. A total of 837 individuals received WIA Dislocated Worker services.	Both of these programs provide opportunities for individuals to receive training and/or advisement and counseling services. The overall goal is to assist these individuals in getting into life sustenance providing career pathways.
4	To provide an Adult Education Program that serves the needs of persons attempting to acquire the basic skills necessary to become employable, advance their educational level and/or receive a GED.	A. Grant more than 300 GED's. B. Enroll at least 50% of the GED graduates in credit or non credit skills classes at PRCC. C. Classes to prepare individuals with the academic skills necessary to pass the GED test offered in all six counties served by PRCC.	A. As of July 15, 2015, PRCC has 108 GED® recipients for the 2014-2015 school year. Continued year around testing will occur. As of July 15, 2015 PRCC has 233 students who have taken one or more parts of the GED (partial passers.) B. A total of 421 students with a GED® credential were enrolled in PRCC during the 2014-2015 school year. A total of GED® recipients enrolled in PRCC received Pell Grant funding in the amount of $1,301,883.00 for the 2014-2015 school year. A total of 21 ABE students were co-enrolled in the HIT Career Pathway (TAACCCCT Initiativep) during the 2014-2015 school year completing 3-6 hours of college course credit, while working to earn GED credential.	PRCC is embarking on an ABE Program redesign to meet the new parameters of WIOA, Perkins and the state of Mississippi. This redesign will assist non high school completers with earning work based credentials while studying for the GED test. Also, the new battery of tests for the GED requires classroom and curriculum changes. Faculty are receiving more professional development for this new curriculum as well as training in the MI-BEST model funded through the Kellog grant that begins October 1, 2015.

			C. In 2014, a total of 678 students were served in Adult Education. Of the 678 served, 382 completed or improved their (EFL) Educational Functioning Level. Of the 382, who completed an EFL gain, 108 of these adult learners exceeded EFL levels set by the Federal ABE standards.	
5	Assist partners with projects that enhance the community. Construction and maintenance of youth ball fields is a good example of community development efforts.	A. Number of projects > 4.	A. The Construction Equipment Operations Program cleared and excavated land for 2 volunteer fire departments and one local church. Also, 3 projects were completed at the Poplarville Campus, the Lady's Softball Complex, Career Center Parking and removal of scrap for Welding.	PRCC continues to be good stewards in the community by working with community based organizations to assist with projects that further develop the area.
6	Continue pursuit of external grants to help offer new programs and opportunities for the underserved.	A. Submit at least 1 proposal annually.	A. One DoL TAACCCT Proposal was submitted as well as a Communities that Work proposal to the Aspen. The SMAWS Consortium was awarded a grant to purchase mobile training equipment.	While some proposals were not successful, it is imperative to institutional growth that these are pursued. The SMAWS Award was from the MCCB which provides equipment to provide training to manufacturers and industrial companies region wide.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

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 Encourage and provide professional development opportunities for general education instructors.	At least three webinar professional development opportunities will be provided to instructors during FY 2015.	A variety of webinar opportunities were provided to instructors during FY14 including: • 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)	During FY 2015, a position was established that is working directly with professional development. The individual in this position is currently working with others to determine the best method to not only track professional development attendees but also to determine whether PRCC should require a specified number of PD hours from all employees each year.
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 change in the management of Information Technology was part of FY 15. The IT team has been informally assessing personnel throughout the college.	There was a recognized need from the FY14 survey that had been administered; however, before many of those needs can be met, there are specific areas of need that the new IT team will address. For example, there is desire on the part of faculty to incorporate more ideas related to the flipped classroom concept. This will require more reliable wifi access opportunities. There is plan to overhaul the basic network infrastructure.

| 3 | Support the expansion of non-traditional classes (online, night, weekend, short-term, etc.) | Weekend classes will increase by 5% in FY 2015; the College will introduce short-term classes in the online format. | In FY13, 24 weekend classes met. In FY 14, 22 weekend classes met. In FY 15, 19 weekend classes met.

6 mini-term classes were offered in between the fall and spring semesters.

Online classes are now offered in three formats in the fall and spring semester:
• Whole semester
• First short-term
• Second short-term | 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 have been be explored. With the current budgetary restraints, the college must be cautious about eliminating certain formats and adding others; however, a strong argument is that lower enrollment is

Mini terms were mildly successful. There is a demand from students, but instructors are still reluctant to teach during the Christmas holidays. Calendars are created far in advance, so the calendar for FY16 has existed for nearly a year; however, as the FY17 calendar is being designed, attention is being given to the possibility of offering mini-term classes between the spring and summer semesters.

Beginning Fall 2015, online classes will also be offered in a four week format. Much effort was put in at the state level regarding the best and most logical way to incorporate different formats and still be able to recognize financial aid and state funding benefits. |
| 4 | Create year-long class schedules covering fall, spring, and summer semesters (an entire fiscal year). | In summer 2014, departments will be instructed to begin the process of planning for Spring 2015 and Summer 2015. | The process for creating the schedule for upcoming semesters is happening in a much timelier manner, but there are issues that must be overcome before a true year-long schedule can be implemented a year in advance. | 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:
• When depending on adjuncts, planning too far in advance is virtually impossible.
• Fluctuating enrollment has made it difficult to realistically anticipate needs.
The IT team is working to help the college overcome obstacles that are experienced in both the Banner area and the assessment of enrollment trends. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

	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	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.	Formal and informal meetings and discussions focusing on the Strategic Plan and the assessment documents were held throughout the year on all campuses by the Director of Institutional Effectiveness and the Director of Institutional Research. Improving processes was discussed in an effort to improve required responses and meeting timelines.	It has been decided to provide additional communication with those responsible for particular reports. A session with department chairs has been planned for the Professional Development Day to discuss the 2015-2016 calendar timelines. A professional development session during the year focusing on a variety of need-to-know topics such as instructional council, professional development, planning & effectiveness, and committees.
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.	Two Grant workshops were held on the Poplarville campus and at the Forrest County Center to encourage administration, faculty, and staff to seek grant opportunities/proposals.	To facilitate grant opportunity searches, a decision has been made to purchase a subscription to SPIN software which will allow all College personnel to efficiently search for grants in their respective areas.
		Gather information and implement	The Institutional Review board met	Plans were made to continue meet at least

		plans for at least two Institutional Review Board meetings.	twice (November and June) to discuss grant awards, petitions to the Board, policies, etc.	twice during the 2015-2016 year. Reports, petitions, grant awards, etc., were reviewed by the Institutional Review Board. More than $252,500 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 women's health, physics, reading, early childhood education, etc. Sources of funding included the Lower Pearl River Valley Foundation, Wal-Mart Foundation, Dollar General Literacy Foundation, Southern Mississippi Planning and Development District, etc.
3	To serve as the SACSCOC accreditation liaison.	Compile and submit 100 percent of documents related to SACSCOC accreditation requirements. Attend at least one SACSCOC conference/ meeting.	100% of required SACSCOC reports were completed and submitted in a timely manner. One PRCC administrator attended the Summer Institute in July, and six attended the annual SACSCOC meeting in December.	Planned to complete and submit the required Focused Report and QEP by August 2015. The SACSCOC On-Site visit is scheduled for October 27-29, 2015. The information provided at the SACSCOC meetings has been disseminated across the College to the appropriate personnel.
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.	At least 91 percent of the faculty and professional staff participated in the annual August professional development sessions; however, 93 percent of the support staff participated in professional development activities.	Plans have been made to focus the August 10, 2015 professional development day on preparing for the SACSCOC On-Site Committee visit. It has been decided that Dr. Joseph Silver, a former SACSCOC Vice-President, will be the keynote speaker. The afternoon session will focus on educating faculty and staff regarding the Quality Enhancement Plan (QEP). The Leadership Class will meet during breakfast on August 10, 2015. A new Leadership Class is being considered for Spring 2016. Also, mini-sessions are planned for the former 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.	According to policy, 100% of employees were evaluated. Schedules for the evaluations of faculty and staff were submitted to this office, and random reviews of evaluations were scheduled to	To ensure evaluation procedures are followed, random reviews of personnel files are planned for the 2015-2016 school year.

			ensure that personnel files were up-to-date.	
6	To coordinate publication of College policies and procedures.	Print and distribute the annual Policy and Procedure Manual and to ensure that the online version is updated on a regular basis.	In preparation for the SACSCOC reaffirmation, the Policy and Procedure Manual was completely updated by the Cabinet. 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 ninth annual Women's Health Symposium was implemented with approximately 500 people participating.	In preparation for the tenth annual program, the format will be changed to three major speakers instead of the panel discussion.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

	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	To supervise the instructional faculty of the Poplaville 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 FY15	Personnel recommendations were made for FY16 at the April 2015 Board of Trustees meeting. This recommendation includes those who were recommended for non-renewal.
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 95.3% for the counseling and advisement and placement center.	District wide advisement meeting were conducted several times throughout FY15. Mental health, behavioral recognition and campus safety meeting were held on both Poplarville Campus and Hancock Center.
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 98.8% satisfaction rate based on the campus climate survey.	Additional classes, student personnel and community activities were increased in FY15. A new Blue Cross Blue Shield of Mississippi grant application was submitted to improve services offered in the center.
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.	87.4% of students were satisfied with the activities offered on the Poplarville Campus.	Equipment was ordered for the new Student Life Center, additional personnel were employed to improve student activities on campus.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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.	95.8% of Poplarville Campus students were satisfied with the Campus Police Department, while the Hancock Center indicated 100% satisfaction for the second consecutive year.	A safety and security task force was formulated and chaired by the Vice President for Poplarville Campus and Hancock Center. Numerous safety precautions were planned and implemented in FY15. Additional plans have been made for FY16.
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.	96% of students indicated satisfaction with the student handbook. The college handbook was updated in FY16.	The student handbook webpage was updated in FY15. All current policies ad procedures, additional safety, and campus police information are not accessible from the site.
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 director of Fellowship of Christian Athletes was added to the FY15 staff.	New athletic orientation programs were developed and implemented in FY15. Pertinent student athlete information was shared and explained during these sessions.
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.	92.9% of all Poplarville Students would recommend PRCC to other students.	New student groups, additional student meetings and surveys were introduced to gain valuable student feedback on services.

Section II

Student Services Charts

> Admissions and Records
> Campus Police
> Financial Aid
> Health Services
> Housing
> Orientation
> Recruitment

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

SERVICE: Admissions and Records	Supports PRCC Strategic Goal(s): 1, 2

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

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

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.

	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	To assist applicants in the process of formal admission to college.	Increase applicant to enrollment ratio by 10% for the Fall term of 2013.	The application enrollment for the Fall term of 2013 increased 2%.	In an effort to increase enrollment, applications for admission were updated and distributed to all high school counselors within the six county district on a jump drive in order for students to have easier access to application. Admissions personnel participated in recruitment days to include Wildcat Fest, GED Day, and high school orientation sessions in an effort to increase enrollment.
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 increased 3% (3 days).	Additional recruitment days have been added to the college schedule and Office of Admissions staff will participate in all scheduled recruitment and orientation events.
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%.	One kiosk was in the lobby area of the Office of Admissions in order for students to have easier access to student records. Online transcript orders decreased by 2%.	Students utilize kiosk in order to access information needed for student records. Additional kiosk will be added and students will be encouraged to utilize online transcript ordering process.
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.	There were no Enrollment Audit errors for Fall 2013. Audit roll completion by instructors (attendance) was at 99%.	Enrollment Audit Guidelines are being followed by all Office of Admissions staff in order to receive full state Full Time Enrollment (FTE) reimbursement.

			Audit roll by instructors (attendance) is being completed daily by all instructors in order to receive full state FTE reimbursement.

PEARL RIVER COMMUNITY COLLEGE ADMINISTRATIVE ASSESSMENT
2014-2015

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 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.

PURPOSE OF UNIT: To provide those student services in the Division of Student Services that will promote and enhance the Acomprehensive student development concept.@ (physical, social, recreational, and educational).

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide a comprehensive law enforcement program and services which meets the needs of students and all PRCC personnel.

	OUTCOMES - 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	Continuing Education, Training, and in-service classes provided	Training and classes educate the officers to changing laws and trends therefore providing a more professional officer
2	To provide a safe campus environment for students, faculty, staff, and visitors.	Review public safety manual (PSM) Evaluate and enhance security measures	The PSM and EAP are constantly updated as policies are changed or created. Both PSM and EAP are placed online.	The updated PSM is available in both hard copy and online for students, parents, staff, and faculty. The EAP is provided to the Faculty and staff only because of safety procedure confidentiality.
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	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 Provide opportunities for guest speakers Survey students to obtain knowledge base of affects of drugs and alcohol	The Police Department offers programs, educational material, and training to educate everyone on crime prevention and the impact of criminal behavior	Programs provide students with opportunities to learn from their mistakes and be educated as to acceptable social behavior as it pertains to laws and rules. Training provides the opportunity to learn skills to report, prevent, and deter criminal behavior.

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 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.

PURPOSE OF UNIT: To provide those student services in the Division of Student Services that will promote and enhance the ʌcomprehensive 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.

	OUTCOMES - 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.	During the 2014-2015 school term there were 6 student injuries. All were minor. Employee injuries were 5. One employee had 2 separate incidents.	Planned continue to monitor student and employee accidents during the school year. Pertinent information/recommendations will be forwarded to the Safety Committee as trends or hazards are identified.
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 3 Flu Vaccine sessions, BLS (CPR Class) for the PRCC Lineman's Class and Child Development Lab employee BSL, Handwashing Inservice for Child Development Lab personnel/students, BLS educational inservice for AEOP, participated in Womens Health Symposium, Provided drug counseling with Pine Grove Mental Health to 3 baseball and 1 RN student. Provided written material as requested. Submitted Health Articles for the Dixie Drawl.	Planned to continue to provide offerings according to request and annual events as available and on an as-needed basis.

3	To ensure knowledge and skills sufficient to the role of the College Health Nurse.	Maintains current RN licensure by 2-year renewal through MS State Board of Nursing to practice as RN in the state of Mississippi. Current American Heart Association Basic Life Support Healthcare Provider Cardio Pulmonary Resuscitation (AHA-BLS-HCP-CPR). Minimum of 5 nursing continuing education hours per year.	Health Services RN has current RN licensure through the states of MS and LA and is current with AHA BLS provider, instructor, and instructor-trainer status through the AHA CTC. RN obtained 10 continuing ed hours during the fall/spring semester and participated in numerous webcast such as bedbugs and other college-targeted training sessions. .	Plans made to renew RN license every 2 years per MS State Board of Nursing. Will renew LA license yearly per LA State Board of Nursing. Will renew BLS provider, instructor, and instructor trainer every 2 years according to the American Heart Association guidelines. Will participate in continuing education offerings to maintain hours.
4	To assist with compliance of PRCC policy regarding drug testing of college athletes and AND/LPN and vocational program students.	Provide mandatory drug testing for 100% of PRCC athletic programs. Provide random drug testing for 20% of total student enrollment for Barbering/Cosmetology and RN/LPN programs.	Drug testing was performed on 100% of Football, Basketball (men and women), Baseball, Softball, and Soccer (men and women) team members. 100% of 3rd and 4th semester RN students, 20+% of Cosmetology, Barbering, and LPN students. Random testing was also performed on football, soccer, basketball, and baseball at individual coach's request.	Mandatory testing will continue to be administered according to PRCC P&P prior to the start of each sports season. RN/LPN testing is performed at the beginning of each semester. Cosmetology/Barbering are performed at random times during the school year. All programs will have random screening performed at request.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

SERVICE: Housing	Supports PRCC Strategic Goal(s): 2

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

STRATEGIC GOALS:

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

PURPOSE OF UNIT: To provide those student services in the Division of Student Services that will promote and enhance the Αcomprehensive 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.

	OUTCOMES - 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.	-Maintenance requests/work orders filled within one week of being turned in. -Monthly residence hall meetings with head residents, resident assistants, and residents to discuss dormitory issues or concerns.	Results for this assessment were positive and successful. Meetings were conducted with head residents and resident assistants	Communication among the Assistant Dean for Student Life, head residents, and resident assistants played an important role in addressing the needs of dormitory students. Based on the results, the Office of Residence 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 life.
2	To provide and on-campus housing environment that helps to create a supportive and cohesive student community.	- Assistant Dean for Student Life will have weekly meetings with head residents and resident assistants to discuss events and activities provided on campus for the students. -Incorporate all residence halls in different activities on campus in order to get students involved. - Provide each dormitory with an ideas box in order to get feedback from the students about activities to improve the	Residence halls were successful in incorporating student activities for the students and provided a cohesive student community.	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. Based on the results, it has been decided that resident assistants from each dormitory will plan month activities for their individual dorms (i.e. movie night, bingo night, game ngiht)

		cohesive student community atmosphere.		
3	To employ responsible and efficient head residents for each dormitory.	- Weekly meetings with head residents to discuss issues and concerns for each dormitory (maintenance, discipline, resident assistants). -Resident Assistants will provide weekly time sheets to ensure that residence halls are supervised at all times. - Head resident evaluations each year.	The dormitory head residents did an excellent job this year in their duties and performance. Resident Assistants played an important role assisting head residents in the dormitory this year.	Both head residents and resident assistants were efficient in their duties this year. Hiring and training staff properly will help the Office of Residence Life continue to improve and meet the needs of residence hall students. Based on the results, the Office of Residence Life will provide head residents with the opportunities for training that will help them improve and understand the different types of students residing on campus. 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.
4	To maintain a safe and secure housing environment.	Weekly safety and security checks to ensure that all safety equipment (emergency lights, cameras, fire extinguishers, locks) are updated and working. -It is vital that the Office of Residence and Student Life and Campus Police stay in constant communication throughout the year.	All dormitory equipment was updated each semester to ensure safety in each dormitory. 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.	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. 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 the dormitory throughout the semester and possible solutions for prevention those situations in the future.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

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 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.	A total of 950 students attended face-to-face ROAR sessions (729 in Poplarville, 201 in Hattiesburg, and 20 in Waveland). There were 172 to attempt the online orientation. This total of 1,122 students indicates an 11.3% decrease from the previous year's total of 1,265.	This decrease could be attributed to a decrease in enrollment of 2.4% across all PRCC campuses (as of September 5, 2015). Continue to promote ROAR sessions and the positive impact that it can have on students' first year experience at PRCC and their rate of retention. Look into the possibility of requiring ROAR as a mandatory process for all new college students.
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 1,519 postcards were mailed in April 2015 to students who had applied to PRCC. Additional postcards were distributed to the entire graduating classes from Pearl River Central High School, Picayune Memorial High School, and Poplarville High School, which totaled an additional 500 postcards. An email campaign promoting orientation was emailed in May 2015 to 2,110 prospective students with an opening rate of 31.89%. Orientation information was also publicized through the PRCC website, social media, a	Continue promoting orientation information through the use of postcards, PRCC website, social media sites, radio stations, newspapers, and digital billboard. Orientation information should also be added to the admissions acceptance letter. Future promotion of the orientation process may include posters that could be displayed at the district high schools.

			digital billboard in Hattiesburg, and on the radio.	
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.	All offices within enrollment management were actively involved in orientation sessions.	Planned to continue exposing students to numerous offices on campus so they will be able to connect with multiple PRCC staff members and become award of the locations/responsibilities of these offices.
		Recruit at least 10 additional faculty members to assist with academic advisement during orientation.	There were 70 faculty/staff members who volunteered to assist with advisement during the orientation process. This is 14 more advisors than the number who volunteered last year (56 advisors last year). Of this total, 23 individuals volunteered from the Forrest County Center, 4 from the Hancock Center, and 43 from the Poplarville Campus.	Planned for students to be advised according to their program of study and their ACT scores. Therefore, students will be able to meet faculty members who will likely teach their classes and become their assigned advisors throughout their time at PRCC.
		Collect survey feedback from at least 75% of all participating students and PRCC faculty advisors upon completion of their orientation experience.	Survey feedback was collected from 543 students who attended face-to-face ROAR sessions across all campuses. This is 57% of all students in attendance. Survey feedback was not collected from students who completed the online orientation. Survey feedback from the PRCC faculty advisors is due by September 18.	Survey feedback collected from students overall indicates a positive response to ROAR. Answers to questions were on average all above a 4.5 rating on a 5.0 scale (1=Poor; 5=Excellent). Furthermore, the students' responses to the open-ended questions concerning "the most helpful part of ROAR" and "suggestions on how to improve ROAR" will continue to be considered and utilized to make improvements to the plans for next year's ROAR sessions. It was noted that there is a need to add a survey component to the online orientation next year. Survey feedback collected from the faculty advisors indicates…

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.

	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	To increase enrollment.	Enrollment will increase by 2.5%.	For the Fall 2014 semester, the enrollment headcount increased by 2.4%. For Spring 2015, it increased by 0.9%.	On-going planning to improve efforts to increase enrollment is the primary focus of the Office of Recruitment and Orientation. These plans include an email campaign, additional visits to the local high schools, hosting on-campus events, and providing customized campus tours.
2	To improve and expand recruiting efforts.	Participate in at least 15 recruitment events throughout PRCC's district each semester.	The Office of Recruitment organized PRCC's involvement in 63 recruitment events/college fairs at district high schools and career/technical centers. The number of visits increased by 43% from the previous year.	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.
		Host at least 3 on-campus events for prospective students each semester.	The staff hosted/supported 7 on-campus events focused on bringing district high school students to one of PRCC's campuses.	Hosting prospective students for on-campus events is a vital way of showcasing what PRCC has to offer. The office plans to continue these established recruitment events (such as Wildcat Fest, GED Tour Day, Allied Health Day, and CTE Student Conference) and will research additional on-campus event options.
		Communicate with prospective students through at least 1 mass	The office staff executed three major mail outs.	Both physical mail and electronic mail are beneficial ways to communicate with

		mail out/email newsletter each semester.	• One large mail out occurred in October 2014 to 2,893 district high school seniors. This mail out was a promotional card for Wildcat Fest. • An additional mail out was made in January 2015 to 745 students based on their ACT scores. This mail out communicated what ACT scholarships are available at PRCC. • Another mail out of 1,519 postcards was made in April 2015 promoting the new student orientation process (ROAR). The Office of Recruitment and Orientation instituted an email campaign for the 2014-2015 school year. The staff targeted high school students who requested to receive additional information about PRCC. The office sent five emails to over 2,500 students with an average opening rate 34.75%.	prospective students. The office plans to continue these forms of communication and plans to include additional mail outs in the future. The use of social media to reach prospective students will also be expanded.
		Increase the number of campus tours provided to prospective students by 5%.	The office staff and the student recruitment team, the River Navigators, provided Poplarville and Forrest County Center campus tours to 197 prospective students. This is a 10% increase from the previous year. The staff also gave six larger group tours to five different high schools.	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 on all PRCC campuses.
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.	Two general two-side recruitment brochures were created and distributed at all PRCC on- and off-campus recruitment events. Also, an additional two-sided recruitment brochure was utilized that detailed PRCC scholarship opportunities. Over 12,500 brochures were distributed.	The use of printed materials is essential at recruitment events. Based on research and best practices, it is important to provide prospective students with eye-catching and informative materials that they and their parents can peruse. The Office of Recruitment and Orientation will continue to strive to provide students with adequate information through promotional materials.
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 office staff successfully met with all counselors this year.	The office plans to continue to meet and communicate with all district high school/CTE counselors.

		Host at least 1 special activity specifically for area counselors and high school personnel.	The office hosted the annual Counselor's Day on January 23 and had 36 district counselors in attendance, which represented 15 of PRCC's 26 district high schools.	Counselor's Day continues to be a success. The Office of Recruitment and Orientation plans to continue offering this program.

Section III

Community/Public Services Charts

      Adult Basic Education
      Brownstone Center
      Lunch and Learn
      Women's Health Symposium
      Workforce Training

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

SERVICE: Adult Basic Education	Supports PRCC Strategic Goal(s): 1, 3, 5, 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 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.

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 undereducated adults an opportunity to acquire necessary educational/workplace skills within the PRCC district.

	OUTCOMES – Measurable indicators (More specific description of impact on program)	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 program will expand its educational services for qualifying students.	Adult Basic Education (ABE) student attendance will meet or exceed the student participation goal as negotiated between PRCC and the MCCB ABE department for the grant.	During the 2014-2015, Adult Basic Education served 682 students throughout the PRCC district.	Adult Education improved delivery opportunities to adult learners by integrating new technology within our classroom setting to better prepare learners for the computer based 2014 GED test. ABE students continued their opportunity to co-enroll in the HIT/BOT program by participating in the TAACCT Grant career pathway. ABE students were given the opportunity to participate in the annual College Tour Day hosted at the Poplarville campus. This event provided Admissions, Financial Aid, and Counseling/Advisement to all ABE students. In 2014, 120 Adult Education students participated in this annual event. Upon GED completion, adult learners met with the ABE counselor to assist in transitional services (college or career).
2	The program will improve program	Retention rates within the program will	In 2014, a total of 678 students were	Recruitment and retention efforts are

	retention rates.	meet or exceed standards set by the federal ABE department for the current school year.	served in Adult Education. Of the 678 served, 382 completed or improved their (EFL) Educational Functioning Level.	continuously being improved within the department by implementing the following: ✓ Full time Administrative Assistance to provide potential adult learners enrollment and class information district wide. ✓ Instructors provided monthly follow up with students to insure enrollment, class attendance, and GED progression. ✓ ABE students are provided co enrollment Career Pathway opportunities, based on individual assessment and screening. ✓ Financial assistance for GED testing and Workforce training projects (Welding, CNA, or Electrical) for adult learners expressing financial hardships.
3	The students will attain higher skills.	Students will meet or exceed the EFL levels set by the federal ABE for the current school year.	In 2014, a total of 678 students were served in Adult Education. Of the 678 served, 382 completed or improved their (EFL) Educational Functioning Level. Of the 382, who completed an EFL gain, 108 of these adult learners exceeded EFL levels set by the Federal ABE standards.	ABE Instructors review student SIOA's and EFL (Educational Functioning Level) to implement best practices to improve overall student learning and GED completion.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

COMMUNITY/PUBLIC SERVICE: Brownstone Center	Supports PRCC Strategic Goal(s): 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 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.

PURPOSE OF UNIT: To offer quality musical and theatrical performances to College students and the community.

RELATIONSHIP OF UNIT TO PRCC MISSION: To provide performances of interest to, while increasing cultural awareness of, students and the community 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, faculty and staff will have theatre venues that are maintained and available with equipment in operating condition and with appropriate staffing for safe operations both backstage and lobby area.	Brownstone Center Scheduling /staffing policies have been board approved and are available on the website or by contacting the center Director. The Director will work with the Director of the Physical Plant to ensure a safe, well-maintained facility.	The facility was used for numerous campus events encompassing a variety of formats and technology requirements. No issues of unsafe conditions or inoperable equipment were reported to the Director of the Brownstone Center or Physical Plant Director	Better exterior signage for handicap accessibility is needed and will be addressed. Repainting of the stage floor is planned for early fall.
2	Instructors will have use of the Brownstone Center theatre with equipment in operating condition and appropriate staffing for safe operations for providing students experiences relating to their academic disciplines.	Brownstone Center Director will seek to accommodate all requests for usage of the facility by instructors in accordance with the established scheduling policies.	Honors Institute, Fine Arts and Communications Dept., ADN Nursing, FCA, Career-Tech, Film production, Student Activities, Phi Theta Kappa, Humanities, Student Support Services, Recruitment/Orientation and Athletics all used the facility for special events.	No issues with scheduling have been reported. Center Director planned to continue to communicate scheduling policies and procedures and maintain working calendar of events.
3	The external community will rent the theatre venues that are maintained and available with equipment in operating condition and with appropriate staffing for safe operations both backstage and lobby area.	Brownstone Center Rental policies have been board approved and are available on the website or by contacting the center Director.	The facility was rented by external agencies for eight events during 2014-15.	Community interest in usage of the facility continues to increase each year. Rental policies will be reviewed and revised as needed.

4	The external community will be offered shows in the Brownstone Center with equipment in operating condition and appropriate staffing for safe operations in order for them to experience a variety of educational, cultural and artistic presentations and performances.	A yearly calendar of events will be scheduled and publicized which coincides with the college's academic calendar. A variety of events will be offered with affordable ticket prices and a number of free events as well.	A total of 25 public events were held during 2014-15. Of these, 10 were ticketed events with prices ranging from $5-25 and 15 were free of charge.	We planned to continue to provide a wide variety of quality events, both free and ticketed. A season ticket for major events will be made available. Better publicity for all events will be a priority.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

SERVICE: Lunch and Learn Program			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 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.

PURPOSE OF UNIT: To promote topics of interest to College personnel, Chamber members/business owners, city, and community

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 a program that provides general topics of interest for College personnel, Chamber membership/local business owners, City, and community	A minimum of three (3) Lunch and Learn meetings will be held yearly to address topics of interest for College personnel, Chamber membership/local business owners, City, and community.	Three (3) Lunch and Learn sessions were conducted as follows: November 4, 2014 – Intelligent Communities March 3, 2015 – Consumer Trust in Business June 2, 2015 – Mobile Commerce: Mobile Phones and Your Business	There was enough interest that a determination was made following June session that an additional Technology Boot Camp for Businesses should be scheduled for the summer of 2015.
2	To promote participation and collaboration among College personnel, Chamber membership/local business owners, City, and community	Representative from the following groups/organization will be represented at the Lunch and Learn meetings: Pearl River Community College (PRCC); Poplarville Chamber of Commerce and local business owners, City Board of Poplarville, and community organizations.	Records indicate that representatives from all groups/organizations participated and all groups were well-represented.	Average attendance is about 35 persons. It was decided that additional marketing might assist in increasing the number attending.
3	To further develop specific programs of particular interest to the community in order to provide more in-depth training or development of programs	Based upon community interest, a minimum of one program/ training will be developed/provided in a more in-depth manner.	Based upon community interest following the Excel By 5 (EB5) session offered in March 2014, the EB5 program was initiated and partnerships formed with numerous entities. The City exhibited interest in	The community exhibited interest and came together to promote EB5. It was decided to complete the certification process within one years' time, if at all possible. The Mayor and members of the Board

			participating in the Intelligent Community process for rural areas. The business owners showed great interest/need in having more in-depth training for technology needs	decided to complete the process and are approximately 50% complete. A Technology Book Camp for Businesses was scheduled for summer 2015.
4	To offer quality programs for College personnel, Chamber membership/local business owners, City, and community	Evaluations by participants of Lunch and Learn will indicate an average satisfaction level of 70%.	Ninety-seven percent (97%) satisfaction level overall for these sessions. Evaluations also indicated that participants experienced an increase in knowledge of each subject offered.	Evaluations were reviewed and any suggestions for future topics have been noted. Decision was made to continue to seek input from Chamber members, City officials and College representatives to improve future sessions.

SERVICE: Women's Health Symposium			Supports 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 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.			
PURPOSE OF UNIT: To provide program focusing on women's health issues and quality of life.			
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide educational opportunities regarding current women's health issues.			
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 maintain a program that promotes education of women's health and wellness issues.	The College will host an annual Women's Health Symposium for females from the surrounding community, faculty, and students.	The Women's Health Symposium was hosted on January 31, 2015 on the Poplarville campus. Attendees made a strong request to have Janie Walters speak at the 10th annual symposium.	The Women's Health Symposium Steering Committee planned to have three keynote speakers instead of the panel discussion. Janie Walters was selected as the opening speaker.
2 Community members from all district counties will attend the Women's Health Symposium.	At least one female from each of the following counties will participate in the ninth annual Women's Health Symposium: Forrest Hancock Jefferson Davis Lamar Marion Pearl River	Participants represented all counties within the PRCC district and surrounding areas.	It was decided that county participation is important to the Women's Health Symposium; therefore, tracking will continue.
3 Interest in the Women's Health Symposium will increase by 5%.	The Women's Health Symposium participation rate will increase by 5% compared to the previous year.	2014 attendance – 475 2015 attendance – 500 Resulted in 5.3% increase.	Based on participant evaluations and suggested comments, a decision was made to announce that Women's Health Symposium registration will begin November 2, 2015. It was decided to mail registration flyers the last week of October

			instead of November. Media interviews will be held during the beginning of November.
4	The Women's Health Symposium will offer a quality program.	Each Women's Health Symposium evaluation item will receive an average satisfaction rating higher than 3.0.	Each evaluation item received a rating higher than the anticipated 3.0.	The lowest satisfaction rating was received for refreshments and luncheon. It was planned to have a restaurant to coordinate the lunch in conjunction with the overall program.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

COMMUNITY/PUBLIC SERVICE: Workforce Training			Supports PRCC Strategic Goal(s): 1, 2, 3, 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 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.			
PURPOSE OF UNIT: To offer workforce education to the citizen of Mississippi giving them the skills needed to be more productive and have an improved quality of life, and to provide the employers of our state a better trained and educated workforce.			
RELATIONSHIP OF UNIT TO PRCC MISSION: To provide quality education and service opportunities to students and the community within the PRCC district.			
OUTCOMES – Measurable indicators (More 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 offer quality programs through developing workforce training classes and contact hours.	Based upon career demands, the number of Workforce Training events or offerings will expand by 3%.	60 projects were submitted and approved, surpassing the 3% improvement goal.	With the current staffing in the Workforce Department, the 60 projects might represent the capacity. However, the team will seek to improve the total by an additional 3%.
2 To promote participation in Workforce Training.	The unduplicated headcount will increase by 3%.	A total of 6,483 students attended a training event not quite exceeding the 3% improvement goal; 6,385 attended events in the prior year.	For this fiscal year, the goal will be to train a total 6,500 total trainees.
3 To develop the earning capacity of completers.	Workforce Training completers will maintain at least a 3% salary increase.	Workforce Training completers encountered an annualized median wage increase of $2,914, a 10% wage increase.	The wage improvement goal will be set at $3,000 per trainee.
4 To provide improved career potential for completers.	The employment rate of those completing Workforce Training will be above 80%.	The total number of trainees employed one quarter after exit were 5,195, representing 80.13% of the total 6,483.	The goal of 80% employment after training will remain. It is a realistic goal.
5 To help those employed retain employment through skills training.	The employment retention rate of those completing training will be above 85%.	Of the 5,195 employed, 4,711 were retained 2 quarters later, representing 90.68% of the total.	The goal of 85% retained will remain the same.

Section IV

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

CPT 1124 IT Foundations

CPT 1323 Survey of Microcomputer Applications

IST 1134 Fundamentals of Data Communication

IST 1143 Principles of Information Security

IST 1154 Web and Programming Concepts

IST 1163 Concepts of Database Design

IST 1223 Network Components

IST 1243 Network Administration Using Microsoft Windows Server

IST 2224 Network Planning and Design

IST 2234 Network Implementation

IST 2373 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 2643 Current Procedural Terminology (CPT Coding)

 BOT 2653 ICD Coding

BOT 2663 Advanced Coding

BOT 2673 Medical Insurance Billing

BOT 2743 Medical Office Concepts

Health Information Technology

HIT 1114 Health Record Systems

HIT 1213 Medical Terminology

HIT 1323 Health Care Law and Ethics

HIT 1413 Pathophysiology I

HIT 2123 Alternate Care Systems

HIT 2212 Pharmacology

HIT 2913 Computers in Health Cares

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 1433 Business Accounting

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 2833 Integrated Computer Applications

Construction and Transportation

Commercial Truck Driving

DTV 1114 Commercial Truck Driving I

DTV 1124 Commercial Truck Driving II

Construction Equipment Management

CEV 1212 Construction Equipment Safety I

CEV 1313 Service and Preventative Maintenance I

CEV 1416 Equipment Operation I

Utility Lineman Technology

ELT 2926 Supervised Work Experience

ULT 1133 Line Worker Safety

ULT 1143 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 2233 System Design and Operation

ULT 2244 Working in Elevated Work Sites

ULT 2333 Advanced Utility Equipment Operation

ULT 2922 Supervised Work Experience

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 1223 Child Development II

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 2413 Atypical Child Development

CDT 2915 Student Teaching I

CDT 2925 Student Teaching II

Fine Arts and Communication (Academic Transfer)

ART 1113 Art Appreciation

MUS 1113 Music Appreciation

MUS 1213 Music Theory I

MUS 2211 Music Theory Lab III

MUS 2213 Music Theory III

MUS 2223 Music Theory IV

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 1313 Introduction to Health, PE, and Recreation

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 2723 Prevention and Care of Athletic Injuries

HPR 2733 Introduction to Athletic Training

Humanities and Social Sciences (Academic Transfer)

CRJ 1313 Introduction to Criminal Justice

ENG 0125 Intermediate English and Reading

ENG 1113 English Composition I

ENG 1123 English Composition II

ENG 2423 World Literature I

EPY 1513 Child Psychology (Traditional)

EPY 2513 Child Psychology (Online and Hybrid)

HIS 1163 World Civilization I

HIS 1173 World Civilization II

MFL 1213 Spanish I

MFL 1223 Spanish II

PSY 1513 General Psychology

SOC 2113 Introduction to Sociology

Industrial Technology

Drafting and Design Technology

DDT 1133 Machine Design I

DDT 1613 Architectural Design I

DDT 2233 Structural Drafting

DDT 2243 Cost Estimating

DDT 2343 Advanced CAD

Electronics Technology

EET 1333 Solid State Devices and Circuits

EET 1713 Drafting for Electronics Technology

EET 2334 Linear Integrated

EET 2414 Electronic Communications

EET 2423 Fundamentals of Fiber Optics

Instrumentation Technology

ELT 1413 Motor Control Systems

ELT 2613 Programmable Logic Controllers

ELT 2623 Advanced PLCs

INT 1214 Fluid Power

INT 2114 Control Systems I

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 2916, 2926, 2936 Clinical Practice I, II, and III

Medical Radiologic Technology

RGT 1139 Clinical Education III

RGT 1223 Patient Care in Radiography

RGT 1312 Radiation Protection

RGT 1413 Imaging Principles

RGT 1423 Digital Imaging

RGT 1523 Radiographic Procedures II

RGT 2157 Clinical Education V

RGT 2542 Radiographic Procedures IV

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 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

PNV 1728 Specialty Areas in Nursing

PNV 1914 Nursing Transitions

Occupational Therapy Assistant Technology
OTA 1223 Pathology of Physical Disability Conditions

OTA 1315 Kinesiology

OTA 1433 Occupational Therapy Skills II

OTA 1513 Group Process

OTA 2443 Occupational Therapy Skills III

Occupational Training Technology
Advanced Construction Technology
CAV 1116 Foundations

CAV 1133 Blueprint Reading

CAV 1236 Floor and Wall Framing

CAV 1245 Ceiling and Roof Framing

CAV 1316 Interior Finishing and Cabinet Making

CAV 1413 Roofing

CAV 1513 Exterior Finishing

CAV 2113 Principles of Multi-Family and Light Commercial Construction

CON 1213 Construction Materials

CON 2123 Estimation Assessment

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

Electrical Technology

ELT 1114 Residential/Light Commercial Wiring

ELT 1124 Commercial-Industrial Wiring

ELT 1144 AC/DC Circuits

ELT 1192 Fundamentals of Electricity

ELT 1213 Electric Power

ELT 1253 Branch Circuits and Service Calculations

ELT 1263 Blueprint Reading; Planning the Residential Installation

ELT 1274 Switching Circuits

ELT 1413 Motor Control

ELT 2114 Equipment Maintenance

ELT 2424 Solid State Motor Control

ELT 2614 Programmable Logic Controllers

Heating, Air Conditioning, and Refrigeration Technology

> ACT 1213 Controls
>
> ACT 2513 Heating Systems

Precision Manufacturing and Machining Technology

> MST 1115 Power Machinery I
>
> MST 1125 Power Machinery II
>
> MST 1313 Advanced Shop 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 Control I
>
> MST 2725 Computer Numerical Control II
>
> MST 2813 Metallurgy
>
> MST 2913 Special Problems
>
> MST 2923 Supervised Work Experience

Welding and Cutting Technology

> WLV 1116 Shielded Metal Arc Welding
>
> WLV 1124 Gas Metal Arc Welding
>
> WLV 1134 Gas Tungsten Arc Welding
>
> WLV 1144 Flux-Cored Arc Welding
>
> WLV 1226 Shielded Metal Arc Welding II
>
> WLV 1232 Drawing and Welding Interpretation
>
> WLV 1313 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 1315 Kinesiology
>
> PTA 1325 Therapeutic Exercise and Rehabilitation I
>
> PTA 2233 Electrotherapy
>
> 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)

      ACC 1213 Principles of Accounting I

      ACC 1223 Principles of Accounting II

      BAD 1113 Introduction to Business

      BAD 2413 Legal Environment of Business

      BAD 2713 Principles of Real Estate Law

      BAD 2723 Real Estate Law

      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 1513/1511 Principles of Anatomy and Physiology I and Lab

      BIO 1523/1521 Principles of Anatomy and Physiology II and Lab

      BIO 2414 Zoology I Lecture 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

      CSC 1113 and BAD 2533 Computer Concepts

      CSC 2134 Programming I

      ECO 2113 Principles of Macroeconomics

ECO 2123 Principles of Microeconomics

FCS 1253 Nutrition

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 2323 Statistics

MAT 2613 Calculus III

MAT 2623 Calculus IV

MAT 2913 Differential Equations I

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

Surgical Technology

SUT 1113 Fundamentals of Surgical Technology

SUT 1216 Principles of Surgical Techniques

SUT 1314 Surgical Anatomy

SUT 1413 Surgical Microbiology

SUT 1528 Specialized Surgical Procedures

SUT 1538 Advanced Surgical Procedures

SUT 1703 Surgical Technology

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 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.

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 the Final Enrollment and Follow-up reports to the state.	Career-Technical curricula are revised on a rotating basis. Each program instructor is invited to participate in their program's revision process. The Instructor plans to participate when the state rotates the program for the revision of his curriculum.
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 chair has met with all instructors evaluated this year. Every instructor was evaluated because of our 3 year rotation. During the evaluation the results of the student evaluations were discussed.	The Career-Technical Chairs decided to create and implement an improvement plan for those Instructors who need help in their areas. If any areas were less than 50% approval rating, a plan of improvement was implemented.
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 assessment during the 2011-2012 school year:	94% of the students enrolled in the programs successfully completed the desired student learning outcome.	The Instructor decided to continue to stress the importance of each student achieving the recommended student learning outcome for each program.

	Web Development Technology:		
	The student will design a Web page using HTML code correctly.	This program was closed effective May 2014.	This program was closed effective May 2014.
	The student will demonstrate ability to explain and code hyperlinks.	This program was closed effective May 2014.	This program was closed effective May 2014.
	The student will evaluate HTML image techniques.	This program was closed effective May 2014.	This program was closed effective May 2014.
	Marketing/Management Technology		
	Students will analyze and identify the target market for a promotion.	90% of students who completed the Marketing/Management program were able to successfully identify target markets for promotional purposes.	Instructors plan to introduce students to the concept of target markets in principle course but terminology and activities regarding the importance of target markets will be integrated throughout the marketing curriculum.
	Students will develop strategies for campaigns and individual advertising messages.	84% of students who completed the Marketing/Management program could develop strategies for campaigns and individual advertising messages.	Instructors plan to continue to require the development of a professional advertising campaign and expose students to industry standards and examples.
	Student will construct an advertising budget.	82% of students who completed the Marketing/Management program had the knowledge and ability to construct an advertising budget.	Instructors plan to continue to teach advertising budget strategies and the pros and cons of each. Professionals from the advertising industry will be invited to the classroom to provide students with a realistic perspective of advertising budget strategies and how they are used.
	Students will created and present an advertising campaign.	84% of students who completed the Marketing/Management program were able to create and present an advertising campaign.	Instructors plan to continue to give require students to create and present an advertising campaign to industry judges. The components of the campaign will be introduced throughout the semester. Requirements for the campaign will be discussed earlier in the semester to allow additional time for development.

Computer Networking Technology		
Student will analyze the communications network.	On a practical assessment 83% of students who completed the program were able to use network utilities to analyze the communication network.	Group and individual hands-on activities better prepared students to meet the goal.
Students will describe and analyze the network hardware and media.	On a written assessment 100% of students who completed the program were able to meet the competencies to troubleshoot network hardware configuration and media attachment.	After a one-on-one conversation with each student, the instructor developed activities to enhance their understanding.
Students will examine the ISO/OSI model.	On a written assessment 83% of students who completed the program list the OSI layers and explain the protocols operating at each layer.	The OSI model layers, protocols, and services were discussed over a six-class period.
Students will investigate physical topologies.	On a practical assessment 83% of students who completed the program were able to document physical topologies, and explain their unique characteristics.	The instructor developed student activities that better prepared students for assessments.
Business and Office Related Technology:		
Office Systems Technology		
Student will demonstrate skills using word processing software.	100% of students demonstrated skills using word processing software.	To improve results, instructors decided that students will be presented the opportunity to use creativity to design their own documents using word processing software.
Student will use features of spreadsheet application software.	92% of students demonstrated use of features of spreadsheet application software.	To improve results, instructors decided that scheduling changes will be made to offer electronic spreadsheet on campus.
Student will create a database using the database application software.	83% of students created a database using the database application software.	To improve results, instructors proposed scheduling changes for our faculty to teach database.
Student will use the features of presentation software to create business presentations.	100% of students use features of presentation software to create business presentations.	To improve results, instructors decided that students will present their presentations for industry representatives.

		Health Care Data Technology		
		Student will use the Current Procedural Terminology (CPT) coding manual.	70% of the students successfully used the CPT coding manual.	The instructors decided to continue to use current teaching methods based on the successful student outcomes.
		Students will apply the conventions, format, index considerations, and guides using the CPT manuals.	77% of the students successfully applied the conventions, format, index considerations, and guides using the CPT manual.	Instructors decided to provide additional coding problems to ensure students are correctly applying conventions, format, index considerations and guides of the CPT manual.
		Students will apply the CPT coding guidelines.	75% of the students successfully applied the CPT coding guidelines.	Instructors decided to create new problems for students to apply CPT coding guidelines.
		Students will assign procedure codes using Healthcare Common Procedure Coding System (HCPCS).	70% of the students successfully assigned procedure codes using Healthcare Common Procedures Coding.	Instructors decided to assign additional case studies to reinforce the concepts of assigning Healthcare Common Procedure Coding System (HCPCS) codes.
		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.	73% of the students successfully assigned diagnosis/health status/procedure codes using the ICD-9-CM coding book.	It has been decided that the instructor will continue to teach ICD-9 but will introduce ICD-10 because health care reimbursement will be based on ICD-10 codes in 2015.
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.	94% of the students demonstrated practical knowledge and skills which are necessary for employment in entry level positions in the workforce as determined by MS-CPAS exam.	Instructors decided to continue to hold review sessions for several weeks before the MS-CPAS exam is given each semester.

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 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.

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) **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 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 Bachelors of Applied Technology degree program at University of Southern Mississippi, the Business degree program at Mississippi University for Women via the V3 college, or into the workforce.	100% of students that complete the program and receive an A.A.S degree from the Marketing & Management Technology program were eligible to pursue and transfer coursework into the Bachelors of Applied Technology degree program at USM, the Business degree program at MUW, or into the workforce.	Instructors decided to explore additional opportunities to transfer and continue coursework by developing partnerships with universities and senior colleges. Workforce partnerships and feedback from advisory committee members will be used to enhance the curriculum and further develop student's skills and knowledge needed for job placement

| 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. | 100% of students in the Marketing & Management Technology program obtained training through the use of class projects, assignments, testing, and interaction with business professionals and organizations. | Instructors decided to continue to use projects, assignments, and testing to train students in marketing, management, and related fields of study and will also ask business professionals and organizations to judge projects and assignments in an effort to educate students on industry standards. |

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 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.

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.	90% of the students who completed this course in the classroom were able to correctly identify the four segments of the marketing mix on quizzes and hour tests. 85% of the students who completed this course online were able to correctly identify the four segments of the marketing mix on quizzes and hour tests.	Instructors decided to implement new projects, to be used in class and online, to raise the understanding and comprehension of the importance of the marketing mix.
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.	83% of the students who completed this course in the classroom were able to correctly demonstrate knowledge by choosing the correct target market when creating and presenting the new product project. 85% of the students who completed this course online correctly demonstrated appropriate knowledge of concepts when creating and submitting their new product project.	Instructors decided that, through the integration of online videos and marketing links, students will be given opportunities to see the use of target marketing, segmentation and positioning. These videos and links will be embedded in weekly discussion boards.

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.	83% of the classroom students who completed the new product project were able to correctly determine the criteria and stages in developing their new product project. 85% of the online students who completed the new product correctly identified necessary criteria and stages in the development of the new product.	Instructors decided to use a newly created project for online and in-class to enhance the new product project.
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.	90% of the students in the classroom were able to correctly identify and classify the stages in the product life cycle in a classroom project. 90% of the online students were able to correctly classify the stages of the product life cycle in a submitted project.	Instructors decided that, by using PRCC as a hypothetical client, students will be tasked to identify the component of PRCC in the product life cycle and also in the new product project. Online students will complete the same project.
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.	83% of the in classroom students were able to correctly identify and explain the components of the BCG (Boston Consulting Group) matrix in class and in projects. 85% of the online students were able to identify and explain the BAC (Boston Consulting Group) matrix and its components through a submitted project.	Instructors decided that the history of the BCG (Boston Consulting Group) matrix will be integrated both online and in-class to help develop an understanding of where it originated and why it is important for the creation of submitted projects and new products.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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

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 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: 20/21 or 95% of students properly presented solutions to a marketing dilemma by preparing a tactical marketing plan Face-to-Face: 10/12 or 83% 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 earlier in the course schedule and show examples from industry.
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: 20/21 or 95% of students correctly responded to data and questions concerning corporate marketing strategies Face-to-Face: 10/12 or 83% of students correctly responded to data and questions concerning corporate marketing strategies	The instructors decided to provide 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: 20/21 or 83% of students were able to create both a resume and cover letter tailored to the business marketing	The instructors decided to provide additional examples of professional resumes and cover letters to students and express the

		industry Face-to-Face: 9/12 or 75% of students were able to create both a resume and cover letter tailored to the business marketing industry	importance of resumes in the workplace.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 **CHANGE** or **IMPROVE.**
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: 20/23 or 87% of students were able to properly prepare and implement an effective sales presentation Face-to-Face: 21/23 or 91% of students were able to properly prepare and implement an effective sales presentation	The instructors decided to continue 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: 20/23 or 87% of students were able to accurately determine the personality traits and qualifications needed by successful salespeople Face-to-Face: 21/23 or 91% of students were able to accurately determine the personality traits and qualifications needed by successful salespeople	The instructors decided to continue to provide lecture on the various personality and buyer styles but also to require 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: 20/23 or 87% of students were able to correctly respond to questions regarding business ethics and its impact on personal selling	The instructors decided to require students to submit examples of ethics in business through current event news articles.

		hour test.	Face-to-Face: 21/23 or 91% 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.	Online: 19/23 or 83% of students were able to correctly respond to questions and express the ability to handle buyer objections and buyer behavior when presenting sales presentations Face-to-Face: 20/23 or 87% of students were able to correctly respond to questions and express the ability to handle buyer objections and buyer behavior when presenting sales presentations	The instructors decided to allow students to practice role-play buyer interactions and objections to better prepare and respond to buyer behavior.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	8% of the students who completed this course were able to compose and present a detailed advertising campaign for a hypothetical client including pricing and strategy. 87% of the students who completed the course online were able to compose and present a detailed advertising campaign along with pricing and strategy.	Instructors decided to have advertising executives from regional companies presentations by either online conferencing or in class conferencing to enhance the need for a detailed advertising campaign and why clients need this information. Online students will be provided more detailed handouts explaining strategy and more time will be focused on types of strategy.
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 in-class students who completed this course were able to create a useable brochure. 73% of the students who completed this course online were able to create a brochure useable by the general public.	Instructors decided to introduce the brochure project earlier and more examples will be provided to increase the percentage of useable brochures. Online students will be provided with a demonstration video to improve the process of creating a brochure.
3	The student will be able to identify 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.	75% of in-class students were able to identify types of ads and who the target market was. 67% of the online students were able to	Instructors decided to present the use of all types of ads in class and online in a game format to increase understanding and types of ads and target markets.

		identify types of ads and the markets they are targeting.	

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 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.

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.	87% of the in-class students were able to correctly complete the retail/markup/cost formula on their hour tests. 83% of the online students were able to complete charts on retail/markup/and cost formulas on tests.	Instructors decided to use videos and links in discussion boards to help students understand the concept of merchandising math and the use of retail/markup/cost formulas.
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.	75% of in-class students were able to calculate initial and maintained markup on services and products on their hour tests. 70% of online students calculated initial and maintained markup on services and products on their major tests.	Instructors decided that local business owners will make presentations to the in-class students to provide the students with the necessary understanding of why knowing how to calculate initial and maintained markup is imperative for success. These business owners will be videoed for use in the online course.
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.	90% of the in-class students were able to determine correctly the sales per square foot for a business on homework and hour tests. 80% of the online students were able to determine the sales per square foot correctly for a business on hour tests.	Instructors decided that students will be taken to the construction management area on campus to provide a visual of how square footage is calculated to help with the understanding of business square footage. This will be videoed to be used in online classes.

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 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.

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: 19/22 or 86% of students were able to correctly identify the four functions of management

Face-to-Face: 18/21 or 86% of students were able to correctly identify the four functions of management | Instructors decided that students will complete an interactive exercise which will increase their ability to remember the purpose and definitions of 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: 18/22 or 82% of students were able to identify the different types of planning

Face-to-Face: 17/21 or 81% of students were able to identify the different types of planning | Instructors decided to use an exercise that will allow students 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: 10/22 or 86% of students were able to correctly conduct a SWOT analysis.

Face-to-Face: 17/21 or 81% of students were able to correctly conduct a SWOT analysis. | Instructors decided to assign students various companies to conduct a SWOT analysis on. |

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: 17/22 or 77% of students completed the assignment to correctly examine the different uses of organization within a company Face-to-Face: 17/21 or 81% of students completed the assignment to correctly examine the different uses of organization within a company	Instructors decided to assign students case-studies to analyze and examine organizational methods.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 Resources 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 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.

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.	88% of inclass students who completed this course were able to correctly identify human resource laws and how they relate in the workplace on hour test. 85% of online students who completed this course were able to correctly identify human resource laws and how they relate in the workplace on hour test.	Instructors decided to purchase Human Resource Laws posters for the classroom, so students can see how law information is provided for employees. Online students will be given the link to these posters so they can have the same information as in class students. Students in both formats will be given an assignment to visit businesses and locate this poster and survey the businesses to ascertain how the business informs their employees about 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.	80% of inclass students who completed this course were able to correctly create a resume useable in an interview 85% of online students who completed this course were able to correctly create a resume useable in an interview.	Instructors decided that inclass students will participate in interviews with judges where their resumes are presented in the interview. To help the students understand the importance of the resume, several YouTube videos will be integrated in coursework both online and inclass.
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	85% of inclass students who completed this course will be able to develop motivational methods for improving	Instructors decided that role play modules will be created within Canvas. Both inclass and online students will be required to

		using the role play method.	performance by using the role play method. 78% of online students who completed this course were able to develop motivational methods for improving performance by using the role play method.	complete a minimum of two role play modules. Students will video themselves and post their video for instructor critiques and grading.

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 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.

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.	85% of the inclass students who completed this course were able to use concepts taught toward evaluating a website effectively. 90% of the online students who completed this course were able to use concepts taught toward evaluating a website effectively.	Instructors decided that new website evaluation tools will be integrated to help broaden students' ability to conduct website evaluation.
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.	90% of inclass students who completed this course were able to conduct a website usability report and determine the site's pros and cons. 90% of online students who completed this course were able to conduct a website usability report and determine the site's pros and cons.	The integration of the website usability study has helped the students gain a better understanding of a site's pros and cons. Both online and inclass students will be given a new project whereby they determine a website's usability and present it to the class by the use of a power point, Prezi, or Google Docs.
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.	90% of the inclass students who completed this course were able to create a personal website that provided useful information. 90% of the online students who	Instructors decided that students will continue to use WIX to create websites in the classroom. However, they will be given more components to be required on the site. Online students will be introduced to Google

		completed this course were able to create a document of how to create a personal website that when made public would provide useful information.	Sites where they can actually create a non-published site instead of creating a document of detailing step by step how to create a site. This method was initially used to prevent any copyright issues.

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 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.

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.	90% of the inclass students completing this course were able to create marketing material in online format. 100% of the online students completing this course were able to create marketing material in online format.	Instructors decided that the implementation of new marketing material will be created for online and inclass students. New types of online software will be integrated also.
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.	90% of the inclass students completing this course were able to create useable database collection through Google Docs. 86% of the online students completing this course were able to create usable database collection through Google Docs.	Instructors decided that inclass students will be given more assignments working with the Google components such as forms, docs, sheets, etc. to help students become more proficient. Online students will be grouped differently and documents sharing will be used to make the use of Google Docs more effective.
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.	90% of the inclass students completing this course were able to create professional presentations through the use of Prezi, PowerPoint, Wix and Animoto. 93% of the online students completing this course were able to create	Instructors decided that inclass students will concentrate more on the creation of Prezi, Slideshare and Animoto and WIX along with other new media to provide students with cutting edge abilities. Online students will be given more detailed instruction on the use and completion of

		professional presentations through the use of Prezi, PowerPoint, Wix and Animoto.	projects using Prezi, Wix and Animoto software.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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

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: 22/25 or 88% of students correctly identified and labeled the various retail pricing strategies Face-to-Face: 18/20 or 90% of students student correctly identified and labeled the various retail pricing strategies	Instructors decided that students will continue 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: 22/25 or 88% of students were able to correctly label the four major inventory turnover and profit margin systems Face-to-Face: 18/20 or 90% of students were able to correctly label the four major inventory turnover and profit margin systems	The worksheet and lecture materials currently used will remain in use for this lesson. 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: 22/25 or 88% of students were able to correctly respond to questions concerning retail site analysis and location	Instructors decided to ask students to perform a site analysis on three local retailers. Current lecture materials will remain in use but additional visual aids will be developed for both sections.

			Face-to-Face: 18/20 or 90% 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.	Online: 21/25 or 84% of students were able to accurately respond to questions regarding store layout designs Face-to-Face: 17/20 or 85%of students were able to accurately respond to the questions regarding store layout designs	Instructors decided that examples of store layout designs will be given to the students to enhance understanding and learning on the terms.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 **CHANGE** or **IMPROVE.**
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: 15/19 or 79% of students were able to properly develop and write a comprehensive business plan

Face-to-Face: 12/13 or 92% of students were able to properly develop and write a comprehensive business plan | Instructors decided that, to improve performance, students will be required to submit sections of the business plan throughout the course timeline. |
| 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: 15/19 or 79% of students were able to correctly determine and explain major forms of business ownership

Face-to-Face: 12/13 or 92% of students were able to correctly determine and explain major forms of business ownership | Instructors decided that major forms of ownership will continue to be discussed in lecture and examples of each form will be given to students. |

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: 15/19 or 79% of students were able to correctly create and calculate projected financial statements Face-to-Face: 12/13 or 92% of students were able to correctly create and calculate projected financial statements	Instructors decided that students will 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: 15/19 or 79% 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: 12/13 or 92% of students were able to accurately respond to discussion questions regarding the advantages and disadvantages of a career in the entrepreneurial field	Instructors decided to 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
2014-2015

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 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.

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: 5/9 or 56% of students were able to identify the dimension of culture that affect outcomes when conducting business in an international market Face-to-Face: 21/25 or 84% of students were able to identify the dimension of culture that affect outcomes when conducting business in an international market	Instructors decided that students will be given a case-study to analyze and identify the dimensions of culture and how they affect international business and marketing outcomes.
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: 5/9 or 56% of students learned the various laws, trade policies, and regulations that pertain to and influence international marketing and business Face-to-Face:21/25 or 84% of students learned the various laws, trade policies, and regulations that pertain to and influence international marketing and business	Instructors decided that students will select one international policy or law and present the effects and reasons for law or policy to the class.
3	Students will discover and learn the	90% of students who complete this course		

| various modes of international shipping and transportation and each modes rate of efficiency | 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: 5/9 or 56%of student learned the various modes of international shipping and transportation modes, and rates of efficiency

Face-to-Face: 21/25 or 84% of student learned the various modes of international shipping and transportation modes, and rates of efficiency | Instructors decided that students will be given a case study to analyze and identify the modes of international shipping and their rates of efficiency. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

PROGRAM OF STUDY: Business and Commerce Technology	Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Computer Network Technology	
COURSE LEVEL: CPT 1124 IT 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 and to be successful in careers for which they have 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.

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?	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 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.	85% of the students who completed this course were able to properly use commands using a command-line on a test.	The instructors decided to create a practice test which the students will take prior to the command-line test which will help the students remember the specific commands.
2. The student will install and troubleshoot a dual-boot operating system.	75% of the students who complete this course will be able to install and troubleshoot a dual-boot operating system on a major assignment.	77% of the students who completed this course were able to install and troubleshoot a dual-boot operating system on a major assignment.	The instructors decided to modify this assignment to include installation of the newest windows and Linux operating systems.
3. 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.	92% of students who completed this course did demonstrate the ability to configure a wireless connection on a lab assessment.	The instructors decided to develop a handout that will prepare students to authenticate wireless computers, cellular phones, and other wireless devices to the classroom network.
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 who completed this course did demonstrate the ability to use tools, diagnostic procedures, and troubleshooting techniques on a lab based assessment.	Students completely disassembled and reassembled multiple computers. This activity helped students overcome their fear of breaking the computer. The eased tension helped most pass the hands on quiz.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Business and Commerce Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Computer Networking 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 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.

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	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.	90% (9 of 10) of the students who completed this course will be able to correctly create a document with text and paragraph formatting using a word processing program on a test.	The instructors decided to change the grading scale on the test which will make the assessment more challenging and to upgrade the software to use Office 2013.
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.	80% (8 of 10) of the students who completed this course will be able to correctly create a document with formulas on a test.	The instructors decided to revise to test to include more of the statistical formulas and to upgrade the software to use Office 2013.
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.	100% (10 of 10) of the students who completed this course will be able to correctly create a document with slide transitions and animation using a presentation program on a test.	The instructors decided to create new assignments and tests to make it compatible with the new software and to upgrade the software to use Office 2013.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	90% 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.	The instructors decided to dedicate time for one-on-one discussion of the seven layers and the activity that takes place at each layer. Additionally the instructor will evaluate students over several weeks instead of basing the result on one written and practical activity.
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.	92% of students that complete this course were able to describe various communications media on a written assessment.	Instructors decided that students will participate in group activities to make and install networking media between networking nodes. Students will also draw a diagram of the media connector pin outs.
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.	85% 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.	The instructors decided to break the TCP/IP lecture into two smaller presentations. Students will complete lab activities after each lecture.

| 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. | Instructors will introduce subnetting shortcuts. These shortcuts limited student anxiety and better prepared students for the test. |

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Computer Networking Technology			
COURSE LEVEL: IST 1143 Principles of Information Security			

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

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

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.	89% of students that completed the course were able to define information security and its components on a written assessment.	The instructors decided to personally meet with students in small groups and discuss the issues.
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.	95% of students that completed the course were able to correctly identify the assets that need to be protected by a security policy.	The instructors decided to assign online reading and short essay coursework that will allow 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.	89% of students that completed the course were able to differentiate the various types of security threats and attacks on a written assessment.	Instructors decided to have students address 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	Instructors decided to have students view an instructional video, complete reading

	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.	assignments, and participate in an online discussion that will prepare them to be successful in this activity.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Business and Commerce Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Computer Networking Technology

COURSE LEVEL: IST 1154 Web and Programming 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 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.

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	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	85% of students who completed this course were able to correctly design a program, code a program, and test/debug a program on a programming assignment	The instructors decided to revise the lecture notes and handouts to help teach the programming concepts better.
2	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.	92% of students who completed this course correctly coded a basic website using HTML as part of a course project.	The instructors decided to change the textbook used to teach this course. The textbook will be easier for the students to understand and use.
3	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.	85% of students who completed this course correctly coded hyperlinks using (HTML) as part of a course project.	The instructors decided to create a new project using internal and external hyperlinks.
4.	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.	77% of students who completed this course correctly styled a website using Cascading Style Sheets (CSS) as part of a course project.	The instructors decided to modify the assignments in order to introduce the use of cascading style sheets (CSS) early in the creation of web pages.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Business and Commerce Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Computer Networking Technology

COURSE LEVEL: IST 1163 Concepts of Database 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:
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have 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.

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 create a database using specific criteria.	70% of students who complete this course will correctly design a database, construct tables and create entities on a chapter test.	100% of students who completed this course were able to correctly design a database, construct tables and create entities on a chapter test.	The instructors decided to develop a rubric for the assignments and tests. This will ensure that every detail is graded the same and accurately.
2 The student will demonstrate the ability to update table structure and entities.	70% of students who complete this course will correctly modify table structures and append, modify, and delete entities on a chapter test.	92% of students who completed this course were able to correctly modify table structures and append, modify, and delete entities on a chapter test.	The instructors decided to develop new lecture notes and PowerPoints to help reinforce this concept.
3 The student will demonstrate the ability to construct queries using SQL (Structured **Query** Language).	70% of students who complete this course will correctly perform CRUD (Create, Read, Update, Delete) operations on data from one or more tables on a chapter test.	69% of students who completed this course were able to perform CRUD operations on data from one or more tables on a chapter test.	The instructors decided to give more details about what the student would be constructing the queries using SQL.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 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.	100% of students that completed the course were able to demonstrate the ability to correctly perform basic router configuration on a lab assessment.	The instructors decided to mix more but shorter labs in between multiple lectures and assign computer-based training assignments to improve student understanding.
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.	90% of students that completed the course were able to correctly configure distance vector routing protocols on a lab assessment.	The instructors decided to introduce additional group assignments which will allow students to better understand the distance vector concepts. Laboratory assignments will allow students to demonstrate their understanding to classmates.
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.	90% of students that completed the course were able to correctly configure link-state routing protocols on a lab assessment.	Instructor planned for more multiple group and individual hands on laboratory assignments to prepare students to pass the written and laboratory quizzes.

4	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.	94% of students that completed the course were able to correctly address a network using Variable-length Subnet Mask (VLSM) and perform route summarization calculations	The instructors decided to provide paper-based lab assignments and will individually provide help for those students that initially have issues with the VLSM concepts.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Business and Commerce Technology	Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Computer Networking Technology	
COURSE LEVEL: IST 1243 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 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.

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 install Windows Server Operating System.	100% of students who complete this course will be able to correctly install Windows Server Operating System on a lab assessment.	100% of students who completed this course were able to correctly install Windows Server Operating System on a lab assessment.	The instructors decided to assign multiple operating system installation activities that will allow students to overcome their fear of damaging the computing system.
2	The student will demonstrate the ability to install and configure Active Directory Services.	75% of students who complete this course will be able to correctly install and configure Active Directory Services on a lab assessment.	100% of students were able to correctly install and configure Active Directory Services on a lab assessment.	The instructors decided to break down the installation into smaller units that will allow students to confirm each step in the installation process.
3	The student will demonstrate the ability to create and implement a group policy.	75% of students who complete this course will be able to correctly create and implement a group policy on a lab assessment.	85% of students were able to correctly create and implement a group policy on a lab assessment.	The instructors decided to assign additional research to help students understand the importance of creating a comprehensive group policy assignment.
4	The student will demonstrate the ability to install and configure network file and printer services.	75% of students who complete this course will be able to correctly install and configure network file and printer services on a lab assessment.	85% of students were able to correctly install and configure network file and printer services on a lab assessment.	Updated laboratory assignment helped prepare students for the services installations.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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

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 were able to demonstrate the ability to calculate variable length subnet masks on a written assessment.	The instructors decided to introduce an electronic game that will allow students to compete against each other. The repeated activity should improve their ability to remember the rules and process.
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.	82% of students were able to demonstrate the ability to implement VLAN's on a lab based assessment.	The instructors decided to have students create VLANs in both a virtual and real environment. The students will work both as individuals and in teams to complete the laboratory assignments.
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.	91% of students were able to demonstrate the ability to use network utilities on a lab based assessment.	The instructors decided to require students to research network utilities and generate a table that will outline each application's features. Student groups will attempt to access authorized and unauthorized network resources in the classroom, and they should visually see the successful and unsuccessful attempts.
4	The student will demonstrate the ability to analyze, design, and construct a	75% of students who complete this course will be able to demonstrate the ability to	82% of students were able to demonstrate the ability to analyze,	The instructors decided to assign activities that will require students to interview a

	solution for implementation of a local area network.	analyze, design, and construct a solution for implementation of a local area network on a lab based assessment.	design, and construct a solution for implementation of a local area network on a lab based assessment.	person acting as a business owner who is establishing a new business. Students will design a network solution to meet the owner's need and install a portion of the network solution to classroom hardware.
5	The student will demonstrate the ability to address a network using Variable-length Subnet Mask (VLSM) and perform route summarization calculations.	75% of students who complete this course will demonstrate the ability to correctly address a network using VLSM and perform route summarization calculations on a written exam.	100% of students will demonstrate the ability to correctly address a network using VLSM and perform route summarization calculations on a written exam.	The instructors decided to assign an electronic game activity that will pit students against each other. This should help them understand the VLSM addressing and summarization scheme and demonstrate that knowledge on a written test.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	90% of students who complete this course did demonstrate the ability to implement NAT and PAT on a lab assessment.	Instructors decided to pair advanced students with those struggling with the NAT and PAT concepts. This teaming will introduce advanced students to the process of explaining networking concepts and help many less advanced students better understand the translations.
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.	90% of students who complete this course did demonstrate the ability to implement DHCP on a lab assessment.	The instructors decided to assign a DHCP activity that will require research and generation of a PowerPoint presentation.
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.	100% of students who complete this course did demonstrate the ability to implement WAN protocols on a lab assessment.	Additional hands on WAN troubleshooting activities enabled students to create several wide area networks.
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.	80% of students who complete this course did demonstrate the ability to monitor and troubleshoot a network on a lab based assessment.	Instructors decided to have students download and test several open source network evaluation software applications and install each to the classroom workstations. Several teams will evaluate the network traffic generated by others in the classroom

			and should quickly understand how easy it is to see everything transiting the network media.

PROGRAM OF STUDY: Business and Commerce Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Computer Networking Technology

COURSE LEVEL: IST 2373 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 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.

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 students were able to correctly develop a program using basic input/out functions and arithmetic operators on a programming assignment.	The instructors decided to develop new programming assignments which will include more advanced input/output functions and arithmetic operators.
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.	82% of students were able to correctly develop a program using conditional and relational operators on a programming assignment.	The instructors decided to modify the programming assignments to include each concept separately which will allow the students to concentrate on one concept at a time.
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.	72% of students were able to correctly develop a program using various loops on a programming assignment.	The instructors decided to spend more time teaching loop concepts and allow the student more time to complete the programming assignments.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

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 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.

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 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 were able to demonstrate the ability to complete a server installation in a lab based assessment.	The instructors decided to assign activities that require students to install the Windows server 2008 operating system in both a virtual and real environment. The multiple virtual installations will enable students to master the installation process.
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.	91% of students were able to demonstrate the ability to plan the installation of network services on a lab based assessment.	The instructors decided to create a fictitious company with network resource needs. Student groups will evaluate the needs and research and then document a network solution. Each group will then present their solution to the instructor for a grade.
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 were able to demonstrate the ability to prepare a computer for installation on a lab based assessment.	The instructors decided to access and demonstrate the use of various online resources that help systems administrators confirm a computer has the resources to provide the network authentication, file, print, and applications needs.
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	100% of students were able to demonstrate the ability to examine	Instructors decided to have student groups research each network operating system administrative tool and each group will

		examine administrative tools on a lab based assessment.	administrative tools on a lab based assessment.	present an assigned tools section to the class. Students will then complete a graded laboratory activity that will confirm their understanding.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 – Measurable indicators (More 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 9th 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.	94% of students who completed the program passed the MSCPAS exam given prior to graduation.	The instructors decided to continue using the same methods of instruction based on results of 94% of student passing rate on the MSCPAS.

Instructors decided to continue to review students in the following areas: medical terminology, coding rules regarding International Classification of Diseases both Ninth and Tenth Revisions, coding rules regarding Certified Professional Coding all of which are the foundation of success in medical billing, coding and medical transcription. |

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.	61% of students found employment in related workforce as determined by job placement follow up.	The instructors decided to continue working with area facilities to help place highly skilled and team-oriented students per job description.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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

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 *identify & define* prefixes, suffixes, and combining forms related to the various body systems on a chapter test.	**Face to Face:**100% of students who completed this course correctly *identified & define*d prefixes, suffixes, and combining forms related to the various body systems on a chapter test. **Online:** 88% of students who completed this course correctly *identified & define*d prefixes, suffixes, and combining forms related to the various body systems on a chapter test.	Instructors decided that the students will work the lab activities which accompany the textbook. A specific activity related to correctly *identify*ing & *defining* prefixes, suffixes, and combining forms related to the various body systems is the Word Surgery activity.
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 *pronounce* 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:** 95% of students who completed this course correctly *pronounced* medical terminology by pronouncing words weekly on a lab assignment. Students pronounced words independently, and the instructor observed/listened for accuracy. **Online:** 93% of students who completed this course correctly *pronounced* medical terminology by pronouncing words	Instructors decided that students will listen to the instructor pronounce the terms for each chapter then use the eBook to listen to the terms pronounced in the glossary and in the chapter. Students will be given feedback on mispronounced terms once pronounced to the instructor.

			weekly on a lab assignment. Students pronounced words independently, and the instructor observed/listened 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 *spell* medical terminology on weekly lesson quizzes.	**Face to Face:** 86% of students who completed this course correctly *spelled* medical terminology on weekly lesson quizzes. **Online:** 85% of students who completed this course correctly *spelled* medical terminology on weekly lesson quizzes.	Instructors decided that students will work several spelling exercises provided by the instructor as well as "Spelling Challenge" in the lab activities which accompany the textbook.

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

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 *identify & define* 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 *identified & define*d prefixes, suffixes, and combining forms related to the various body systems on a chapter test. **Online:** 84% of students who completed this course correctly *identified & define*d prefixes, suffixes, and combining forms related to the various body systems on a chapter test.	Instructors decided that the students will work the lab activities which accompany the textbook. A specific activity related to correctly identifying & defining prefixes, suffixes, and combining forms related to the various body systems is the Word Surgery activity.
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 *pronounce* 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**: 86% of students who completed this course correctly pronounced medical terminology by pronouncing words weekly on a lab assignment. Students pronounced words independently, and the instructor observed/listened for accuracy. **Online**: 84% of students who completed this course correctly pronounced medical terminology by pronouncing words	Instructors decided that students will listen to the instructor pronounce the terms for each chapter then use the eBook to listen to the terms pronounced in the glossary and in the chapter. Students will be given feedback on mispronounced terms once pronounced to the instructor.

			weekly on a lab assignment. Students pronounced words independently, and the instructor observed/listened 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 *spell* medical terminology on weekly lesson quizzes.	**Face to Face**: 86% of students who completed this course correctly spelled medical terminology on weekly lesson quizzes. **Online**: 100% of students who completed this course correctly spelled medical terminology on weekly lesson quizzes.	Instructors decided that students will work several spelling exercises provided by the instructor as well as "Spelling Challenge" in the lab activities which accompany the textbook.

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 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.

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 –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.	100 percent of students correctly completed a technique evaluation Module test on transcription equipment.	Instructors decided students will continue being observed using transcription equipment utilizing proper techniques while transcribing multiple reports and those not displaying proper techniques will review Chapter One which emphasizes proper use of 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.	95% of students spelled medical terms correctly to transcribe medical reports expediently and accurately from various medical specialties and doctors with foreign accents.	Instructors decided students will be given additional lab assignments that require them to choose the correct spelling and word usage of medical terms based on the medical specialty area involved.
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.	85% of students correctly used reference sources (medical and traditional dictionaries and various electronic medical resources) to transcribe reports accurately and expediently.	Instructors decided students will transcribe additional reports of doctors with foreign accents to evaluate spelling, correct word usage and proper utilization of online medical dictionaries.

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.	92% of students correctly used electronic medical resource materials such as Stedman's Electronic Medical Dictionary on a Module test to complete transcription documents for various medical specialties and pharmacology resources.	Instructor decided to have students research additional online medical terminology dictionaries to help them spell and choose the correct word(s) from various specialty areas.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

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 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.

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 services through chapter test.	70% of students correctly identified conventions, formats, index considerations, and guidelines as well as distinguish among patient statuses, places of service, and types of through chapter test.	Instructors decided students will be given additional worksheets to help reinforce rules previously discussed regarding conventions, formats, index considerations, and guidelines as well as distinguish among patient statuses, places of service and types of services.
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.	77% of students were able to assign specialty codes using the Common Procedure Coding System CPT system, assign appropriate modifiers and assign procedure codes using Healthcare Common Procedure Coding System (HCPCS) through chapter test.	Instructors decided to continue to give additional quizzes that require assigning Common Procedure Coding System, CPT codes and modifiers and Healthcare Common Procedure Coding System (HCPCS) codes.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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

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 9th 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 International Classification of Diseases Ninth Revision Clinical Modification ICD-9-CM coding book on a Chapter test.	92% of students were able to apply and identify coding conventions, symbols, index considerations, guidelines and identify coding and sequencing rules of the International Classification of Diseases Ninth Revision Clinical Modification ICD-9-CM coding book on a Chapter test.	Instructors decided to have students access the Centers for Medicare and Medicaid website, to follow links that emphasize the use of coding conventions, symbols, index considerations, guidelines and identify coding and sequencing rules of the International Classification of Diseases Ninth Revision Clinical Modification ICD-9-CM coding book.
2	a.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 International Classification of Diseases Ninth Revision Clinical Modification, ICD-9-CM coding book on a Chapter test.	64% of students were able to code diagnosis(es) to the highest level of specificity using all three Volumes of the International Classification of Diseases Ninth Revision Clinical Modification ICD-9-CM coding book on a Chapter test.	Instructors decided to continue to give quizzes that emphasize coding diagnosis(es) to the highest level of specificity using all three Volumes of the International Classification of Diseases Ninth Revision Clinical Modification ICD-9-CM coding book.

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 International Classification of Diseases Ninth Revision Clinical Modification, ICD-9-CM coding book on a chapter test.	67% of students who complete this course were able to assign appropriate V codes and E codes from Volume II of the International Classification of Diseases Ninth Revision Clinical Modification, ICD-9-CM coding book on a chapter test.	Instructors decided to give additional worksheets to help students decide the appropriate V and E codes to select from Volume II of the International Classification of Diseases Ninth Revision Clinical Modification, ICD-9-CM coding book.
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 International Classification of Diseases Ninth Revision Clinical Modification, ICD-9-CM coding book on a chapter test.	60% of students were able to demonstrate how to code an inpatient surgical procedure using Volume III of the International Classification of Diseases Ninth Revision Clinical Modification, ICD-9-CM coding book on a chapter test.	Instructors decided to give additional worksheets to help students differentiate among the three Volumes of the International Classification of Diseases Ninth Revision Clinical Modification, ICD-9-CM coding book. This will help students select the appropriate Volume III surgical procedure code(s).

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 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.	84% of students were 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.	Instructors decided to continue to challenge students to code reports provided by mentor coders in facilities where students are performing internship programs. Mentor coders will provide appropriate feedback on a timely basis via email.
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.	79% of students were able to verify codes by accessing codes in the coding software through chapter test.	Instructors decided to continue to provide students with additional reports to code using the 3M Coding and Reimbursement Software which is the coding software most commonly used in area facilities.
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.	79% of students were able to query databases to retrieve information to obtain correct codes through chapter quiz.	Instructors decided to continue to introduce students to other software databases either online or using the encoding software provided with the students' textbooks.

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 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.

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?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a **CHANGE** or **IMPROVE**.
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.	100% of students were 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.	Instructors decided to continue to incorporate assignments accessing Centers for Medicare and Medicaid government website, CMS.gov website, links to complete claim forms for third-party payers.
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.	78% of 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.	Instructors decided to continue to assign additional workbook problems that emphasize explanation of patient statement/billing procedures to patients/family members and communicate with third-party payers regarding claims and bills.

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.	80% of students were able to 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.	Instructors decided to continue to assign additional claim form problems from the textbook and workbook to help students correctly outline the steps of the billing process, and transfer demographic and clinical information and charges to a CMS (Centers for Medicare and Medicaid Services) 1500 claim form.
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.	85% of students were able to 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.	Instructors decided to incorporate additional workbook assignments to continue to help students determine claim denials and performing procedures for resubmission of claims for payment through the use of a CMS 1500 claim form.
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.	72% of students were able to 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.	Instructors decided to continue to assign textbook and workbook case problems to help students identify 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.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 –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 essential skills for the employment process.	70% of students who complete this course will correctly complete a chapter quiz for effective employment interview skills/techniques.	88% of the students met this assessment with a passing grade of 70% or higher	Instructors decided that students will work with a partner to brainstorm a list of questions to ask during an interview. The list will be divided into questions about tasks, skills and personal attributes. Students will share their results with the class.
2	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 chapter quiz.	94% of the students met this assessment with a passing grade of 70% or higher	Instructors decided that students will be given case studies to analyze and formulate responses to and present their findings to the class for discussion.
3	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.	88% of the students met this assessment with a passing grade of 70% or higher	Instructors decided that students will 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. Students will also be presented with scenarios to analyze and respond to in a class discussion.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Business and Commerce Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Health Information Technology

COURSE LEVEL: HIT 1114 Health Record 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 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.

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 Information 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 Student will identify and describe the different formats used for health records in healthcare organizations and the strengths and weaknesses of each.	70% of students who complete this course will identify and describe the different formats of health records in a rubric graded Project	100% of Students achieved 80% or better on the Health Record Format activity. Several students achieved 100% mastery based on rubric scoring.	Instructor planned to improve by incorporating additional video and simulated training in this area.
2	The student will explain the attributes of security, access, flexibility, connectivity, and efficiency in fulfilling the functions of the health record and data quality and identify the roles and responsibilities of health information.	70% of students who complete this course will explain the attributes of the health record in a chapter test.	100% of Students scored 80% or better on Chapter 4 and 5 Test on the attributes of the health record.	Instructor planned to improve this score to 90% by incorporating a few more activities related to health record attributes.
3	The student will clarify the differences in paper-based, hybrid, and electronic and the HIM functions related to each health record type.	70% of students who complete this course will clarify and recognize the differences in paper based, hybrid, and electronic health records and HIM functions related to each in a rubric graded Project.	100% of Students achieved 90% or better on the Construct a Mock Health Record Project: Electronic, Paper, Hybrid and identified the HIM functions related to each.	Instructor planned to improve by Utilizing an AHIMA sample medical record and Cerner EHR to demonstrate the differences in record type.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Health Information Technology			
COURSE LEVEL: HIT 1213 Medical Terminology			

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

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

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 Information 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 student will pronounce, spell medical terminology and utilize dictionaries, formularies, and other medical references.	70% of students who complete this course will correctly *pronounce* and spell medical terminology by pronouncing and spelling words weekly on a lab assignment requiring students to pronounce and spell medical terms.	Face to Face 100% of Students scored 80% or better on medical terminology pronunciation and spelling weekly tests using MindTap Audio spelling and pronunciation tests. Online 100% of students scored 70% or better on medical terminology pronunciation and spelling weekly tests using MindTap Audio spelling and pronunciation tests.	Improve: Instructor planned to utilize new voice recognition software within MindTap for term pronunciation.
2 The student will analyze the basic components of medical terms: prefixes, suffixes and root words.	70% of students who complete this course will correctly *identify & define* prefixes, suffixes, and combining forms related to the various body systems on a chapter test	Face to Face 100% of Students scored 70% or better on Chapter Test 1 and correctly identified and defined prefixes, suffixes, and combining forms in multiple choice, matching, and essay question format. Online 100% of Students scored 70% or better on Chapter Test 1 and correctly	Instructor planned to improve by Changing format of Chapter test to include additional questions related to prefixes suffixes, and combining form and increase accuracy to 80%.

			identified and defined prefixes, suffixes, and combining forms in multiple choice, matching, and essay question format.	
3	The student will demonstrate comprehension of medical terms by reading, analyzing, and summarizing case studies and journal articles and recognize medical terminology in diseases and diagnostic procedures.	70% of students who complete this course will utilize and comprehend medical terms presented by completion of a Learning Lab that presents various medical cases and scenarios using medical terminology to the student.	Face to Face 100% of students with 80% accuracy completed the Learning Lab in MindTap comprehending and utilizing medical terminology within medical cases and scenarios presented. Online 100% of students with 70% accuracy completed the Learning Lab in MindTap comprehending and utilizing medical terminology within medical cases and scenarios presented.	Instructor decided to incorporate additional case studies for students to practice term recognition.

PROGRAM OF STUDY: Business and Commerce Technology	Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Health Information Technology	
COURSE LEVEL: HIT 1323 Health Care Law and Ethics	

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

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

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 Information 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 student will apply current laws, accreditation, licensure, and certification standards related to health information initiatives from the national, state, local, and facility levels	70% of students completing this course will apply current laws, licensure, and certification standards to health information by completing a chapter test.	100% of students completed Chapter 1-4 test correctly applying current laws, licensure information, and certification standards scoring 80% or better on the chapter test.	Instructor planned to utilize The Joint Commission standards as an essay question within the chapter test.
2	The student will identify health-care privacy, confidentiality, legal, and ethical issues and apply HIPAA principles.	70% of students completing this course will identify health-care privacy, confidentiality, legal, and ethical issues using HIPAA conventions by passing a HIPAA certification exam.	100% of students completed the required HIPAA training scoring 90% or better on the exam.	Instructor decided to improve by adding extra knowledge content about HIPAA in the form of PPT and video. Also incorporate examples of HIPAA violations for students to choose from before taking the HIPAA exam.
3	The student will participate in the implementation of legal and regulatory requirements related to the health information infrastructure.	70% of students completing this course will apply legal and regulatory requirements to the health information infrastructure by completing a chapter test.	100% of students scored 80% or better on Chapter 5-8 Chapter test correctly applying legal and regulatory requirements to the health information infrastructure by completing a chapter test.	Instructor planned to improve here by adding a project based learning requirement to achieve better understanding and higher level thought process to regulatory process of Health Information infrastructure.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Business and Commerce Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Health Information Technology
COURSE LEVEL: HIT 1413 Pathophysiology 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 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.

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 Information 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 student will compare the pathologic effects of selected disease processes at the cellular and systemic levels.	70% of students completing this course will correctly compare pathologic effects of disease processes in a rubric graded project.	100% of students compared the pathologic effects a disease processes in final rubric graded project all students scoring 90% or better.	Instructor planned to incorporate video content to bolster selected disease processes.
2	The student will critique the influence of genetic, ethnic, and cultural factors in health promotion, disease prevention, disease progression, and treatment	70% of students completing this course will correctly recognize and apply the influence of genetic, ethnic, and cultural factors in disease process and prevention on a chapter test	100% of students correctly applied and recognized the influence of genetic, ethnic, disease prevention, and cultural factors achieving an 80% or better on Chapter 7 test and Discussion Board.	Instructor planned to utilize the CDC website to provide additional information related to genetic, ethnic, and cultural factors in health promotion, disease prevention, disease progression, and treatment.
3	The student will identify and interpret diagnostic tests in relation to objective and subjective symptomatology associated with various disease processes.	70% of students completing this course will correctly identify and interpret diagnostic tests using objective and subjective symptomatology on a chapter test.	100% of students correctly identified and interpreted diagnostic tests on Chapter 8 Test using both subjective and objective symptomatology with 70% or better score.	Instructor planned to improve in this area by developing more assignments, videos that discuss diagnostic tests using subjective and objective symptoms.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Business and Commerce Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Health Information Technology

COURSE LEVEL: HIT 2123 Alternate Care 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 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.

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 Information 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 student will describe the role of health information management in the various healthcare settings	70% of students who complete this course will describe the role of HIM in various healthcare settings by completing a rubric graded project.	100% of students described the role of HIM in different healthcare settings on the final course notebook project with 90% or better results.	Instructor decided to have students interview an HIM professional to bolster knowledge content.
2	The student will explain the differences in record format and content, in relation, to the various types of alternative care facilities	70% of students who complete this course will explain the different record formats and content of alternative healthcare settings by completing a chapter test.	100% of students achieved an 80% or better score on the Chapter test 1-4 and correctly compared and identified the different formats of the medical record within healthcare settings.	Instructor decided to Incorporate examples of alternative care facilities within the Chapter test having students select the appropriate format based on setting.
3	The student will demonstrate the accuracy and completeness of the patient record from a variety of health settings as defined organizational policy and external regulations and standards.	70% of students who complete this course will demonstrate the accuracy and completeness of the health record by completing audits on health records using an audit sheet graded by rubric.	100% of students correctly demonstrated accuracy and completeness of the health record by auditing record samples scoring 80% or better on the assignment.	Instructor planned to change assignment to improve score of students by adding additional steps of knowledge acquisition.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Business and Commerce Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Health Information Technology

COURSE LEVEL: HIT 2212 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 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.

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 Information 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 student will summarize the effects of drugs on human anatomy and physiology	70% of students completing this course will summarize effects of drugs on human anatomy and physiology on a rubric graded project.	100% of students scored 80% or better on a rubric graded project creating Drug cards summarizing the effects of drugs on human anatomy and physiology.	Instructor planned to improve on this project by having students expand on the drug card project to create a presentation one of the selected drugs.
2	The student will identify the major classifications of drugs according to mechanism of action, organ system affected and clinical condition used to treat.	70% of students completing this course will identify the major classifications of drugs based on action, clinical condition, and organ system on a chapter test.	100% of students scored 75% or better on Chapter Test and correctly identified the major classifications of drugs based on action, clinical condition, and organ system.	Instructor decided to incorporate Learning Labs regarding major classifications of drugs.
3	The student will demonstrate a basic understanding of the general principles of Pharmacology and be able to apply them in a clinical setting.	70% of students completing this course will correctly demonstrate Pharmacology knowledge on a chapter test.	100% of students scored 80% or better and correctly demonstrated knowledge of Pharmacology on Midterm Chapter test.	Instructor planned to Improve student knowledge by adding case study essay questions within the Chapter Test.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Business and Commerce Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Health Information Technology

COURSE LEVEL: HIT 2913 Computers in Health Care

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

STRATEGIC GOALS:

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

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 Information 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 student will use technology, including hardware and software, to ensure data collection, storage, and analysis and reporting of information.	70% of students who complete this course will utilize and identify correct hardware and software components utilized in collection, storage, analysis, and reporting of health information on a chapter test.	100% of students scored 85% or better on Chapter 1-4 Test correctly identifying hardware and software components utilized in the collection, storage, analysis, and reporting of health information.	Instructor decided to improve by adding essay questions related to hardware and software components utilized in collection, storage, analysis, and reporting of health information
2	The student will utilize common software applications such as spreadsheets, databases, word processing, graphics, presentation, email, in the execution of work processes.	70% of students who complete this course will correctly utilize common software word, excel, graphics, in completion of a rubric graded project.	100% of students scored 80% or better on rubric graded projects utilizing common software: excel, word, PPT.	Instructor planned to improve by incorporating more excel knowledge into the project using instructor guided lessons.
3	The student will use specialized software in the completion of HIM processes such as record tracking, release of information, coding, grouping, registries, billing, quality	70% of students who complete this course will utilize specialized software for HIM processes by completion of a virtual lab rubric project comparing and utilizing each	100% of students scored 90% or better on the project utilizing specialized software within the virtual lab.	Instructor planned to improve by incorporation of e-smartlog activity within the V-Lab.

improvement, and imaging.	application.		

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 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.

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.	92% of students were able to correctly key business correspondence with using an instructor created check list.	Instructors decided that an emphasis will be placed on proper keying technique across all 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.	100% of students correctly demonstrated word processing software skills using an instructor created check list.	Instructors decided that students will be presented an opportunity to use creativity to design their own documents using word processing software.

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.	100% of students correctly constructed a resume using an instructor created rubric.	Instructors decided that students will be required to attend a career fair where they will provide their resume to potential employers.
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)	58% of full-time, one-year students completed the program.	Instructors decided to make an effort to advise each student from the start of their studies in Office Systems Technology.

PROGRAM OF STUDY: Business and Commerce Technology		Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Office Systems Technology		
COURSE LEVEL: 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 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 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.

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 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.	86% (6/7) of face-to-face and 77% (10/13) 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.	Instructors suggest making a change to the time frame that students must submit their timed writings. Currently, students are allowed to work at their own pace which leaves some students not reaching the 35 GWAM (30 CWAM) goal at the end of the semester. If all students are required to meet specific timed writing speeds at the end of each four weeks, more students might achieve the 35 GWAM goal at the end of the semester. A chart will be created indicating the timed writing goal for each four week period. All online and face-to-face students will be required to use this chart.
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	100% (7/7) of face-to-face and 85% (11/13) of online students correctly named the components of a microcomputer and demonstrated proper keyboarding techniques to proofread and correct a document recognizing proofreader marks on an evaluation test.	Instructors suggest that all students practice using proofreader marks beginning the second week of class. Students will be evaluated using proofreader marks on their own keyed documents weekly instead of waiting until after mid-term to introduce this skill. Students will be better prepared to

	accuracy.	proofreader marks on the Evaluation Test.		achieve the SLO on a final 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.	100% (7/7) of fact-to-face and 85% (11/13) 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 suggest that students are introduced to this skill earlier in the semester instead of waiting until after mid-term. Students will be evaluated weekly using a teacher-made document. Students will be better prepared to achieve the SLO on a final evaluation test.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 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.	75% of face to face students and 54% of online students were 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.	Instructors decided to increase initial emphasis on proper technique when keying and continue with technique training throughout the semester.
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.	82% of face to face students and 92% of online students were able to produce mailable letters, memorandums, and envelopes at a satisfactory production rate by completing a chapter quiz.	Instructors decided to provide students with opportunity to create mailings and envelopes to actually be sent out by the department.

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 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 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.

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 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.	57% (4/7) of online students and 80% (4/5) of face-to-face students demonstrated 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.	Instructors suggest making a change to the time frame that students must submit their timed writings. Currently, students are allowed to work at their own pace which leaves some students not reaching the 50 GWAM (45 CWAM) goal at the end of the semester. If all students are required to meet specific timed writing speeds at the end of each four weeks, more students will achieve the 50 GWAM/45 CWAM goal at the end of the semester. A chart will be created indicating the timed writing goal for each four week period. All online and face-to-face students will be required to use this chart.
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% (7/7) of online students and 100% (5/5) of face-to-face students correctly proofread a document recognizing proofreader marks on a proofreading test.	Instructors suggest that all students practice using proofreader marks beginning the second week of class instead of waiting until after mid-term. Students will be evaluated using proofreader marks on their own keyed documents weekly. Students will be better prepared to achieve the SLO on a final

				evaluation test.
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% (7/7) of online students and 100% (5/5) of face-to-face students correctly utilized capitalization, punctuation, spacing, and numerical rules on a chapter quiz.	Instructors suggest that students utilize these skills earlier in the semester instead of waiting until after mid-term. Students will be evaluated weekly using a teacher-made document. Students will be better prepared to achieve the SLO on a final evaluation test.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	87% of face to face students and 80% of online students were 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.	Instructors decided to provide group projects and partnering to enhance learning.
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.	88% of face to face students and 77% of online students were 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	Instructors decided to provide group projects and partnering to enhance learning.

			project using the online assessment	
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.	88% of face to face students and 90% of online students were 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.	Instructors decided to provide group projects and partnering to enhance learning.
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.	100% of face to face students and 80% of online students were able to apply basic presentation software features to include slide development, transitions, and animation through an online assessment project using the online assessment.	Instructors decided to provide group projects and partnering to enhance learning.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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 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.

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	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-90% (9/10) 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-95% (21/22) of students correctly applied word processing skills to produce and format complex business documents with speed and accuracy on a unit exam.	Instructors decided to use hands-on exercises to increase the student's skills in creating business documents, and will incorporate more independent challenge activities, to improve critical thinking.
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-80% (8/10) of students correctly created and modified charts using data from other applications on a unit exam. Face-to-Face-91% (20/22) of students correctly created and modified charts using data from other applications on a unit exam.	Instructors decided to offer instruction in creating and modifying charts using data from outside sources. A need was realized to incorporate more Independent Challenge activities to increase the student's critical thinking and application of charts.
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-60% (6/10) of students correctly tracked, accepted, and rejected changes to documents on a unit exam. Face-to-Face-77% (17/22) of students correctly tracked, accepted, and rejected	Instructors decided 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

		changes to documents on a unit exam.	instructor saw a need to incorporate SAM trainings which will provide immediate feedback to students and assist them in correctly using the tracking option in documents. This will be done each semester.

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 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.

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	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 face to face students and online students were 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.	Instructors decided to provide one on one interaction with each student to discuss goals and means of achieving those 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.	100% of face to face students 88% of online students demonstrates an understanding of their soft skills, job specific skills, and transferable skills by completing a professional resume package.	Instructors decided to have students attend a job fair and present their resume packages to potential employers.
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 face to face students 76% of online students demonstrated 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.	Instructors decided to have students present and report these findings through a presentation using a visual aid.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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:** 70% of students who completed this course correctly computed payroll taxes through a chapter quiz. **Online:** 71% of students who completed this course correctly computed payroll taxes through a chapter quiz.	Instructors decided that students will use two different methods to calculate payroll taxes on friends/family members. They will present their findings and calculations in class.
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:** 91% of students who completed this course correctly computed commission, markup, and selling price through a chapter quiz. **Online:** 59% of students who completed this course correctly computed commission, markup, and selling price through a chapter quiz.	Instructors decided that students will bring to class examples of odd pricing and even pricing from local stores or newspaper advertisements. They will discuss the effectiveness of the pricing policy in retailing as well as calculate the markup and selling price of the items.
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**: 100% 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 that students will prepare a written bank reconciliation of their own personal checking accounts following the formatting guidelines presented in the text and present their findings.

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

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	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.	**Face to Face:** 84% of students correctly analyzed business transactions in terms of the accounting equation on a unit test. **Online:** 100% of students correctly analyzed business transactions in terms of the accounting equation on a unit test.	Instructors decided that students will be divided into groups and be given business transactions to analyze. The students will determine what transactions took place and which accounts were effected. Groups will present their findings to the class for discussion.
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.	**Face to Face:** 94% of students correctly determined the effects of business operations on owner's equity using the basic accounting equation on a unit test. **Online:** 100% of students correctly determined the effects of business operations on owner's equity using the basic accounting equation on a unit test.	Instructors decided that students will be divided into groups and will be given a service business example. The students will prepare a list of assets, liabilities, revenues, and expenses. The instructor will give the groups transactions for them to identify which part of the accounting equation is effected and explain why/how.
3	Students will prepare a bank reconciliation and journalize entries.	70% of students will correctly prepare a bank reconciliation and journalize entries on a chapter quiz.	**Face to Face**: 72% of students correctly prepared a bank reconciliation and journalized entries on a unit test. **Online:** 100% of students correctly prepared a bank reconciliation and journalized entries on a unit test.	Instructors decided that students will be given bank statements and check registers to reconcile and journalize. Results will be presented and discussed as a group.

PROGRAM OF STUDY: Business and Commerce Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Office Systems Technology

COURSE LEVEL: Mechanics of Communication (BOT 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 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.

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% (34/34) of the students correctly constructed complete sentences that convey ideas clearly in a unit exam. Face-to-Face-100% (28/28) of the students correctly constructed complete sentences that convey ideas clearly in a unit exam.	The instructors decided to remain using the end-of-chapter exercises to have students practice complete sentences. Instructor will also include more group work in class and online 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-94% (32/34) of the students correctly capitalized words in a unit exam. Face-to-Face-100% (28/28) of the students correctly capitalized words in a unit exam.	The instructor plans 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-94% (32/34) of the students correctly used correct form in writing numbers in a unit exam. Face-to-Face 96% (27/28) of the students correctly used correct form in writing numbers in a unit exam.	The instructors decided to continue to have students take chapter quizzes to give them immediate feedback on their chapter work. The instructor will also include an essay for the unit so that students can have practice writing in correct word form.

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 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.

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.	100% of students were able to create and revise formulas, using functions and relative and 3-D references by completing a unit exam.	Instructors decided to provide extra independent challenges as extra credit for students to further their knowledge.
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.	83% of students created, modified, positioned, printed, and interpreted charts and graphs by completing a unit exam.	Instructors decided to require students to prepare personal budgets where they will be required to graph and chart spending.
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.	100% of students utilized the database functions of electronic spreadsheet software, including filtering, subtotals, and sorting by completing a unit exam.	Instructors decided to ask students to create an inventory and then perform database functions using database functions.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 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.	86% (6/7) of students correctly formatted an effective publication and multiple-page document using advanced word processing skills shortcuts for speed and accuracy on Module 1 test.	The instructors decided to continue using unit exercises to increase student's skills in creating multiple-page documents and the instructor will incorporate more end-of unit assessments to improve challenging application skills.
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.	57% (4/7) of students correctly planned and utilized appropriate graphics and formatting techniques to create a brochure using a template on a Module 2 test.	Instructors plan to provide more instruction in formatting brochures using a template from outside sources. A need was realized to better plan the structure of documents which will help increase the formatting techniques in brochures.
3 Students will generate a newsletter using multi-columns to incorporate a variety of graphic elements using advanced features of word processing software.	70% of students will correctly produce an effective presentation for a multi-column newsletter document using style sheets on a Module 3 test.	71% (5/7) of students correctly produced an effective presentation for a multi-column newsletter document using style sheets on a Module 3 test.	Instructors plan to continue to use unit exercises to help students produce an effective multicolumn newsletter. Instructor will also provide online resources by publisher that gives students immediate feedback with multicolumn newsletters.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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 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.

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 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% (8 out of 8) 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. Students were measured using an online assessment (SAM).	The instructors decided to continue to have students use meaningful data when creating tables as it proved to be successful in the fall semester. The instructor will also include additional practice by including SAM projects as additional reinforcement.
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% (8 out of 8) of students used the primary key field(s) to correctly create a one-to-many relationship between two or more tables in a database. Students were measured using an online assessment (SAM).	The instructors decided to continue using SAM projects to increase student's skills in using the primary key field(s) to correctly create a one-to-many relationship between two or more tables in a database; the instructor will also provide online resources by the publisher that will give students immediate feedback in creating one-to-many relationships.
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	100% (8 out of 8) of students correctly created and modified a query using the Query Wizard or the Query design view. Students were measured by using an	The instructors decided to continue to have students use personal data when creating a database file as this was meaningful to the students and helped apply their database

		measured by using an online assessment.	online assessment (SAM).	skills to their everyday life. The instructor will also provide online resources by the publisher that will give students immediate feedback in creating and modifying a query.
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% (8 out of 8) of students correctly built a summary query in a database file. Students were measured by using an online assessment (SAM).	The instructors decided to continue reviewing basic mathematical problems which proved to be advantageous to students when building a summary query in a database file. Students will also continue to relate their applications to existing information in a database by using their own data for the database files. To continue forward progress, the instructor will also provide online resources by the publisher that will give students immediate feedback in creating a summary query in a database file.

PROGRAM OF STUDY: Business and Commerce Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Office Systems 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 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.

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 enter transactions in the general journal using accounting software.	70% of students will correctly enter transactions in the general journal using accounting software. Outcome will be measured after student completes activity using accounting software.	100% (8/8) of the students correctly entered transactions in the general journal using accounting software.	The instructors decided to continue using a software program to increase student's skills in entering transactions in the general journal. Instructor will continue incorporating more lecture time to help with audible learners.
2 The student will select the correct special journal to enter transactions.	70% of students will correctly select the special journal for transactions on a written test.	88% (7/8) of the students correctly produced financial statements using accounting software.	The instructors plan to continue using a software program to have students produce financial documents. The instructors will continue incorporating extra exercises for more financial practice.
3 The student will correctly prepare financial statements using accounting software.	70% of student will correctly prepare financial statements using accounting software.	100% (8/8) of the students correctly formulated payroll registers using accounting software.	The instructors plan to incorporate extra exercises on the payroll register to help students practice entering payroll information.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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 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.

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% (8/8) of students will correctly examine employment, health, and safety issues by completing a chapter quiz.	Instructors decided to continue using enrichment exercises to increase student's skills in examining employment health and safety issues.
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% (8/8) of students correctly processed mail and determined the most appropriate method to use in sending domestic and international mail by completing a chapter quiz.	The instructors will continue using the end-of-chapter activities to enhance learning of processed mail. The instructors also plan to incorporate ethical exercises.
3	The students will plan and conduct a meeting.	70% of students will plan and conduct a meeting indicated on a chapter quiz.	100% (8/8) of students correctly planned and conducted a meeting indicated on a chapter quiz.	The instructors plan to provide instruction in planning and conducting a meeting. The instructors will have students conduct a mock meeting in groups to fully comprehend the concept.

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 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.

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	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.	80% of face to face students and 100% of online students used the three-phase writing process to correctly create an e-mail message with an instructor created rubric.	Instructors decided to perform diagnostic grammar evaluations prior to beginning the writing process and assign remedial work as needed to improve grammar.
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.	80% of face to face students and 100% of online students correctly wrote a letter that makes a direct request for information or action using an instructor created rubric.	Instructors decided to perform diagnostic grammar evaluations prior to beginning the writing process and assign remedial work as needed to improve grammar.
3	Students will prepare for employment by constructing a resume.	70% of students will correctly construct a resume using an instructor created rubric.	100% of face to face students 93% of online students correctly constructed a resume using an instructor created rubric.	Instructors decided to have students attend a job fair and present their resume to potential employers.
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	90% of face to face students and 100% of online students correctly conducted research and orally presented their findings about the customs of the people with whom they are communicating using an instructor created rubric.	Instructors decided to provide students with guest speakers or video talks to demonstrate proper research and findings presentations.

		they are communicating using an instructor created rubric.		

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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 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.

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	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% (7/7) of students correctly integrated business documents transferring data among software applications as demonstrated by completing an integrated project.	Instructors decided to utilize a new, teacher-created textbook this year which will allow students to complete smaller integrated projects throughout the semester that transferred data among the various software programs. The instructors decided that students also be given the opportunity to create their own mini-projects which include transferring data among the various software applications. This will move the students to a higher thinking level.
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% (7/7) 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.	Instructors decided to utilize a new, teacher-created textbook this year which will limit the number of advanced activities that students could use for extra credit as recommended last year. The instructors decided that advanced functions of software applications be pulled from the textbook used previously and edit them for the newer software.

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% (7/7) of students correctly developed and delivered an individualized multimedia presentation using PowerPoint software using a teacher-created rubric.	The instructors decided that next year students create a PowerPoint presentation that summarizes the coursework learned over the two-year program. This will help students see the connection of all courses taken to complete this program and hopefully aid in the student's utilization of the material learned.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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..			

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 decided to participate when the state rotates the program for the revision of his curriculum.
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 chair has met with all instructors who are to be evaluated, according to college policy, to discuss the results of their students.	The Career-Technical Chairs decided to create and implement an improvement plan for those instructors who need help in their areas.
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	94% of the students enrolled in the programs successfully completed the desired student learning outcome.	The instructors decided to continue to stress the importance of each student achieving the recommended student learning outcome for each program.

year:		
Utility Lineman Technology:		
Students will be able to demonstrate proper climbing techniques.	89% (16 of 18) were able to pass the prescribed climbing test with an 85 or better as set forth by the Instructor.	The instructors decided to create a climbing lab in which each student can strengthen his climbing abilities.
Students will demonstrate pole top and bucket rescue.	96% (17 of 18) were able to achieve a pole top rescue on the first attempt.	96% (17 of 18) were able to achieve a pole top rescue on the first attempt.
Students will be able to identify and frame different types of pole framings.	100% (18 of 18) were able to identify framing and different types of poles.	The instructors decided to introduce different framing from the various locations.
Construction Equipment Operation:		
Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce.	100% of the students have obtained the knowledge and skills for employment in the workforce.	The instructors decided to check with the industry and find new requirements for the following year.
Students will acquire fundamental skills associated with construction equipment machinery.	100% of the students will obtain the basic knowledge and skills for various pieces of equipment.	The instructors decided to add more contact for training materials.
Students will demonstrate proper maintenance of all pieces of equipment.	100% of the students demonstrated the proper maintenance of the equipment according to equipment manuals.	The instructors decided to find new handouts and training aids for the newer equipment.
Commercial Truck Driving:		
Students will demonstrate how to plan a route with a map and complete a log book to Federal Motor Carrier Safety Regulations laws.	100% of the students have demonstrated how to successfully plan a route and keep a log book.	The instructors decided to change the routes and stops for different times of arrivals.
Students will acquire fundamental skills associated with safe backing practices as required by Commercial Driver's License and the trucking industry.	100% of the students acquired the safe backing sills over the recommended time period within the course.	The instructors decided to add various backing labs for the students.
Students will be able to perform a pre-trip inspection to Commercial Driver's License standards.	!00% of the students were able to perform a pre-trip inspection.	The instructors decided to add a different truck for the pre-trip lab.

		Truck Driving for Line Workers:	
		Student will demonstrate how to plan a route with a map and complete a log book to Federal Motor Carrier Safety Regulations laws.	100% of the students have demonstrated how to successfully plan a route and keep a log book.	The instructors decided to change the routes and stops for different times of arrivals.
		Students will acquire fundamental skills associated with safe backing practices as required by Commercial Driver's License and the trucking industry.	100% of the students acquired the safe backing sills over the recommended time period within the course.	The instructors decided to add various backing labs for the students.
		Students will be able to perform a pre-trip inspection to Commercial Driver's License standards.	!00% of the students were able to perform a pre-trip inspection.	The instructors decided to add a different truck for the pre-trip lab.
		Basic Utility Equipment Operation:		
		Students will demonstrate the safe use and operation of an aerial lift truck.	100% of the students were able to demonstrate safe operations of an aerial lift truck verified by instructor observation.	The instructors have decided to add more lecture time and classroom videos for the students
		Students will demonstrate the safe use and operation of a digger truck	100% of the students were able to demonstrate safe operations of a digger truck verified by Instructor Observation.	The instructors have decided to add more lecture time and classroom videos for the students
		Students will demonstrate the safe use of a chainsaw.	100% of the students were able to demonstrate safe operations of a digger truck verified by Instructor observation.	The instructors have decided to add more lecture time and classroom videos for the students
		Advance Utility Equipment Operation:		
		Student will demonstrate the safe use and operation of a fork lift.	100% of the students were able to demonstrate safe operations of a forklift verified by Instructor observation.	The instructors have decided to add more lecture time and classroom videos for the students
		Students will demonstrate the safe use and operation of a trencher/other equipment.	100% of the students were able to demonstrate safe operations of a trencher verified by Instructor observation.	The instructors have decided to add more lecture time and classroom videos for the students
		Students will demonstrate the safe use and operation of an All-Terrain Vehicle, Recreation Terrain Vehicle, and Utility Terrain Vehicle.	100% of the students were able to demonstrate safe operations of an all-terrain vehicle verified by Instructor observation.	The instructors have decided to add more lecture time and classroom videos for the students

4	State University Research and Curriculum Instructors from all state programs in the State.	C-Pass Testing and National Center Construction Education Research.		

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Construction and Transportation	Supports PRCC Strategic Goal(s): 1 , 3, 7

PROGRAM: Commercial Truck Driving

COURSE LEVEL: DTV 1114 Commercial Truck Driving 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 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.

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 Commercial Truck Driving 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% (4 of 4) student scored a 90 or better on the pre-trip inspection.	The Instructor planned to provide a better walk around hand-out.
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% (4 of 4) student scored a 90 or better on the basic operations of a Class "A" combination vehicle.	The Instructor decided to check with Industry on any changes to the basic operation of this type of vehicle.
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% (4 of 4) student was able to safely maneuver the vehicle on a basic skills test.	The Instructor planned to add a new training module each year to help the student out on 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% (4 of 4) student has obtain a CDL Class "A" license.	The Instructor has decided to pre-test the students to find out their abilities and learning skills.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Construction and Transportation	Supports PRCC Strategic Goal(s): 1 , 3, 7

PROGRAM: Commercial Truck Driving

COURSE LEVEL: DTV 1124 Commercial Truck Driving 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 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.

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 Commercial Truck Driving 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% (4 of 4) student scored a 90 or better on the pre-trip inspection.	The Instructor planned to provide a better walk around hand-out.
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% (4 of 4) student scored a 90 or better on the basic operations of a Class "A" combination vehicle.	The Instructor decided to check with Industry on any changes to the basic operation of this type of vehicle.
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% (4 of 1) student was able to safely maneuver the vehicle on a basic skills test.	The Instructor planned to add a new training module each year to help the student out on 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% (4 of 4) student has obtain a CDL Class "A" license.	The Instructor has decided to pre-test the students to find out their abilities and learning skills.

PROGAM OF STUDY: Construction and Transportation	Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Construction Equipment Management	
COURSE LEVEL: CEV 1212 Construction Equipment 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 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.

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.	100% of the students demonstrated the ability to identify safety operations of equipment.	The instructor decided to continue to stress the importance of safety around the operation of equipment.
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.	98% of the students applied safety rules to on-coming traffic lanes.	The instructors decided to introduce the Mississippi Department of Transportation (MDOT) traffic safety book for working on the side of the interstate.
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 the students demonstrated three-point of contact while mounting and dismounting.	The instructors decided to continue to search for different types of mounts and dismount to stress the three-point system.

PROGAM 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 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 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.

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 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 completed the re-fueling process safely.	The instructors decided to include different types of equipment to be filled.
2	The student will demonstrate the ability to identify and perform services to the engine oil and grease systems.	90% of the students 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 performed engine oil check and greasing systems checks.	The instructors decided to contact the Industry to obtain more classroom aids.
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.	90% were able to demonstrate and apply mechanical repairs to minor problems.	The instructors decided to secure repair books for equipment so that students can achieve simple repairs.

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

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 will demonstrate the ability to identify and discuss personal safety in the operation of heavy equipment through the National Center for Construction Education Research module test and daily observations in the field by the instructor.	100% of students successfully met this SLO	The instructors decided to check with the Industry about changes to the program.
2	The student will demonstrate the ability to identify and apply safety rules to traffic patterns.	85% of students will demonstrate the ability to identify and apply safety rules to traffic patterns through the National Center for Construction Education Research module test and daily observations in the field by the instructor.	100% of students successfully met this SLO	The instructors decided to continue to add more labs to widen the situation a student will come in contact with.
3	Demonstrate the ability to cut a grade with a dozer.	90% of students will demonstrate the ability to cut a grade with a dozer.	100% of students successfully met this SLO	The instructor decided to continue to change the testing system on cutting a grade.

PROGRAM OF STUDY: Construction and Transportation	Supports PRCC Strategic Goal(s): 1 , 3, 7
PROGRAM: Utility Lineman Technology	
COURSE LEVEL: ELT 2926 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 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.

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 will demonstrate proper Personal Protective Equipment during the work day.	70% of the students will demonstrate proper Personal Protective Equipment in the field through testing.	100% (1of 1) students have demonstrated Personal Protective Equipment Applications.	The instructors decided to continue to monitor each student through his entire time of being enrolled in the program.
2	The student will successfully work in an actual environment with linemen.	70% of students will complete the nine weeks crew work.	100% (1 of 1) students have completed the nine weeks of crew working hours.	The instructors decided to maintain work integrity to have various jobs for the entire week of the class.
3	The student will describe the pre-job briefing and be able to complete related forms.	70% of the students will describe the pre-job briefing and complete related forms through testing.	100% (1 of 1) students have demonstrated the job briefings and related forms for each job situation.	The instructors decided to continue to stay up on the industries changes to the job briefing and bring these changes to the labs.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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

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.	100% (15 of 15) were able to understand the principles of Personal Protective Equipment.	The Instructor has decided to add new labs based on research into the industries to implement changes for Personal Protective Equipment.
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% (15 of 15) students were able to successfully demonstrate First Aid/ CPR methods through field testing.	The instructors decided to add more First Aid training in the various classes.
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% (15 of 15) students were able to demonstrate bucket truck rescue	The instructors decided to create more bucket rescues during other classes to score reaction time for actual rescues.

PROGAM 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 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.

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.	14 out of 14 students passed the required safety test and were observed practicing lab safety by the instructor.	Instructor planned to continue to assign work and use teaching methods that reinforce safety in the lab.
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.	13 out of 14 students were able to correctly measure ac voltage using the digital multi-meter while being observed by the instructor in a laboratory setting.	While the goal of 80% was achieved the instructor decided to continue to assign more opportunities for students to practice these important skills.
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.	14 out of 14 students were able to correctly measure ac voltage using the digital multi-meter while being observed by the instructor in a laboratory setting.	While the goal of 80% was achieved the instructor planned to assign more opportunities for students to practice these important skills in the laboratory.
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.	14 out of 14 students were able to interpret a schematic diagram and apply it to troubleshooting a live circuit being observed by the instructor in the lab.	While the goal of 75% was achieved the instructor decided to continue to assign more opportunities for students to practice these important skills using schematic

			diagrams.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGAM 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 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.

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 (P.P.E.) during normal work day.	70% of the students will demonstrate proper Personal Protective Equipment in the field through testing.	100% (15 of 15) were able to understand the principles of Personal Protective Equipment.	The Instructor planned to research into the industries, changes for Personal Protective Equipment, and has added new labs.
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.	87% (13 of 15) were able to draw the windings of a transformer.	The Instructor decided to add a class tour of a transformer manufacture's plant, for student's better understanding.
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.	80% (12 of 15) were able to work out formulas for various problems created in the class.	The Instructor decided to add more practical problems for the continual advancement of the student into problem solving.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGAM 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 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.

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 **CHANGE** or **IMPROVE.**
1	The students will demonstrate Proper Protective Equipment (P.P.E.) during normal work day.	70% of students will understand and demonstrate proper Personal Protective Equipment in the field.	100% (14 of 14) students successfully demonstrated the application of Personal Protective Equipment.	The Instructor decided to continue to stress the importance of Personal Protective Equipment in the Industry.
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.	86% (12 of 14) students demonstrated safety procedures around transformer on their first encounter.	The Instructor decided to check with Industry to find out if new training techniques are available.
3	The student will demonstrate proper connection of single phase transformers.	70% of students will be able to demonstrate single phase transformer connections.	93% (13 of 14) students demonstrated the proper connection of wye and delta.	The Instructor decided to add more class time for single phase operations.
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 they will identify the different secondary voltages.	79% (11 of 14) students have demonstrated the proper wye and delta banking used in three banking.	The Instructor decided to add more class work to help students understand wye and delta applications.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	19 out of 19 students (100%) of the students completing this class were able to perform a walk around pre-trip inspection.	The instructor planned to spend more time on the walk around pre-trip inspection during lab and class time.
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.	19 out of 19 students (100%) of the students completing this course were able to demonstrate basic operations of a Class "A" combination vehicle with an air brake endorsement.	To better prepare the students to perform basic operations of a Class "A" combination vehicle with air brake endorsement, the instructor planned to use more videos in the classroom.
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.	19 out of 19 students (100%) of the students were able to safely maneuver a Class "A" vehicle with an air brake endorsement to complete the basic skills test.	The instructor planned to use more videos in the classroom to better prepare 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.	19 out of 19 students (100%) were able to obtain a Class "A" CDL license with an air brake endorsement.	Instructor decided to utilize more lab time to better prepare students to obtain a Class "A" CDL license with an air brake endorsement.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGAM 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 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.

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 **CHANGE** or **IMPROVE.**
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 the students were able to demonstrate safe operations of an aerial lift truck verified by instructor observation.	The instructor has decided to add the manufactors guide for basic operation and use as an added teaching aid.
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 were able to demonstrate safe operations of a digger truck verified by instructor observation.	The instructor has decided to add the manufactors guide for basic operation and use as an added teaching aid.
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 were able to demonstrate safe operations of a forklift verified by instructor observation.	The instructor will provide different situations for students to navigate through on the fork lift course.
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 were able to demonstrate safe operations of a chain saw verified by instructor observation.	The instructor has combined actual cutting situations with video aids to enhance students to a better understanding of safety with a chain saw.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGAM 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 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.

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.	100% (19 of 19) have completed the field testing and evaluation of Personal Protective Equipment.	The Instructor has planned to create a check list of the Lineman Personal Protective Equipment that will be used in the Industry.
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% (19 of 19) were able to inspect and all climbing gear including the 100% fall protection device.	To improve instruction, the Instructor decided to create a lab on the inspection of all climbing equipment.
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.	89% (16 of 19) were able to pass the prescribed climbing test with an 85 or better as set forth by the Instructor.	To improve instruction, the Instructor decided to create a lab on the inspection of all climbing equipment.
4	The student will demonstrate proper pole top rescue.	70% of students will be able to demonstrate pole top rescue through field testing.	96% (17 of 19) were able to achieve a pole top rescue on the first attempt.	The Instructor has decided to create a Power Point Presentation for the pole top rescue section of the class, to help understand certain principles.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGAM 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 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.

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 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.	100% (15 of 15) of the students were able to find given problems within the class and field testing.	The Instructor planned to add different case problems, so students will have a deeper understanding of the National Electric Safety Code.
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.	100% (15 of 15) of the students were able to define the boundaries of the National Safety Code and the National Electric Code through testing both in the field and classroom.	The Instructor decided to give students a broader look into the boundaries of the Code.
3	The students will demonstrate clearances of underground line.	70% of the students will be able to identify clearances in underground lines.	87% (13 of 15) of the students were able to identify the chart that applied to the different field test.	The Instructor planned to add the Code into his underground class that he teaches in the Spring Semester.
4	The students will demonstrate clearances overhead lines.	70 % of the students will be able to identify clearances in overhead lines.	87% (13 of 15) of the students were able to identify the chart that applied to the different field test.	The instructor planned to add the Code into his overhead class that he teaches in the Spring Semester.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	84% (16 of 19) students can successfully demonstrate knowledge of each component within the given specifications.	The instructor decided to continue doing a presentation of each component in each class.
2	The students will identify different specifications and framings.	70% of the students will successfully demonstrate different specifications and framings through testing.	94% (18 of 19) students can frame up according to specifications within the Industry.	The instructor decided to do more framing on the ground.
3	The students will demonstrate the ability to identify all distribution parts.	70% of the students will identify distribution parts through instructor observation.	100% (19 of 19) can identify major components for distribution application.	The instructor decided to use the campus electrical system as a lab to identify major components.
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% (19 of 19) successfully demonstrated through testing on each phase of the distribution line.	The instructor decided to incorporate more framing specifications from around the country.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 appropriately use Proper Protective Equipment (P.P.E.) during normal work day.	70% of the students will understand and demonstrate proper Personal Protective Equipment in the field.	100% (19 of 19) students successfully demonstrated the application of Personal Protective Equipment.	The instructor decided to continue to stress the importance of Personal Protective Equipment in the industry.
3	The student will improve on climbing abilities.	70% of students will improve climbing abilities measured through testing and instructor observation.	100% (19 of 19) students improve on their climbing abilities.	The instructor decided to add more climbing in each class to improve endurance.
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.	84% (16 of 19) students understood and successfully demonstrate their ability to correct measurement for splicing various types of wire.	The instructor decided to continue to search for different types of primary and secondary splicing kits used in each training lab.

PROGAM OF STUDY: Construction and Transportation	Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Utility Lineman Technology	
COURSE LEVEL: ULT 2233 System Design and 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 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.

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.	100% (5 of 5) students successfully demonstrated Personal Protective Equipment.	The instructor decided to add more situations calling for different types of Personal Protective Equipment.
2	The student will be able to calculate the proper device for coordination of an electrical system.	70% of the students will calculate the coordination of the electrical systems through teacher observation.	100% (5 of 5) students demonstrated coordination of the electrical system.	The instructor decided to talk to industry for the new equipment coordination information on different types of reclosers.
3	The student will describe the different types of fuses.	70% of students will describe the different type of fuses through testing	100% (5 of 5) students correctly identified the different types of fuses.	The instructor decided to search for different types of fuse information of different 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 2244 Working in Elevated Work Sites

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

STRATEGIC GOALS:

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

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 will demonstrate proper Personal Protective Equipment during the work day.	70% of the students will demonstrate proper Personal Protective Equipment in the field through testing.	100% (5 of 5) students correctly demonstrated proper Personal Protective Equipment applications.	The instructor decided to continue to apply more lab requiring Personal Protective Equipment.
2	The student will improve climbing abilities.	70% of students will improve climbing abilities measured through testing and instructor observation.	100% (5 of 5) students improved on their climbing abilities.	The instructor decided to provide climbing in each class.
3	The student will describe the pre-job briefing and be able to complete related forms.	70% of the students will describe the pre-job briefing and complete related forms through testing.	100% (5 of 5) students correctly demonstrated a pre-job briefing.	The instructor decided to require a pre-job briefing for every lab.
4	The student will identify rigging examples in elevated positions on the poles.	70% of the students will achieve working positions off elevated work sites by testing.	100% (5 of 5) students achieved working positions on elevated heights.	The instructor decided to continue to improve existing labs.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGAM 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 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.

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 **CHANGE** or **IMPROVE.**
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 the students were able to demonstrate safe operations of an aerial lift truck verified by instructor observation	The instructor has decided to add the manufactors guide for basic operation and use as an added teaching aid.
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 were able to demonstrate safe operations of a digger truck verified by instructor observation	The instructor has decided to add the manufactors guide for basic operation and use as an added teaching aid.
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 the students were able to demonstrate the safe use of a trencher, backhoe, bulldozer and a mini-excavator verified by instructor observation.	The instructor has decided to change the lab and situations to actual field work.
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 were able to demonstrate safe operations of a forklift verified by instructor observation	The instructor added more excerises on the forklift training to help students understand each situation.

PROGRAM OF STUDY: Construction and Transportation	Supports PRCC Strategic Goal(s): 1 , 3, 7

PROGRAM: Utility Lineman Technology

COURSE LEVEL: ULT 2922 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 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.

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 will demonstrate proper Personal Protective Equipment during the work day.	70% of the students will demonstrate proper Personal Protective Equipment in the field through testing.	100% (5 of 5) students demonstrated Personal Protective Equipment Applications.	The instructor decided to continue to monitor each student through his entire time of being enrolled in the program.
2	The student will successfully work in an actual environment with linemen.	70% of students will complete the nine weeks crew work.	100% (5 of 5) students completed the nine weeks of crew working hours.	The instructor decided to emphasize work integrity to have various jobs for the entire week of the class.
3	The student will describe the pre-job briefing and be able to complete related forms.	70% of the students will describe the pre-job briefing and complete related forms through testing.	100% (5 of 5) students demonstrated the job briefings and related forms for each job situation.	The instructor decided to continue to stay up on the industries changes to the job briefing and bring these changes to the labs.

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 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.

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	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 created Timeline and exceeded the grading criteria on testing.	Faculty decided to add modern dental advances to the timeline exercise. This will enable students to see how dentistry has improved from the past to the advances of the modern age.
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 began this assignment, but not completed. Practice Management course is next semester and we will build upon this to completion after that material is covered in more detail.	We will CHANGE this assignment to be done in the Practice Management Course in the Spring Semester AND add new assignment. We will ADD and IMPROVE our Orientation Course by having Speakers from different dental specialties and relate what their expectations are for dental assisting in their specific dental setting. Students will take notes and learn from the speaker's experiences.
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.	100% of students passed written exam on the State Dental Practice Act of Mississippi. 100% identified Regulation #13 as primary law relating to expanded functions for dental assistants.	Faculty has agreed to IMPROVE this assignment by taking students to the Mississippi State Board of Dental Examiners Office, located in Jackson, MS. Students will attend the Information Session presented by a Board Member.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 mix of polycarboxylate cement as a luting agent.	85% of students will manipulate the powder/liquid ratio to a luting consistency for cementation purposes.	90% of students manipulated polycarboxylate for cementation on 1st attempt. 100% of students mastered the technique on 2nd attempt.	Faculty agreed to improve this exercise by allowing students to mix polycarboxylate multiple times to achieve correct consistency.
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 measured, mixed and loaded trays for alginate impressions.	Faculty agreed to improve this exercise by allowing students to mix, load trays and obtain alginate impressions on each other. This will give them the additional experience from the patient's perspective.
3	Retain students through completion of this course.	At least 70% of students will complete this course.	100% of students completed the course with a score of "70" or higher.	Faculty agreed to encourage students to complete all courses and reinforce subject matter learned in the following course to show how they inter-relate. We will have one-on-one meetings with each student at mid-term and near the end of each semester to discuss grades and struggles, with hopes to catch in time to see student through completion of 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 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 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.

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.	95% of students correctly identified the three basic embryonic cellular layers.	Faculty agreed to add more labelling exercises to improve this learning outcome.
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.	95% of students correctly labeled the tissues of a tooth on a visual aid.	Faculty agreed to have students present the visual aid to the class.
3	Retain students through completion of this course.	At least 70% of students will complete this course.	93% of students completed this course. One student withdrew from the program due to family issues. Of the 93%, all completed with a score of 81 or higher.	Faculty agreed to meet with students individually twice during course to discuss grades and struggles to make recommendations to improve and encourage completion.

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 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.

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	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 demonstrated proficiency and of that percentage, 12 out of 14 students obtained a score of 100 on the competency evaluation for assisting with a composite procedure.	Faculty agreed to have students practice the steps of the composite restoration using dental forms in the clinic setting.
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 completed their case base study correctly on the computer. Patterson dental software was used for this exercise. Dentrix software has recently been donated.	Faculty agreed to improve this charting exercise by testing on both popular charting softwares: Patterson and Dentrix. This will enable students to be prepared to work on either dental software for future employment.
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 passed the written test to prove understanding of Hazard Communication Management; 13 out of 14 students scored 100.	Faculty agreed to improve this exercise by having the students breakdown a "mock" contaminated operatory while obeying all hazard communication rules.
4	Retain students through completion of the course.	At least 70% of students will complete this course.	100% of students completed Chairside I Assisting with a score of "70" or above.	Faculty agreed that one-on-one meetings will be scheduled at mid-term and near semester end to discuss grades and struggles, hoping to give recommendations and encouragement so that the student will

			complete the program.

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 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.

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 the written test, 100% of students identified the base line settings for inhalation anesthesia.	Faculty agreed to change this learning outcome. The students need to be able to demonstrate how to establish "Tidal Volume" of inhalation anesthesia because the research has proven the base lines are not the same for everyone. The "Tidal Volume" should be established individually and that becomes their base line setting for inhalation anesthesia.
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.	100% of students were able to correctly perform the steps for mixing and placing a periodontal dressing in a preclinical setting.	Faculty agreed to change this learning outcome due to that specific procedure is done less often. Our new learning outcome will be to evaluate each student performing suture removal.
3	Prepare tray set-ups for 1st and 2nd visits of root canal therapy.	On a written test, 80% of students will correctly identify instruments and materials for 1st and 2nd visit root canal procedures.	85% of students correctly identified instruments and materials for 1st and 2nd visit root canal procedures.	Faculty agreed to improve this learning outcome by no longer referring to 1st and 2nd visit, but to learn as the Open & Access set up and Fill & Seal set up. With new technology, Root canals are often done in a one-step method.
4	To retain students through the completion of this course.	At least 70% of students will complete this course.	93% of students completed this course. One student withdrew from the program due to family issues. Of the 93%, all completed with a score of 81 or higher.	Faculty agreed to meet with students individually twice during course to discuss grades and struggles to make recommendations to improve and encourage completion.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 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.	On a written test, 100% of students identified shortwave energies on the electromagnetic scale to be the most penetrating.	Faculty agreed to improve this topic by discussing the biological changes that can occur from the shortwave energies versus the longwave 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.	On a written test, 85% of students were able to identify the different forms of radiation. On the final exam, 100% of students cited an inner orbiting electron and no scatter radiation to identify the photoelectric effect.	Faculty agreed to improve this topic by using illustrations and compare this kinetic energy to easily understood forms of kinetic energy. This will improve understanding at the time the first written test is taken.
3	To retain students through completion of this course.	At least 70% of students will complete this course.	100% of students completed this course with a grade of 70 or above.	Faculty agreed to improve this course of study by doing a questionnaire at the end of the semester to gain feedback from the students. The questionnaire will focus on determining the challenges for the students.

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 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.

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.	The score card was not done on a patient. Instead, a food diary was kept by each student for one week. A lab exercise was done to evaluate each other's nutritional habits. 92% of students scored a "78" or higher on the Nutrition exam.	Faculty agreed to improve this learning outcome by following the suggestion in the updated edition textbook. The students enjoyed the Food Diary Lab exercise and we will continue to use that as a learning tool.
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 identified gram negative bacteria as the primary causative factor of periodontal disease.	Faculty agreed to improve this learning outcome by including the names of the bacteria to differentiate their result. The presence of Lactobaccilli indicates patient has a high sugar intake. The presence of streptococcus mutans is responsible for tooth decay.
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 identified fermentable carbohydrates in a diet as a contributing factor to caries.	Faculty agreed to improve this learning outcome by including Xylitol in the instruction to aid with remineralization.
	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 identified topical, systemic, or ingestible fluoride as the number one decay preventive mechanism.	Faculty agreed to improve this learning outcome by including an online exercise to see the improvements made with the application of fluoride varnish.

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:

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

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	Faculty changed the textbook for this course and make adjustments to the curriculum. Computing payroll taxes was not as objective, only an overview of subject matter.	Faculty agreed to change this learning outcome. Students will understand the difference between Gross and Net Income.
2 Demonstrate manual bookkeeping procedures	80% of students will correctly demonstrate proof of posting for manual bookkeeping	92% of students correctly demonstrated manual bookkeeping on a sample peg board system.	Faculty agreed to improve this learning outcome by incorporating computerized ledger exercises. Students will be able to demonstrate manual and computerized bookkeeping procedures.
3 Identify HIPAA requirements for a dental practice	90% of students will identify 3 areas of privacy requirements on HIPAA forms	100% of students identified 3 areas of privacy requirements on HIPAA forms.	Faculty agreed to improve this learning outcome by discussing email and text messaging and the HIPAA regulations.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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	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 assisted a dentist during a procedure.	Faculty agreed to change this objective. Students will be able to assist a dentist during a procedure at each dental specialty practice.
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.	98% of students demonstrated a professional appearance and manner by scoring "80" or higher on evaluations performed by office personnel.	Faculty agreed to allow students to select one scrub color choice. This will give some allowance for individuality.
3	Differentiate between various dental products used in offices.	100% of students will complete journal pages indicating various office products, components, and brand names.	98% of students completed their journal pages indicating various office products, components and brand names.	Faculty agreed to improve this learning objective by having students do a case study at each specialty practice, following HIPAA (Health Insurance Portability and Accountability Act) regulations.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	90% of students were able to correctly explain the functions of the 4 tissues of the periodontium on a written exam.	Instructors decided to have the students study diagrams to help them learn the functions of the gingiva.
2	Describe the clinical signs of gingival inflammation.	80% will be able to describe the clinical signs of gingival inflammation on a written exam.	90% of students were able to describe the clinical signs of gingival inflammation on a written exam.	Instructors decided to have the students look at photographs of patients with gingival inflammation.
3	Be able to calculate the width of attached gingiva.	80% will able to calculate the width of attached gingiva on a written exam.	90% of students were able to calculate the width of attached gingiva on a written exam.	Instructors decided to have students calculate the width of attached gingiva on a patient.

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 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.

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	Explain the purpose of Periodontal Screening and Recording (PSR).	80% will correctly explain on a written examination the purpose of PSR.	100% of students correctly explained the purpose of PSR on the Final Examination and on a Clinical Competency with a score of 80 or above	Faculty agreed to include computerized periodontal charting in the instruction methods of PSR.
2	Name the 5 codes/categories of PSR.	80% will correctly name on a written examination the 5 codes/categories of PSR.	100% of students correctly named all 5 codes of the PSR on a written exam.	Faculty agreed to utilize visual aids to emphasize the importance of seeing the marking correctly, using the color coded specialty PSR probe.
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.	100% of students used the intraoral camera correctly during a clinical intra oral exam competency.	Faculty agreed to use the intra oral camera for oral hygiene instructions and patient education and validation. Before and After pictures of procedures when done.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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..

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?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a **CHANGE** or **IMPROVE.**
1	Be able to identify the difference between aqueous and non-aqueous impression materials.	80% will be able to correctly identify the difference between aqueous and non-aqueous impression materials.	90% of students were able to correctly identify the difference between aqueous and non-aqueous impression materials.	Instructors decided to have different types of impression materials in the lab for students to experiment with.
2	Be able to trim adequate study models from a gypsum material.	80% of students will be able to adequately trim a study model from a gypsum material.	90% of students were able to trim an adequate study model from a gypsum material.	Instructors decided to have the students trim a study model from a typodont impression before having students trim a study model from a patient impression.
3	Be able to list the steps in proper order for dental sealant placement.	80% will be able to list the steps in proper dental sealant placement.	90% of students were able to list in proper order the steps of dental sealant placement.	Instructors decided to have students practice sealant placement on a typodont.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Family and Consumer Science Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

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 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.

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.

	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 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.		
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.		

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 students demonstrated barbering skills in the use of clipper tools, cutting, styling and sanitation as measured through instructor evaluation.	Instructor decided to provide students with evaluation, update lecture and hands-on instruction regarding sanitation procedures to prepare students in the field of barbering.
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.	95% of the students demonstrated the safe use of equipment and various accessories according to state board, instructor evaluations, and hands-on in lab setting.	Instructor decided to enhance lab floor exercises and improve instructor evaluations.
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.	Instructor decided to continue reviewing and revising instruction to prepare students for passing the state board exam.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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.

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

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 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.	95% of the students completed this course will analyze client's hair according to state board regulations.	Instructor decided to provide students with evaluation, provide lecture and hands-on instruction to prepare students in the field of barbering.
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.	95% of the students identified appropriate products to be used in accordance to state to board's regulations, through hands-on lab setting and instructor evaluation.	Instructor decided to provide more hands-on training experience in lab setting.
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.	95% of the students displayed knowledge of different hair textures and the chemical changes that occurs in the hair shaft.	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.

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 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.

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.	95% of the students explained and styled chemically processed hair as required by state board on 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.	95% of the students demonstrated wet and dry sanitizing procedures as required by the state board on practical tests.	Instructor decided 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.	95% of the students identified the chemical actions of hair coloring and lightening procedures as required by state board on practical tests.	Instructor decided to enhance the oral discussions and practical demonstration about chemically processed hair.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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..

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 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.	95% of the students who completed this class defined the laws of color which serve as guidelines for color mixing as required by state board on practical tests	Instructor decided to provide students with evaluation provide lecture and hands-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.	95% of the students who completed this class performed hair analysis as required by state board on practical tests	Instructor decided 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	95% of the students who completed the class demonstrated tinting of hair as required by state board on practical tests	Instructor decided to provide students with evaluation, provided lecture and hands-on instruction to better prepare students.

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 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.

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.

	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	70% of students will demonstrate the cosmetology skills in the areas of hair, nails, and skin	95% successfully demonstrated the Cosmetology skills in the areas of hair, nails, and skin.	Instructor decided to enhance the oral discussions and practical skills by industry visits and professional technician's demonstrations at visits and in the classroom.
2	Students will pass the State Board Exam.	70% of students will receive a Certificate of Registration to practice cosmetology.	65% received a Certificate of Registration to practice cosmetology. 14% has not completed both parts of exam and 21% has not attempted the exam.	Instructor decided to continue to work with students, try innovative teaching methods and revise instruction to improve testing results.
3	To train students to be successful in the cosmetology field.	70% of students enrolled will successfully complete student learning outcomes. Student will develop and demonstrate a color service in accordance with a client's needs or expectation.	84% of the students completed the student learning outcomes.	Instructor decided to continue to work with students and use a variety of teaching methods that engages all students.

		The student will demonstrate the ability to change the hair structure using chemical hair texturizers.		

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 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 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.

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 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.	95% of students will be able to map out time line the origin and/or history of cosmetology.	Further study of the history of cosmetology will continue via lecture and student projects and online research.
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.	100% of the students attended a color service-related field trip sponsored by a nationally recognized company, Paul Mitchell.	Students are able to choose from a variety of color services and make knowledgeable decisions involving color formulations.
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.	Salon patrons are returning customers continues to rise. New customers are being referred. Students express a positive and productive salon environment.	Students determine the value of their professional characteristics and positive attitude.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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 and dual enrollment/credit courses.
4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development and dual enrollment/credit courses.
5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.
6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.
7. To recruit and retain students from a diverse population.
8. To provide workforce training programs that meet 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.	95% of students were able to describe and define three different types of hepatitis, and AIDS on written tests.	Instructors decided to continue the use of open discussion and to review the different types of hepatitis, HIV and AIDS and have a 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.	95% of students were able to recognize and define various types and classifications of bacteria on a written test.	Instructors decided to continue the use of open discussion, and use of text books and written tests.
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.	95% of students practiced performing safety laws, sanitation and disinfection on the clinic floor and on practical and written test.	Instructors decided to continue the study of sanitizing and disinfection thru the understanding of the rules and regulations set by the board of cosmetology and written test demonstration on clinic floor.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	75% of students were able to identify various cell structure and how they reproduce through written exam and classroom discussion	Instructor decided to continue to implement more discussion of the cell structure and how they reproduce through review, student sketching, and written examinations.
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.	75% of students were able to name and locate the types of tissues found in the body by written exam and group participation.	Instructor decided to continue using visual aid presentations and written exams.
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.	75% of students demonstrated the knowledge of the 10 main body systems and their function written exam and diagrams.	Instructor decided to continue the use of audio visual learning tools, as well as lectures and written exams.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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**.
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.	92% of students were able to describe the structures of the hair and root on written test.	Instructor decided that students will continue to identify thru visual aid, open discussion and written exam.
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.	92% of students were able to perform enhancement technique for varies facial shapes and explain five principles of hair design on an assessment exam.	Instructor decided to continue the study and practice of the five elements and principles of hair design technique thru text books and written exam.
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.	92% of students recognized the benefits of using various types of shampoos and conditioners.	Instructor decided to continue the oral discussions and practical demonstration on the various types of shampoo and conditioners for various types of hair.
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.	92% of students demonstrated the ability to perform the four basic cuts on the clinic floor and on practical and written exam.	Instructor decided to continue the study of hair design through practice of demonstration on mannequins and general public and written exam.

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 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 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.

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.	88% Students were able to sketch a diagram illustrating structure and composition of the nails.	Instructor decided to add more hands-on training and practice work.
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.	88% Students demonstrated the opportunities to use techniques and skill on general public and mannequin.	Instructor decided to have in-depth oral discussions of practical skills by industry visits and professional technician's demonstrations.
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.	88% Students performed their knowledge of the safety precautions of nail enhancement applications through instructor observation and practical application.	Instructor decided to have group discussions of the state board law and include additional practical demonstration props.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Family and Consumer Science Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Early Childhood Education 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 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.

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.

	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 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.	77% of the students identified occupational changes in Early Childhood Technology based upon the Mississippi Career Planning and Assessment System (MS-CPAS) instrument.	Instructors decided to integrate different types of assignments, class projects and interaction with professionals 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.	80% 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.	Instructors decided to plan 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.	95% of the students explained the different areas of development of children according to the MS-CPAS assessments.	Instructors decided to incorporate 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	Upon completion of this course (or program), 90% of students will demonstrate the ability to discuss factors contributing to	94% of the students demonstrated the ability to discuss factors contributing to children's physical and emotional health	Instructors decided to assign each student a power point to present to the class and to allow discussion among class for a better

	emotional health.	children's physical and emotional health based upon MS-CPAS assessment scores.	based upon MS-CPAS assessment scores.	understanding of children's physical and emotional health.
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.	70% of the students demonstrated the ability to plan and implement child care curriculum based upon MS-CPAS assessment scores.	Instructors determined a need 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.	85% 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
2014-2015

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 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.

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 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.	85% of the students explained program philosophy and policies as evidenced by chapter testing and final exam.	Instructors decided to provide more classroom instruction pertaining to philosophies and policies and evaluate students 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.	90% of the students identified philosophers, theories and practices evidenced by chapter testing and from final exam.	Instructors decided to evaluate 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 testing and from the final exam.	90% of the students identified various types of child care programs and described employment opportunities as evidenced by chapter testing and final exam.	Instructors decided to plan more employment research and contact more child care programs for classroom visits.

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 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.

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 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.	Instructors decided 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.	90% of the students accurately related the responsibilities and role of the teacher as evidenced by chapter testing and final exam.	Instructors decided 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.	80% of the students recognized developmental norms as they relate to infants as evidenced by chapter testing and final exam.	Instructors decided to implement more specific lab observation assignments in age appropriate classroom.(Two year old class)

PROGRAM OF STUDY: Family and Consumer Science	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Early Childhood Education Technology

COURSE LEVEL: CDT 1223 Child Development 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 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.

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 and recognize the four major areas of development in preschool children.	85% of students will correctly identify and correlate the major areas of development as evidenced by chapter testing and test results from the final exam	95% of the students correctly identified and correlated the major areas of development as evidenced by chapter testing and final exam.	Instructors decided 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 accumulative lab hours.	90% of the students accurately related the responsibilities and role of the teacher as evidenced by chapter testing and final exam.	Instructors decided to engage students in more age appropriate lab experience through the use of the new two year old classroom in lab.
3	Explain developmental norms as they relate to caring for preschoolers.	70% of the students will explain developmental norms as they relate to caring for preschoolers by way of chapter testing.	85% of the students recognized developmental norms as they relate to infants as evidenced by chapter testing and final exam.	Instructors decided to implement more specific lab observation assignments in age appropriate classroom.(Two year old class)

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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

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 compiled a working portfolio of developmentally appropriate art activities as reflected in portfolio format.	Instructors decided to add the use of multimedia to find developmentally appropriate art activities and to evaluate art activities submitted by students.
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.	90% of the students compiled a working portfolio of developmentally appropriate music activities as reflected in portfolio format.	Instructors decided to add the use of multimedia to find developmentally appropriate music activities and have students submit an online portfolio to be evaluated by the instructor.

| 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. | 83% of the students identified the characteristics of the stages of art and music as evidenced by activities and rubric. | Instructor decided to add multimedia to review examples of stages of art and music and have students examine children's work in lab. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	80% of the students correctly explained Universal Precautions as evidenced by chapter testing and testing and final exam.	Instructors 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.	80% of the students correctly identified diseases as evidenced by the chapter testing and final exam.	Instructor decided 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.	70% of all students correctly identified 4 types of abuse and explained caregiver responsibility as evidenced by chapter testing and final exam.	Instructors decided to require research from professional journals activity.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	85% of the students identified nutritional needs of young children as evidenced by chapter testing and from the final exam.	Instructors decided to plan 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.	90% 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	80% of the students identified nutritional needs of young children as evidenced by chapter testing and final exam.	Instructors decided to delegate specific lab hour requirement as it relates to the responsibilities of the preschool educator.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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

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 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.	75% of the students correctly explained how language is acquired as evidenced by chapter testing and test results from the final exam.	Instructors decided to implement more video research through use of multi-media presentations.
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.	85% 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.	Instructors decided to assign lab time to observe how the four areas of language art is being implemented in the lab.

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.	90% 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
2014-2015

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 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.

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.	94% of the students identified the typical ages/stages of children's behavior as evidenced by chapter testing and final exam.	Instructors decided 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.	90% of the students explained the theories of social/emotional development as evidenced by chapter testing, research paper, and final exam.	Instructors 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.	Instructors decided to implement more video research through use of multi-media case studies.

PROGRAM OF STUDY: Family and Consumer Science			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Early Childhood Education Technology			
COURSE LEVEL: CDT 2413 Atypical Child 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 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.

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	Research available interdisciplinary community resources and professional services.	80% of the students will research available interdisciplinary community resources and professional services by way of resource file.	80% of students identified the four major areas of development in children	Instructors decided to implement more video research through use of multi-media presentations and to require more reading of professional journals.
2	Explore the current research pertaining to the causes and classifications of disabilities and diseases in children.	75% of the students will explore the current research pertaining to the causes and classifications of disabilities and diseases in children by way power point presentation.	70% of students demonstrated the responsibilities of the teacher.	Instructors decided to delegate specific lab hour requirements as it relates to the responsibilities of the preschool educator.
3	Development an appropriate instructional activity to meet the needs of atypically developing children.	85% of the students will develop an appropriate instructional activity to meet the needs of atypically developing children by way of practical experience.	60% of the students identified developmental norms as they relate to infants.	Instructors decided to implement more video research through use of multi-media presentations and hands-on experiences.

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 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.

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 implemented Developmentally Appropriate Practices	Instructors decided to implement more video research activities through use of multimedia 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.	77% of the students demonstrated knowledge of skills necessary for management of early childhood education programs.	Instructor decided to require more instructional lab hours with a variety of age groups that the students were responsible for.
3	Students will successfully create a bulletin board.	80% of students will successfully create a bulletin board as evidenced by a rubric	97% of the students created a bulletin board.	Instructor decided to include multimedia for reviewing examples

		checklist.		of bulletin boards and to openly critique the bulletin boards in classroom setting.

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 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.

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.	97% of the students implemented Developmentally Appropriate Practices.	Instructors decided to implement more multi-media examples and more instructional planned activities for students in the lab.
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.	90% of the students demonstrated knowledge of skills necessary for management of early childhood programs as evidenced by CPAS scores.	Instructors decided to require more instructional lab hours with a variety of age groups that the students were responsible for managing.
3	Students will create a developmentally appropriate lesson plan to be implemented with young children.	80% of the students will successfully create a developmentally appropriate lesson plan as evidenced by instructor rubric.	89% of the students created a developmentally appropriate lesson plan as evidenced by the instructor rubric.	Instructor decided to add additional planning time and more lesson planning assignments for students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	MUS 1213, MUS 1211 assessments were added.	ART 1313, MUS 1223, MUS 1221 will be added in 2015-16.
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 60% MUS 1113 71% SPT 2233 76% ART 1113 71%	SLO completion rates declined due to changes in criteria assessed. SPT 1113 rates are low due to a larger percentage of student withdrawals. Instructors have decided to revise the assessment criteria to reflect the SLO success rate of students who complete the course**.**
3	To provide quality instruction in courses which parallel the first two years of a Bachelor's 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 60% MUS 2211 72% MUS 1213 79%	Success rate for MUS 2223 rose to meet the 60% requirement. All PRCC music theory students transferring to 4 year IHL passed the music theory placement examination. ART courses for FA&C majors will be included this assessment in 2015-16.
4	To provide a variety of cultural activities in the arts for PRCC students and the community through performances by student ensembles, guest	A minimum of six fine arts events (art, music, dance, drama) will be presented each year. Attendance figures for all Fine	42 total events for 2013-14 included: 3 Art exhibits (1 student, 1 guest, 1 district) 6 Instrumental ensemble performances 1 Guest Symphony Orchestra Concert	The Brownstone Center for the Arts has provided many additional cultural opportunities for our students and community in 2014-15 and is helping

	recitals/concerts, student art exhibits, and drama productions.	Arts activities and events will be evaluated annually.	1 Guest Community Band Concert 5 guest recitals 12 Choral performances 9 Student Recitals 2 Theatre productions 1 Guest Ballet "The Nutcracker"		PRCC become the cultural hub for our region.
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: 5 Area parades by marching band 1 State competition by dance team 1 National comp. by dance team 1 State festival by choir 2 Collaborative concert by choir 8 Local/regional performances by Voices 2 Regional festival by show choir 4 local performances by jazz band 1 state festival performance by jazz band 10+ performances by faculty 1 Show choir performance at Walt Disney World Band and Choral programs again posted record enrollments.		Choir has applied for state and regional ACDA performances for 2015-16. Band and choir are exploring national and European travel/performance opportunities.
6	To retain students through completion of the course.	At least 70% of students enrolled at date of reconciliation will complete the course.	See table below		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 2014	Spring 2015
ART 1113	76.0%	81.6%
MUS 1113	85.7%	81.2%
MUS 1213	94.4%	
MUS 2211	100%	
MUS 2213	100%	
SPT 1113	80.7%	76.1%
SPT 2233	94.1%	95.6%

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 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.	79% were successful in completing this outcome. 98% online	Instructors have decided to increase the criteria from 70% to 75% and will continue to stress the importance of attending an art venue as well as providing 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% success rate, traditional 81% online rate	Instructors have decided to increase the opportunities for students to analyze artwork in terms of elements and 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.	87% successful completion-traditional 90% online success rate	Instructors have decided to incorporate additional examples of the integration of artists in society and history, and add more examination questions that target this concept.

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 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.

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.	85% successfully completed this outcome. 69% online success rate	Instructors decided to use instructional activities designed to help students learn to write more effectively about music in their critiques and will devise and implement a rubric to provide a better understanding of the assignment.
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% success rate, traditional classes 68% online	Instructors decided to provide instructional materials such as listening charts of key style characteristics to assist the students in identifying musical styles when doing practice listening.
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.	93% success rate in traditional classes 100% rate online	Instructors decided to use YouTube videos or other instructional websites that present the instruments and their sounds to help the students learn to identify the instruments.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Fine Arts and Communication	Supports PRCC Strategic Goal(s):1,2,3,5

INSTRUCTIONAL AREA: MUS 1213 Music Theory I

COURSE LEVEL: MUS 1213 Music Theory 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 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.

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 identify and write all major and minor key signatures.	70% of students will accurately identify and write all major and minor key signatures.	77% (14 of 18) of students accurately identified and wrote all major and minor key signatures.	Instructor decided to devote more in-class lecture time to this material and offer external supplemental online material to aid in student learning. In addition, the instructor decided that each student will be required to perform oral recitation of the key signatures in class, along with the added requirement of creating flash cards of all key signatures.
2	Students will correctly identify and write all major and minor scales.	70% of students will accurately identify and write all major and minor scales.	80% (12 of 15) of students accurately identified and wrote all major and minor scales.	Instructor decided to utilize pop-quizzes to evaluate student learning on an ongoing basis, and will segment this topic into smaller, shorter, sections of lecture time followed by drills to reinforce the material learned.
3	Students will correctly identify and write all triads and seventh chords in root position and inversion.	70% of students will accurately identify and write all triads and seventh chords in root position and inversion.	80% (12 of 15) of students accurately identified and wrote all triads and seventh chords in root position and inversion.	Instructor decided to aid student learning by offering online supplements for students and decided to gage student learning using pop-quizzes to assess student competencies.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	66% (6 of 9) of students successfully passed an aurally administered examination including all melodic intervals.	Instructor decided to devote more in-class lecture time to this topic. In addition, an element of singing and piano skills will be added to aid in student skill improvement.
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.	77% (7 of 9) of students successfully passed an aurally administered examination including all harmonic chord qualities.	In order to improve the results of this performance, the instructor decided to devote more in-class lecture time to this topic and require students to perform each of the chord qualities with various roots.
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.	77% (7 of 9) of students successfully passed aurally administered examination including harmonic progressions with the use of the harmonies specified in the SLO.	To improve upon the results measured he instructor decided to offer online supplemental materials that will aid students in improving their skills in identifying major and minor tonic, major and minor sub-dominant, and dominant chords in harmonic progression.
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	66% (6 of 9) of students successfully passed an aurally administered examination during which each student	To improve students' skills in sight singing the instructor decided to review more examples and allow students more

		chosen by the instructor that includes multiple leaps.	must successfully sing at sight a melody chosen by the instructor that includes multiple leaps.	opportunities to sight sing under pressure. In addition, the instructor decided to develop a "pre-reading" checklist to aid students in improving their approach to sight singing.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	100% of the students achieved the roman numeral analysis at 70% or greater accuracy. 57% of the students achieved the lead sheet symbol analysis criteria.	The instructor decided to incorporate lead sheet analysis along with roman numeral analysis throughout the Music Theory I-IV course sequence.
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.	100% of students successfully completed this outcome.	The instructor decided to continue to emphasize this important skill and has decided to incorporate additional graded part-writing opportunities.
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.	86% of students successfully completed the roman numeral portion of this outcome. Lead sheet analysis of secondary function chords was not assessed this term.	The instructors have decided to further incorporate lead sheet symbol analysis throughout the Music Theory I-IV course sequence.
4	Students will provide accurate roman numeral analysis of diatonic common chord modulation.	Students will provide the correct roman numeral analysis of diatonic common	64% of the students successfully completed this outcome.	The instructor has decided to utilize additional examples of both analysis and notation of diatonic common chord

		chord modulations with 70% or greater accuracy on an examination.		modulation.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

PROGRAM OF STUDY: Fine Arts and Communication		Supports PRCC Strategic Goal(s): 1, 2, 3, 5
INSTRUCTIONAL AREA: Music		
COURSE LEVEL: MUS 2223 Music Theory 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 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.

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	Analyze and realize harmonic progressions containing enharmonically reinterpreted chords.	Students will correctly analyze and notate musical examples containing enharmonically reinterpreted chords on an examination with 70% or greater accuracy.	70% success rate on this outcome	Completion rate saw significant improvement over last year. Instructor planned to continue emphasis on harmonic progressions.
2	Written communication of understanding of common modulation techniques.	Students will list and describe the six most common modulatory techniques that are covered in class with 70% or greater accuracy.	100% success rate on this outcome	The instructor has decided to place additional emphasis on the writing element of this outcome and to increase the success percentage from 70 to 75%.
3	Analyze and realize harmonic progressions containing a variety of chromatically altered chords expressed by Roman numerals, figured basses, and lead-sheet symbols.	Students will correctly notate and analyze each of the following chromatically altered chords: Neapolitan 6th, Augmented 6th, mode mixture, secondary functions, and altered dominant chords, and extended	50% of students successfully completed this outcome.	Instructor has decided to incorporate peer tutoring during class to help students improve their individual analytical skills.

		chords on an examination with 70% or greater accuracy.		

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	80% of students will effectively deliver the Commemorative Speech.	88% successfully completed this outcome in traditional classes. 83% - online success rate	Due to consistently high assessment results, instructors have decided to revise the first 2015-2016 slo to read "Students will develop an effective extemporaneous delivery style".
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.	82% - success rate, traditional classes 84% - success rate, online classes	Instructors decided to have additional in-class work days. Students will have the opportunity to work progressively on specific components of speech outlines and receive instructor feedback. The final outline will be checked comprehensively before submitted for a grade on the Informative speech.
3	Students will write coherent Persuasive speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose and central	70% of students will accurately develop and deliver one of the three types of Persuasive Speeches.	82% - success rate, traditional 82% - success rate, online	Instructors decided to post course notes on Canvas to address of variety of learning styles and student time management issues. Students with note-taking disabilities can utilize this method for supplemental notes on

idea.			text information. This also serves as a method of information repetition combined with instructor lecture and student reading of text.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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 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.

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	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.	73% of students successfully completed this outcome.	Instructors decided to add class time for individual assistance as well as increased office time.
2	Identify the key components and personnel of a theatrical production	70% will successfully identify theatrical components and personnel on an examination.	86% of students successfully completed this outcome.	Instructors decided to utilize theatre space to provide hands-on experience to enhance understanding.
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.	81% of students successfully completed this outcome.	Instructors decided to increase use of 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.	78% of students successfully completed this outcome.	Instructors decided to incorporate theatre games roll-playing and in-class readings to further enhance students' understanding.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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
9.   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 **CHANGE** or **IMPROVE.**
1	**Oral Communication** Students will write coherent Commemorative speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose and central idea.	80% of students will effectively deliver the Commemorative Speech.	88% successfully completed this outcome in traditional classes. 83% - online success rate	Instructors decided to incorporate a well-organized text. This will allow students to choose an eBook or print version. There are significant supplementary materials that accompany this text allowing for practice and application of public speaking skills.
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.	78% of all students answered these questions correctly with 77% of the students on campus and 79% of the students online.	Instructors planned to continue to review and assess questions for one more year, prior to changing software. Also, adjust the Assessment Criteria to read "70% of students who complete this course will identify at least 3 terms associated with hardware on the final exam."
3	**Mathematics** The student will solve quadratic equations.	70% of students who complete this course will correctly solve a quadratic equation on the final exam.	Fall 2014: 76.82% Fall 2014 Online: 64.84% Spring 2015: 73.90% Spring 2015 Online: 67.67%	Instructors planned to incorporate the study plan in MyMathLab to address this area.
4	**Natural Sciences** Describe the fundamental principles of cell biology	At the end of the lecture course, 70% of the students will identify the	Total-83.64% f2f- 72.73% online- 94.54%	Instructors decided to take out Supplemental Instruction (SI) and reinforce topics in the classroom by playing "Cell

		importance of cell organelles and their functions. This item will be assessed on a common instrument prior to final exams.		Jeopardy" with students.
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.	80% of 694 students correctly distinguished the common features of the three major psychological theories.	Instructors decided to add further classroom group activities beyond compare/contrast of 3 major theories and to switch text to eBook.
6	**Written Communication** To use the recursive writing process to develop a Modern Language Association (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.	82% for all students 81% for face-to-face students 89% for online students	Instructors decided to increase the number of sections using departmental wide scoring rubric to diminish subjectivity bias.
7	**Wellness** Identify the dimensions of health and wellness.	70% of students who complete this course will identify the dimensions of health and wellness.	**Online:** Fall 2014 89% Spring 2015 95% **Face-to-Face/Hybrid:** Fall 2014 82% Spring 2015 77%	Instructors decided to implement more lectures and group discussions to make clear the differences between the dimensions of wellness and how each dimension is applied to one's health.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	96% of students indicated an average and above score on the quality of instructors in the HPR Department.	The department chair met with and commended all HPR instructors for continuing to provide quality instruction in the classroom. The department chair met with all HPR instructors and emphasized the importance of continued participation in professional development workshops and webinars.
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.	96% of students indicated an average and above score on the quality of activity classes. 96% of students indicated an average and above score on the quality of health information. 96% of students indicated an average and above score on the quality of exercise equipment.	It was decided that the department will continue offering high quality and challenging activity classes. It was decided that a grant should be submitted that will allow the department to offer additional healthy information and healthy nutrition demonstrations. It was decided that a grant should be submitted to add outdoor exercise equipment and bicycles on campus.
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	95% of students indicated an average and above score on up-to-date technology in classrooms.	It was decided that another grant should be submitted to add additional technology to the exercise spin room.

				It was decided that new computers were needed in the HPR classrooms for all HPR instructors. A request for new computers was submitted on the annual needs assessment report.
		in classrooms and lab on the Campus Climate Survey.		
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.	96% of students indicated an average and above score on providing a safe and healthy environment.	It was decided that additional security cameras were need to increase safety in the Wellness Center A request for additional security cameras was submitted on the annual needs assessment report.
5	To assess student learning outcomes in all Health, Physical Education, and Recreation courses.	100% of HPR courses offered will assess student learning outcomes beginning Fall 2013.	100% of HPR courses are assessing student learning outcomes.	It was decided that all HPR classes will continue to be assessed during the fall and spring semesters.
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% of HPR courses offered are on the approved articulation agreement.	It was decided that the HPR Department will continue to offer classes that are approved 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.	(see table below)	It was decided that GradesFirst will continue to be utilized as an effective tool to help retain students.

Course	Fall 2014	Spring 2015
HPR 1111	75.3%	80.9%
HPR 1121	76.9%	85.7%
HPR 1213	80.6%	85.6%
HPR 1551	88.9%	
HPR 1613	100%	80.0%
HPR 1751	92.0%	92.0%
HPR 1761	90.0%	87.5%
HPR 2213	90.9%	95.3%
HPR 2323	100%	87.5%
HPR 2423	100%	
HPR 2433	100%	
HPR 2453	100%	87.5%

		HPR 2723	95.3%	86.3%	
		HPR 2733	100%	95.8%	

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 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.

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	Complete 900 minutes of physical activity.	70% of students who enroll in this course will complete at least 900 minutes of physical activity.	**Fall 2014:** 90% of students that completed the class completed at least 900 minutes of physical activity. **Spring 2015:** 100% of students that completed the class completed at least 900 minutes of physical activity.	Instructors met and decided to continue offering fun filled activity events and classes that will encourage and motivate students to exercise and stay healthy.
2	Implement an exercise program designed to improve individual health-related physical fitness components.	70% of students who complete this course will implement an individual exercise program designed to improve fitness levels.	**Fall 2014:** 90% of students implemented an exercise program designed to improve their fitness levels. **Spring 2015:** 100% of students implemented an exercise program designed to improve their fitness levels.	Instructors met and decided to continue having students implement an exercise program designed to improve fitness levels.

3	Measure and record individual blood pressure.	70% of students who complete this course will measure and record their blood pressure.	**Fall 2014:** 70% of students recorded their blood pressure. **Spring 2015:** 85% of students recorded their blood pressure.	Instructors met and decided to continue to have students measure their blood pressure at least once during the semester. Instructors will work together to get additional students next year.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 dimensions of health and wellness.	70% of students who complete this course will identify the dimensions of health and wellness.	**Online:** Fall 2014 89% Spring 2015 95% **Face-to-Face/Hybrid:** Fall 2014 82% Spring 2015 77%	Instructors decided to implement more lectures and group discussions to make clear the differences between the dimensions of wellness and how each dimension is applied to one's health.
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 lifestyle factors related to the prevention of diseases.	**Online:** Fall 2014 95% Spring 2015 100% **Face-to-Face/Hybrid:** Fall 2014 75% Spring 2015 73%	Instructors decided to spend more time educating students on factors that prevent major diseases through classroom/online activities, lectures, and discussions.
3	Identify essential nutrients; sources and functions.	70% of students who complete this course will be able to identify essential nutrients; sources and functions.	**Online:** Fall 2014 76% Spring 2015 79% **Face-to-Face/Hybrid:** Fall 2014 74% Spring 2015 67%	Instructors decided to implement classroom assignments that will further enhance a student's ability to identify the essential nutrients and their sources and functions.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Health, Physical Education, and Recreation	Supports PRCC Strategic Goal(s): 1, 2, 3

INSTRUCTIONAL AREA: Physical Education

COURSE LEVEL: HPR 1313 Introduction to Health, Physical Education, and Recreation

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

STRATEGIC GOALS:

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

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 sub-disciplines of physical education, exercise, and sport.	70% of students who complete this course will identify the sub-disciplines of physical education, exercise, and sport.	**Fall 2014 Semester:** This class was not offered **Spring 2015 Semester:** 25 out of 25 100% of students were able to identify the sub disciplines of PE, exercise and sport	Instructor decided to improve students understanding in future classes by having students complete a written report to identifying sub-disciplines.
2	Identify strategies to prepare for future careers.	70% of students who complete this course will identify strategies to prepare for future careers.	**Fall 2014 Semester:** This class was not offered **Spring 2015 Semester:** 25 out of 25 100% of students were able to identify strategies to prepare for future careers	Instructor decided to improve this understanding by having each student find and interview a professional in the career they chose.
3	Identify foundations of physical education.	70% of students who complete this course will identify the foundations of physical education.	**Fall 2014 Semester:** This class was not offered **Spring 2015 Semester:** 25 out of 25 100% of students who completed this course were able to identify the foundations of PE	Instructor decided to improve this goal by having students develop some of their own foundations before covering this information and then have them compare and contrast what is in the text book.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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..

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.	**Fall 2014 Semester:** 100% 9 out of 9 Students correctly wrote and explained a philosophy of education as pertained to PE, teaching and encouraging lifelong fitness. **Spring 2015 Semester:**	
2	Explain curriculum development, including adaptive methodologies.	70% of students who complete this course will be able to explain curriculum development, including adaptive methodologies.	**Fall 2014 Semester:** 100% 9 out of 9 students successfully wrote an adapted PE lesson plan, accommodating students with special needs. **Spring 2015 Semester:**	

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.	**Fall 2014 Semester:** 100% 9 out of 9 students came up with weekly plans to incorporate physical activity outside of school and in their community. **Spring 2015 Semester:**	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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	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.	**Fall 2014 Semester:** **100%** of students completed, recorded, and submitted their individual fitness levels. **Spring 2015 Semester:** **100%** of students completed, recorded, and submitted their individual fitness levels.	Instructor decided to have students focus on their fitness goals.
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.	**Fall 2014 Semester:** **100%** of students implemented an exercise program to improve fitness levels. **Spring 2015 Semester :** **100%** of students implemented an exercise program to improve fitness levels	Instructor decided to have students work on different fitness goals as well as improving health-related physical fitness components.

3	Analyze and explain individual health-related physical fitness components as measured by a fitness assessment.	70% of students who complete this course will be able to analyze and explain their individual health-related physical fitness components as measured by a fitness assessment.	**Fall 2014 Semester:** **100%** of students identified and measured their target heart rate. **Spring 2015 Semester :** **100%** of students identified and measured their target heart rate.	Instructor decided to change this so each student will complete an assessment at the beginning and end of each 8 weeks. This way each student will have a better understanding if their fitness levels have improved or not.
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.	**Fall 2014 Semester:** **100%** of students calculated and explained the importance of their target heart rate. **Spring 2015 Semester:** **100%** of students calculated and explained the importance of their target heart rate.	Instructor decided to have each student identify and measure their heart rate for 3 different activities throughout the day not workout related.

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 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.

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.	**Fall 2014 Online:** 70% **Hybrid/Face to Face:** 86% **Spring 2015 Online:** 70% **Hybrid/Face to Face:** 91%	**Online instructors** decided to add more videos explaining the chain of survival. **Hybrid/Face to Face instructors** decided to schedule an EMS worker to come and talk to future students.
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.	**Fall 2014 Online:** 52% **Hybrid/Face to Face:** 88% **Spring 2015 Online:** 68% **Hybrid/Face to Face:** 98%	**Online instructors** decided to add more videos explaining how and when to activate the EMS. **Hybrid/Face to Face instructors** decided to schedule an EMS worker to come and talk to future students.
3	Demonstrate methods of self-protection.	70% of students who complete this course will identify methods of self-protection.	**Fall 2014 Online:** 93% **Hybrid/Face to Face:** 90% **Spring 2015 Online:** 96% **Hybrid/Face to Face:** 95%	**Online instructors** decided to continue emphasizing the importance of self-protection to our students. **Hybrid/Face to Face instructors** decided to schedule an EMS worker to come and talk to future students.
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.	**Fall 2014 Online:** 67% **Hybrid/Face to Face:** 86% **Spring 2015 Online:** 65% **Hybrid/Face to Face:** 91%	**Online instructors** decided to add additional lifesaving and life sustaining information and videos to the class to help students learn and understand. **Hybrid/Face to Face instructors** decided

			to schedule an EMS worker to come and talk to future students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	**Fall 2014:** 17/25 {68%} of students achieved mastery of this outcome. **Spring 2015:** 4/7 {57.1%} students demonstrated mastery of this outcome.	Instructor decided to add more hands-on and real life experiences to the course and to implement field trip(s) and participation in recreational locations.
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.	**Fall 2014:** 16/25 {64%} of students achieved mastery of this outcome. **Spring 2015:** 5/7 {71.4%} students demonstrated mastery of this outcome.	Instructor decided to spend more class time in this area with actual budget formation and to incorporate accounting presentations.
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.	**Fall 2014:** 21/25 {84%} of students achieved mastery of this outcome. **Spring 2015:** 5/7 {71.4%}	Instructor decided to add more hands-on experience through projects.

		students demonstrated mastery of this outcome.	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	**Fall 2014** 5/7 {71.4%} who completed the course demonstrated mastery of this outcome. **Spring 2015:** Class did not make	Instructor decided to use more videos and active hands-on coaching.
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.	**Fall 2014:** 6/7 {85.7%} who completed the course demonstrated mastery of this outcome. **Spring 2015:** Class did not make	Instructor decided to require more sample programs plus internet research of different schools of thought.
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.	**Fall 2014:** 6/7 {85.7%} who completed the course demonstrated mastery of this outcome.	Instructor decided to find more videos as well as old playbooks to give a wider variety of football schemes.

		Spring 2015: Class did not make	

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 complete a degree or certificate program and to be successful in careers for which they have 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.

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.	**Fall 2014:** 100 % 9 out of 9 **Spring 2015:** Was not on the schedule	The instructor decided to continue to make sure that students can explain these important aspects of the sport.
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.	**Fall 2014:** 100 % 9 out of 9 **Spring 2015:** Was not on the schedule	The instructor decided to continue to have each student evaluate and design a sports specific strength and conditioning program.
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.	**Fall 2014:** 100 % 9 out of 9 **Spring 2015:** Was not on the schedule	The instructor decided to continue to stress the methods related to basketball and have each student identify important methods.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	**Fall 2014:** 100% = 31 of 31 **Spring 2015:** 100% = 7 of 7	Instructor decided to implement a project where students job shadow a baseball coach to get a better understanding of rules and fundamentals through observation.
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.	**Fall 2014:** 100% = 31 of 31 **Spring 2015:** 100% = 7 of 7	Instructor decided to implement a project where students job shadow a baseball coach who is conducting strength and conditioning session to get a better understanding through observation.
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.	**Fall 2014:** 100% = 31 of 31 **Spring 2015:** 100% = 7 of 7	Instructor decided to implement a project where students job shadow a baseball coach to get a better understanding of the methods in baseball through observation.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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..

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.	**Fall 2014:** 88% = 15 out of 17 students were able to perform this task **Spring 2015**: 86% **=** 19 out of 22 students were able to perform this task	Instructor decided to incorporate additional exercise that will involve responding and caring for 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.	**Fall 2014:** 94% = 16 out of 17 students were able to perform this task **Spring 2015:** 91% **=** 20 out of 22 students were able to complete this task	Instructor decided to discuss in 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.	**Fall 2014:** 82% = 14 out of 17 students were able to perform this task **Spring 2015:** 82% = 18 out of 22 students were able to complete	Instructor decided to spend more time on musculoskeletal conditions in future classes.

		this task	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	**Fall 2014**: 94% **=** 15 out of 16 students were able to complete this task **Spring 2015:** 92% **=** 22 out of 24 students were able to complete this task	Instructor decided to spend more time explaining 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.	**Fall 2014:** 100% = All 16 students completed this task in a timely manner **Spring 2015:** 100% **=** All 24 students completed this task in a timely manner	Instructor decided to continue to require students to complete their 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	**Fall 2014:** 94% **=** 15 out of 16 students were able to complete this task **Spring 2015**: 96% **=** 23 out of 24 students were able to complete	Instructor decided to explain in more detail the colleges emergency action plans so that the students better understand it.

		Exam.	this task	
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.	**Fall 2014:** 100% = All 16 students were able to complete this task **Spring 2015:** 100% = All 24 students were able to complete this task	Instructor decided to continue to cover the different career plans for athletic trainers.

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 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.			
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	Assessment of student learning outcomes for courses taught in Humanities and Social Sciences will begin.	In the Humanities and Social Sciences Department, two additional courses will evaluate student learning outcomes in Spring 2015.	ENG 0125 and CRJ 1313 were added to the assessment cycle in spring 2015	Faculty decided to assess two additional courses in Spring 2016.
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.	85% of the outcomes on individual assessment charts within the department were achieved. Student learning outcomes from 2013-2014 were assessed as well as two new courses, ENG 0125 and CRJ 1313. Changes in articulation agreements were monitored, and it was determined the courses we currently offer meet upper level requirements for degrees and careers	Faculty decided that individual instructors for each course will continue to meet and discuss ways to help more students meet outcomes for the course. Outcomes will be modified as deemed necessary. Student learning outcomes will continue to be assessed each semester and additional courses will be assessed. Faculty decided to continue to monitor upper level requirements for changes and modify course offerings if needed to match those requirements.
3	To maintain technology and supplies as needed by the instructors.	100% of needed supplies and technology	100% of needed supplies and technology were provided for the department.	Faculty decided to develop new ways to use technology within their classes. New computers have been purchased for the

		will be provided for the department.		classrooms for Fall 2015.
4	To provide quality students 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 decided to attend Banner training to become more efficient in advising students and to attend Roar training and help with advisement during the summer session.
5	To retain students through completion of the course.	At least 70% of students enrolled at date of reconciliation will complete the course.		Faculty decided to increase retention rate even more by directing students to additional services offered by the Student Success Center and the CEC. Online instructors are not monitoring at risk students using Drop Out Detective

Course	Fall 2014	Spring 2015
CRJ 1313	88.9%	71.4%
ENG 1113	75.8%	75.3%
ENG 1123	80.1%	82.3%
ENG 0125	84.3%	81.7%
ENG 2423	88.9%	88.3%
EPY 2513	80.3%	78.1%
HIS 1163	81.9%	79.6%
HIS 1173	76.1%	81.2%
MFL 1213	84.9%	88.8%
MFL 1223	88.1%	100%
PSY 1513	81.6%	77.3%
SOC 2113	90.0%	90.7%

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Humanities and Social Sciences	Supports PRCC Strategic Goal(s):

INSTRUCTIONAL AREA: Criminal Justice

COURSE LEVEL: CRJ 1313 Introduction to Criminal Justice

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

STRATEGIC GOALS:

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

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 be able to recognize and differentiate between formal and informal social norms.	Students will be asked a series of questions which give examples of both informal and formal social norms. **60%** of students will be able to correctly identify the correct answer on all related questions.	On a final examination, **62%** of students were able to correctly differentiate between formal and informal social norms on ALL questions relating to the learning outcome. Students were able to successfully meet this objective.	Instructors decided to use eBooks along with a course fee model. This will increase student access to the text and ensure that the student has all essential materials from the beginning of the course.
2	Students will be able to recognize and differentiate between institutional corrections and community corrections programs.	Students will be asked a series of questions which give examples of both institutional corrections programs and community corrections programs. **60%** of students will be able to correctly identify the correct answer on all related questions.	On a final examination, **69%** of students were able to correctly differentiate between institutional corrections and community corrections on ALL questions relating to the learning outcome. Students were able to successfully meet this objective.	Instructors decided to use eBooks along with a course fee model. This will increase student access to the text and ensure that the student has all essential materials from the beginning of the course.
3	Students will be able to recognize and differentiate between the various policing strategies employed by US police departments.	Students will be asked a series of questions which give examples of various strategies utilized by police in the US. **60%** of students will be able to correctly identify the correct answer on all related questions.	On a final examination, **62%** of students were able to correctly differentiate between various policing strategies employed in the US on ALL questions relating to the learning outcome. Students were able to successfully meet this objective.	Instructors decided to use eBooks along with a course fee model. This will increase student access to the text and ensure that the student has all essential materials from the beginning of the course.

PROGRAM OF STUDY: Humanities and Social Sciences			
INSTRUCTIONAL AREA: English			Supports PRCC Strategic Goal(s): 1,3
COURSE LEVEL: ENG 0125 Intermediate English and Reading			

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

STRATEGIC GOALS:

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

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	Write and participate in a peer reviewed, thesis based, five part 500-word essay adhering to the rules of Standard Written English.	60% of students will, in response to a prompt will write and participate in a peer review that produces thesis based, five part 500-word essay adhering to the rules of Standard Written English.	86.16% for all students 85.98% for face-to-face students 91.67% for online students	Instructors decided to increase the number of sections using departmental wide scoring rubric to diminish subjectivity bias.
2	Will read with a 1290 Lexile Score.	60% of students will test out at a Lexile score of 1290 in MyLabsPlus.	17.35% for all students 17.11% for face-to-face students 23.08% for online students	Instructors decided to change Lexile score to 1000 and explore the possibilities for reconfiguration of the software because too many students never reached this portion of the software. In addition, the 1290 Lexile score minimum is unrealistically high.
3	Will demonstrate mastery in major aspects of English grammar.	60% of students will complete the grammar component in MyLabsPlus with 70% mastery.	72.96% for all students 72.22% for face-to-face students 91.67% for online students	Instructors decided to change from MyLabsPlus to standard integration software.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 a Modern Language Association (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.	82% for all students 81% for face-to-face students 89% for online students	Instructors decided to increase the number of sections using departmental wide scoring rubric to diminish subjectivity bias.
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.	87% for all students 86% for face-to-face students 89% for online students	Piloting Aplia individualized study plans (ISP) in predetermined sections of ENG 1113
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.	80% for all students 78% for face-to-face students 84% for online students	Instructors decided to give students access to MLA guide and handbook as an eBook from the first day of the course.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	92% for all students 88% for face-to-face students 97% for online students	Instructors decided to collect data for this SLO using two different assessments throughout the course.
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.	86% for all students 79% for face-to-face students 97% for online students	Instructors decided to increase the number of sections using departmental wide scoring rubric to diminish subjectivity bias.
3	Student demonstrates the ability to read critically and write analytically about literature using appropriate secondary sources and documenting appropriately according to Modern Language Association (MLA) guidelines.	70% of students will write research-based essays that successfully analyze, interpret, evaluate, or explicate one or more works of literature.	86% for all students 83% for face-to-face students 97% for online students	Instructors decided to give students access to MLA guide and handbook as an eBook from the first day of the course.

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 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.

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 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.	89% for all students 90% for face-to-face students 98% for online students	Instructors decided to give students access to an eBook from the first day of the course.
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.	97% for all students 97% for face-to-face students 96% for online students	Instructors decided to increase the number of sections using departmental wide scoring rubric to diminish subjectivity bias.
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	89% for all students 91% for face-to-face students 88% for online students	Instructors decided to increase the number of sections using departmental wide scoring rubric to diminish subjectivity bias.

		argument in the form of a class presentation.		

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

PROGRAM OF STUDY: Humanities and Social Sciences	Supports PRCC Strategic Goal(s): 1, 3

INSTRUCTIONAL AREA: History, Political Science, Psychology, Sociology

COURSE LEVEL: EPY 1513 Child Psychology (Traditional)

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

STRATEGIC GOALS:

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

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.	70% of 62 students correctly distinguished the common features of three major developmental theories	Instructors decided to modify instruction according to new eBook.
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.	80% of 62 students correctly critiqued at least two contributions of nature and nurture in human development.	Instructors decided to, for further improvement, select an eBook textbook and instructional delivery will be modified accordingly.
3	Students will differentiate between the major socio-emotional milestones in development.	80% of students who complete this course will correctly differentiate at least three socio-emotional milestones in development through instructor-generated exams.	80% of 62 students correctly differentiated at least three socio-emotional milestones in development.	Instructors decided to integrate discussions related to "my virtual child" more into classroom discussions, to connect to information related to developmental milestones.
4	Students will identify the major stages prenatal development and birth.	70% of students who complete this course	70% of 62 students correctly identified the major stages of prenatal development and	Instructors decided to modify instruction according to the newly adopted eBook

		will correctly identify the major stages of prenatal development and birth through instructor-generated exams.	birth.	textbook; will utilize available digital resources.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

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 (Online and Hybrid)

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

STRATEGIC GOALS:

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

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.	75% of 60 students correctly distinguished the common features of three major developmental theories	Instructors decided to modify instruction according to new eBook.
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.	92% of 60 students correctly critiqued at least two contributions of nature and nurture in human development.	Instructors decided to, for further improvement, select an eBook textbook and instructional delivery will be modified accordingly.
3	Students will differentiate between the major socio-emotional milestones in development.	80% of students who complete this course will correctly differentiate at least three socio-emotional milestones in development through instructor-generated exams.	83% of 60 students correctly differentiated at least three socio-emotional milestones in development.	Instructors decided to integrate discussions related to "my virtual child" more into classroom discussions, to connect to information related to developmental milestones.
4	Students will identify the major stages prenatal development and birth.	70% of students who complete this course	82% of 60 students correctly identified the major stages of prenatal development and	Instructors decided to modify instruction according to the newly adopted eBook

		will correctly identify the major stages of prenatal development and birth through instructor-generated exams.	birth.	textbook; will utilize available digital resources.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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	Define and identify three major characteristics contributing to the development of civilizations.	70% 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.	72.2% of students successfully completed the learning outcome.	Transitioning to an e-book in all world Civilizations I and II courses. The student will have access to both an electronic and a paper copy of the textbook. As instructors we will work to integrate new electronic learning tools into the Canvas platform for each our courses, such as e-books, electronic flashcards, self testing, and audio and electronic visual aids.
.	Differentiate between three significant interpretive periods of human history from ancient times to the 1500s.	70% of students will differentiate between three significant interpretive periods of human history from ancient times to the 1500s. Evaluation will be based on an instructor generated assessment tool.	72.5% of students successfully completed the learning outcome.	Transitioning to an e-book in all world Civilizations I and II courses. The student will have access to both an electronic and a paper copy of the textbook. As instructors we will work to integrate new electronic learning tools into the Canvas platform for each our courses, such as e-books, electronic flashcards, self testing, and audio and electronic visual aids

3	Identify three religious and philosophical beliefs originating in early world cultures.	70% of students will identify three religious and philosophical beliefs originating in early world cultures. Evaluation will be based on an instructor generated assessment tool.	71.1% of students successfully completed the learning outcome.	Transitioning to an e-book in all world Civilizations I and II courses. The student will have access to both an electronic and a paper copy of the textbook. As instructors we will work to integrate new electronic learning tools into the Canvas platform for each our courses, such as e-books, electronic flashcards, self testing, and audio and electronic visual aids

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Humanities and Social Sciences	Supports PRCC Strategic Goal(s): 1, 3

INSTRUCTIONAL AREA: History, Political Science, Psychology, Sociology

COURSE LEVEL: HIS 1173 World Civilization 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 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.

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	Define and identify three major people, events, and ideas that gave shape to human experience around the globe from the 17th Century to the present.	70% of students will correctly define and identify three major people, events, and ideas that gave shape to human experience around the globe from the 17th Century to the Present. Evaluation will be based on an instructor generated assessment tool.	73.04% of students correctly defined and identified three major peoples, events, and ideas that gave shape to human experience around the globe from the 17th Century to the Present. Evaluation was based on an instructor generated assessment tool.	Transitioning to an e-book in all world Civilizations I and II courses. The student will have access to both an electronic and a paper copy of the textbook. As instructors we will work to integrate new electronic learning tools into the Canvas platform for each our courses, such as e-books, electronic flashcards, self-testing, and audio and electronic visual aids
2	Differentiate between three significant interpretive eras of human history since 1500, such as the Enlightenment, 19th Century Imperialism, and the Cold War.	70% of students will differentiate between three significant interpretive eras of human history since 1500. Evaluation will be based on an instructor generated assessment tool.	74.35% of students differentiated between three significant interpretive eras of human history since 1500. Evaluation was based on an instructor generated assessment tool.	Transitioning to an e-book in all world Civilizations I and II courses. The student will have access to both an electronic and a paper copy of the textbook. As instructors we will work to integrate new electronic learning tools into the Canvas platform for each our courses, such as e-books, electronic flashcards, self-testing, and audio and electronic visual aids

3	Identify three interpretive historical matrices; such as political history, social history, and cultural history.	70% of students will identify three interpretive historical matrices from the 17th to the 20th Centuries. Evaluation will be based on an instructor generated assessment tool.	72.7% of students identified three interpretive historical matrices from the 17th to the 20th Centuries. Evaluation was based on an instructor generated assessment tool.	Transitioning to an e-book in all world Civilizations I and II courses. The student will have access to both an electronic and a paper copy of the textbook. As instructors we will work to integrate new electronic learning tools into the Canvas platform for each our courses, such as e-books, electronic flashcards, self-testing, and audio and electronic visual aids

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	82.81% of Spanish I students were able to meet this goal.	Adoption of a course fee based model for electronic text ensures all students have equal access to complete course materials from Day One.
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.	84.24% of Spanish I students were able to meet this goal.	Provide partner activity in which simple math problems are used to enhance numbers practice.
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).	75.37% of Spanish I students were able to meet this goal.	Provide Family Tree assignment in which use of adjectives and corresponding gender gives personalized practice of vocabulary and forms.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Humanities and Social Sciences		Supports PRCC Strategic Goal(s): 1, 2, 3

INSTRUCTIONAL AREA: Foreign Language

COURSE LEVEL: MFL 1223 Spanish 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 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.

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 Spanish "be" verbs and can use correctly both *ser* and *estar*.	70% of students will be able to demonstrate a general knowledge of the Spanish "be" verbs and will use correctly both *ser* and *estar*.	70.0% of Spanish II students were able to meet this goal.	Adoption of a course fee based model for electronic text ensures all students have equal access to complete course materials from Day One.
2	Student demonstrates ability to recognize and construct the preterite tense of regular verbs in Spanish	70% of students will be able to recognize and construct the preterite tense of regular verbs in Spanish.	75.51% of Spanish II students were able to meet this goal.	Design relay-type game activity in which preterite verb conjugation is practiced as group.
3	Student demonstrates the ability to construct and use correctly *gustar* and similar verbs in Spanish.	70% of students will be able to construct and use correctly *gustar* and similar verbs in Spanish.	80.85% of Spanish II students were able to meet this goal.	Provide survey-type activity in which individuals seek out others who share same preferences using *gustar* type verbs as target vocabulary.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

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:

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

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 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 694 students correctly distinguished the common features of the three major psychological theories.	Instructors decided to add further classroom group activities beyond compare/contrast of 3 major theories and to switch text to eBook.
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.	84% of 592 students correctly identified the common features of three major psychological disorders.	Instructors decided to integrate video clips of signs/symptoms of major psychological disorders and to switch text to eBook.
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 675 students correctly distinguished four common research methods.	Instructors decided to integrate "case scenarios" of various research projects to help demonstrate research methods and to switch text to eBook.
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.	78% of 694 students correctly distinguished components of the two main branches of the human nervous system.	Instructors decided to utilize various digital resources to assist in learning about the human nervous system and to switch text to eBook.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 the first major 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 assessment.	On a first major assessment, **52.7%** of on-campus students were able to correctly identify the theory on ALL questions given on the assessment. **67.1%** of students in online classes were able to correctly identity the theory on ALL questions given on the assessment.	Instructors decided to adopt a new text that better covers these complex concepts. In addition, we will adopt a learning resource program that accompanies the text. All students will also complete online assignments in this program that will help with their understanding of these concepts.
2	The student will be able to classify a group as being a subculture or a counterculture.	**65%** of students will be able to research a group and correctly identify them as a subculture or counterculture in a written assignment. Students must pass written assignment with a 70% or better to meet objective. A common rubric will be used for assessment.	On a written assignment about subcultures and countercultures, **83.9%** of on-campus students were able to score above a 70% using a common rubric. **90.1%** of online students were able to score above a 70% using a common rubric.	Instructors decided to create a new rubric that will measure understanding of these concepts at a higher level and to modify instruction to cover these concepts at the level they are being measured.
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 will be able to describe a personal situation and describe their situation using the sociological imagination in a written assignment.	On a written assignment about using the sociological imagination, **87.1%** of on-campus students were able to score above a 70% using a common rubric. **94%** of	Instructors decided to create a new rubric that will measure understanding of these concepts at a higher level and to modify instruction to cover these concepts at the

		Students must pass written assignment with a 70% or better to meet objective. A common rubric will be used for assessment.	online students were able to score above a 70% using a common rubric.	level they are being measured.
4	Students can describe a social norm and the consequences of breaking a social norm.	**65%** of students can correctly identify and describe a social norm and the consequences of breaking a social norm on a written assignment. Students must pass written assignment with a 70% or better to meet objective. A common rubric will be used for assessment.	On a written assignment about describing social norms and identifying sanctions, **88.1%** of on-campus students were able to score above a 70% using a common rubric. **99.5%** of online students were able to score above a 70% using a common rubric.	Instructors decided to create a new rubric that will measure understanding of these concepts at a higher level and to modify instruction to cover these concepts at the level they are being measured.
5	Students can recognize the difference between prejudice and discrimination.	On the final exam assessment, students will be given a set of statements about real life scenarios. **60%** of students will be able to correctly identify all scenarios as either examples of discrimination or prejudice.	On the final exam, **18.8%** of on-campus students were able to correctly identify the scenarios regarding prejudice and discrimination on ALL questions given on the assessment. **22.1%** of students in online classes were able to correctly identify ALL scenarios given on the assessment.	Instructors decided to adopt a new text that better covers these complex concepts. In addition, we will adopt a learning resource program that accompanies the text. All students will also complete online assignments in this program that will help with their understanding of these concepts.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 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.	90% of the students who completed the course were able to correctly identify the machining process.	Instructor decided to allow for more time to distinguish between correct and incorrect machining processes.
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.	85% of the students were able to create drawings of the different types of fasteners used in machine drafting.	Instructor decided to give more time to take notes while lecturing and allow for more time to complete drawings of fasteners.
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.	80% of the students were able to correctly draw a set of production drawings.	Instructors decided to give more detailed lectures of how production drawings are used to create mechanical parts.
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.	95% of the students were able to identify and correctly use welding symbols in a set of working drawings.	Instructors decided to allow more time for the completion of welding drawings and give more notes on welding symbols.

PROGRAM OF STUDY: Industrial Technology	Supports PRCC Strategic Goal(s): 1,3,7

PROGRAM: Drafting and Design Technology

COURSE LEVEL: DDT 1613 Architectural 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 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.

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 and apply building codes to architectural plan.	75% of the students who complete this course will be able to recognize building codes and apply them properly to a design.	80% of the students have completed and passed their classroom work and sketches.	Instructor decided to give more examples of how building codes are used when developing a house.
2	The student will demonstrate the ability to identify and define architectural terms.	90% of the students who complete this course will be able to identify architectural terms and different structural designs.	80% of the students completed the given task of defining architectural terms.	Instructor decided to lecture more frequently and allow for more time to complete the given task of defining architectural terms.
3	The student will demonstrate the ability to create a set of floor plans.	90% of the students who complete this course will be able to construct and design a set of floor plans for a residential building.	95% of the students completed and passed drawing the floor plans given.	Instructor decided to allow for more time to draw a set of floor plans and less time in discussion.
4	The student will demonstrate the ability to create a complete set of working drawings for a house.	90% 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 a complete set of working drawings of a house.	Instructor decided to lecture more on how a complete set of drawings are used in building a residential structure.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Industrial Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Drafting and Design Technology

COURSE LEVEL: DDT 2233 Structural 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 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.

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 data on the design of structural members.	75% of the students who complete this course will be able to correctly identify different structural members within a drawing.	75% of the students were able to demonstrate the ability to design a structural member.	Instructor decided to further assist the students in researching the data for designing structural steel members.
2 The student will demonstrate the ability to identify and describe physical properties of materials.	75% of the students who complete this course will be able to interpret and apply structural materials properly to a drawing.	85% of students are able to identify the proper materials used in structural drafting.	Instructor decided to give more time for determining what properties decide which material is being used in structural drafting.
3 The student will demonstrate the ability to construct and design connection details of structural members.	90% of the students who complete this course will be able to identify different details for connection of structural members.	95% of the students who completed the course were able to properly use connection details in commercial steel buildings.	Instructor decided to allow for more lab time to show how the connections are used in steel buildings to determine their strength.
4 The student will demonstrate the ability to construct and design a total set of working drawings.	85% of the students who complete this course will be able to construct and design a total set of structural working drawings using AutoCad.	95% of students were able to design a completed set of working drawings.	Instructor decided to give more detailed lectures in how complete working drawings are used in construction.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 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.	90% of the students were able to calculate earthwork excavation.	Instructor decided to start working more with the basic use of the software before making calculations for excavation using the software.
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.	Instructor decided to take students off campus to look at foundations under construction. The instructor will find different types of foundations for the students to look at.
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.	95% of the students were able to identify And describe the essential elements of a contract.	Instructor decided to use examples found on line showing different styles of construction contracts.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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

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.	95% of the students were able to construct a 3D solid model using primitives.	Instructor allotted more time and exercises on 3D construction 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.	95% 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 and on line exercises.
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.	90% 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 end on line examples.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Industrial Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Electronics Technology

COURSE LEVEL: EET 1333 Solid State Devices ad 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 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.

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**.
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.	19 of 24 (79%) of students that completed 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.	Instructor decided to review diode circuits and their lab circuits to reinforce student 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.	20 of 24 (83%) of students that completed solid state devices demonstrated the ability to analyze semiconductor special purpose diodes in a lab exercise.	Instructor decided to 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.	20 of 24 (83%) of students that completed Solid State Devices demonstrated the ability to analyze the operation of bipolar transistors in a lab exercise.	Instructor decided to find other transistor circuits of other configurations to discuss and connect in lab.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Industrial Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Electronics Technology

COURSE LEVEL: EET 1713 Drafting for 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 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.

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**.
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% (12 of 12) students completed Drafting for Electronics and demonstrated the understanding of drafting fundamentals on a written test.	Instructor decided to find other material of new ways fundamentals of drafting that will greater enhance current fundamentals.
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% (12 of 12)) of students completed Drafting for Electronics demonstrated the understanding of symbols, components and references used in schematic and logic diagrams on a written test.	Instructor decided to research new symbols that are being used in the electronics industry and the way some symbols are drawn different.
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% (12 of 12) of students completed Drafting for Electronics, demonstrated an understanding of electronics drafting using CAD on a computer CAD test.	Instructor decided to find other programs that are being used to draw schematics in the electronics industry.

PROGRAM OF STUDY: Industrial Technology			Supports PRCC Strategic Goal(s):1,3,7
PROGRAM: Electronics Technology			
COURSE LEVEL: EET 2334 Linear Integrated			

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

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

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**.
1	Analyze and demonstrate the function and operating characteristics of voltage regulators in a lab exercise.	70% of students that complete Linear Integrated Circuits will demonstrate the function and operating characteristics of voltage regulators in a lab exercise.	100% (24 of 24) of students that completed Linear Integrated Circuits demonstrated the function and operating characteristics of voltage regulators in a lab exercise.	Instructor decided to explore new regulator technology as it improves every month and to find more circuits they are used in and why they are used there.
2	Describe the function and operating characteristics of voltage regulators on a written test.	70% of students that complete Linear Integrated Circuits will describe the function and operating characteristics of voltage regulators on a written test.	75% (18 of 24) of students that completed Linear Integrated Circuits described the function and operating characteristics of voltage regulators on a written test.	Instructor decided to introduce new specifications that allow regulators to function at maximum efficiency.
3	Describe the principles, operation, and characteristics of an operational amplifier on a written test.	70% of students that complete Linear Integrated Circuits will demonstrate the principles, operation, and characteristics on a written test.	71% (17 of 24) of students that complete Linear Integrated Circuits demonstrated the principles, operation, and characteristics on a written test.	Instructor decided to introduce new characteristics of voltage regulators as they are needed to operate in their most efficient way.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Industrial Technology	Supports PRCC Strategic Goal(s): 1,3,7
PROGRAM: Electronics Technology	
COURSE LEVEL: EET 2414 Electronic 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 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.

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**.
1	Explain the operation of the block diagram of a communication system on a written test.	70% of students that complete Electronic Communications will explain the block diagram of the components of a communication system on a written test.	75% (18 of 24) of students that completed Electronic Communications explained the block diagram of the components of a communication system on a written test.	Instructor decided to include an updated DVD that explores more in detail the blocks of a communication system and what each block does.
2	Explain the characteristics and operation of amplitude modulation (AM) systems on a written test.	70% of students that complete Electronic Communications will explain the characteristics and operation of amplitude modulation (AM) systems on a written test.	71% (17 of 24) of students that completed Electronic Communications explained the characteristics and operation of amplitude modulation(AM) systems on a written test	Instructor decided to include more circuits of AM and list characteristics of each and each schematic diagram.
3	Explain and calculate the modulation index for FM on a written test.	70% of students that complete Electronic Communications will explain and calculate the modulation index for FM on a written test.	100% (24 of 24) of students that complete Electronic Communications explained and calculate the modulation index for FM on a written test.	Instructor decided to include more information of sideband pairs as their related to the modulation index and the effects of modulation greater than 100%.

PROGRAM OF STUDY: Industrial Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Electronics Technology

COURSE LEVEL: EET 2423 Fundamentals of Fiber Optics

MISSION STATEMENT: Pearl River Community College 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 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.

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**.
1	Identify the advantages of fiber optic systems	70% of students that complete Fundamentals of Fiber Optics will be able to identify the advantages of Fiber Optic Systems on an exam.	100% of students (3 of 3 students) were able to identify the advantages of Fiber Optic Systems on an exam.	Instructor decided to research newer fiber optic systems that have improved over legacy products and state the advantages of the increased technology and speed of the information being processed thru the fiber.
2	Analyze the different types of Fiber optic cables used in fiber optic systems.	70% of students that complete Fundamentals of Fiber Optics will be able to analyze the different types of Fiber optic cables used in fiber optic systems on an exam.	100% of students (3 of 3 students) were able to analyze the different types of Fiber optic cables used in fiber optic systems on an exam.	Instructor decided to present more fiber cables and their connectors as they connect the main fiber assembly to its breakout points to networks and telephone systems.
3	Analyze the different light sources used in fiber optic systems.	70% of students that complete Fundamentals of Fiber Optics will be able to analyze the different light sources used in fiber optic systems on an exam.	100% of students (3 of 3 students) were able to analyze the different light sources used in fiber optic systems on an exam.	Instructor decided to discuss the new wavelengths of light in the three spectrums of light that are being used and how they can be transmitted as data.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 **CHANGE** or **IMPROVE.**
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 that completed Motor Control Systems were able to apply proper safety techniques for various types of circuits and components in the instructor's presence.	Continuous adherence to safety is the name of the game in my lab. Instructor planned to continuously observe and demonstrate as well as educate.
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 that completed Motor Control Systems were able to apply proper set up and operating techniques for two and three-wire control circuits in the instructor's presence for a recorded grade.	Many labs go into this mandate & number. Instructor determined to continue the status quo to keep this number as is.
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.	100% of students that completed Motor Control Systems were able to demonstrate troubleshooting techniques for two and three-wire control circuits in the instructor's presence for a recorded grade.	Each student was able to demonstrate this skill set. Some were better than others but all were successful. Instructor planned to continue to push each student toward excellence to ensure this number stays as is.

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 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.

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 drawing 2 and 3 wire ladder logic.	The instructor will increase complexity of programs and schematices for logical development.
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.	95% of students were found capable of defining discrete and analog I.O.'s.	The instructor will increase the volume of content that the studnents are responsible for.
3	The student will identify components of PLCs.	70% of students will correctly identify components of PLCs as determined by test.	95% of students were capable of correctly identifying components of PLC's.	The instructor will expand the scope of the components covered.
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.	100% of students were capable of correctly programming instructions.	The instructor will increase the complexity of the required programs.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Instrumentation Technology			Supports PRCC Strategic Goal(s): 1, 3, 5
PROGRAM: Instrumentation Technology			
INSTRUCTIONAL AREA: ELT 2623 Advanced PLCS			

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

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

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 **CHANGE** or **IMPROVE** or state that no improvement is needed.
1	Students will be able to identify and program math instructions.	70% of students completing Advanced PLCs will be capable of correctly identifying mathematical instructions and correctly program them for usage. Abilities will be demonstrated through laboratory testing in the presence of the instructor.	97% of students were capable of correctly identifying and using math instructions.	Instructor planned to increase the complexity of the required programs.
2	Students will be able to correctly set up and implement sequencer output instructions.	70% of students completing Advanced PLCs will be capable of correctly programming sequencer output instructions. Students will demonstrate this ability through testing in the presence of the instructor.	90% of students were found capable of correctly programming sequencer instructions.	Instructor planned to emphasize this topic more heavily and increase the complexity of the programs associated with sequencers.
3	Students will be able to correctly program block function instructions.	70% of students completing Advanced PLCs will be capable of programming block function instructions. Students will demonstrate this ability through examinations in the presence of the instructor.	85% of students were found capable of programming function block instructions.	The instructor planned to shift an increased focus to function block programming and spend more time in this area.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	100% of students that completed Fluid Power were able to demonstrate competency in the instructor's presence effectively.	Many labs go into this number. Continuous shoulder surfing & open dialog go into the high output percentage. Instructor planned to continue to do the same in upcoming classes.
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 students that completed Fluid Power were able to identify in the instructor's presence hydraulic components identified from a schematic as well as draw symbols.	Instructor planned to continue emphasizing this topic. Many labs and written assignments go into this number. Continuous shoulder surfing & open dialog go into the high output percentage.
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.	85% of students that completed Fluid Power were able to explain fluids as pertaining to the transmission of energy.	In the future, instructor planned to take more time during labs to have each team member "explain as they go". I think if their hands are on the machinery when they explain it will help them in written requirements.
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 students that completed Fluid Power were able to demonstrate the operation of said items for the instructor for a recorded grade.	This is a hand on requirement for me. If they cannot demonstrate effective use of the equipment then they do not pass. Instructor planned to allow ample time for hands on demonstrations.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 **CHANGE** or **IMPROVE.**
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.	85% of students were capable of completing heat transfer equations.	The instructor will increase the complexity of problems associated with this goal.
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 capable of completing pressure equations.	The instructor will increase the complexity of problems associated with this goal.
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.	85% of students were found capable of troubleshooting devices.	The instructor will increase the volume of lab work associated with this goal.
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	95% of students were found capable of completing this goal.	The instructor will increase the volume and complexity of lab work associated with this goal.

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

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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

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 **CHANGE** or **IMPROVE.**
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.	100% of students were found capable of defining calibration terms.	The instructor will increase the volume of required terms for this section.
2	The student will describe a standard calibration procedure.	75% of students will be able to describe a standard calibration procedure.	100% of students could describe a calibration procedure.	An increase in the number of devices to be calibrated will be used to broaden the scope of the class.
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.	100% of students were able to calibrate pressure cells.	An increase in the number of devices to be calibrated will be used to broaden the scope of the class.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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	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 that completed Introduction to Automation and Controls applied proper safety techniques for various types of circuits and components in the instructor's presence.	Continuous adherence to quality will be the mode of operation. Instructor determined to always ensure each student gets the individual attention needed to successfully complete this competency.
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.	95% of students that completed Introduction to Automation and Controls applied proper set up and operating techniques for various types of test equipment in the instructor's presence for a recorded grade.	Repetition is what is required for this competency. Instructor planned to continue to require multiple demonstrations in an attempt to bring out a higher number in compliance.
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.	90% of students that completed Introduction to Automation and Controls demonstrated calculator proficiency as measured by a written examination.	Again repetition is what is required. Instructor planned to continue use of the calculator. Throughout their educational career we will require the use of a calculator and therefore surely will increase their competency in the use of it.

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.	85% of students that completed Introduction to Automation and Controls explained manufacturing dynamics as measured by a written examination.	Instructor planned to continue to educate the students in dynamics in the field incorporating more open discussions in an attempt to bring the number higher.

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

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 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 that completed Electrical Wiring were able to 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.	We will incorporate even more NEC lecture in the future to ensure not only that the student can explain & demonstrate but also find the requirements easily in the NEC.
2	Student shall install and maintain raceways, conduit, and fittings.	70% of students that complete Electrical Wiring shall install and maintain raceways, conduit, and fittings.	100% of students that completed Electrical Wiring were able to install and maintain raceways, conduit, and fittings.	Continued adherence to this standard is the way to go here. We will continue to practice the application ensuring understanding & compliance.
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 different types of three-phase service entrances, metering devices, main panels, raceways or ducts, subpanels, feeder circuits, and branch circuits according to electrical codes.	88% of students that completed the Electrical Wiring were able to satisfactorily 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.	In order to increase the percentage here I will incorporate more written assignments pulled directly from the NEC from an earlier point in the class period. Hopefully this will give the student the necessary time to fully understand the information enabling them to fulfill this requirement more satisfactorily.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 **CHANGE** or **IMPROVE.**
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 that completed Motor Control Systems were able to apply proper safety techniques for various types of circuits and components in the instructor's presence.	Continuous adherence to safety is the name of the game in my lab. Instructor planned to continuously observe and demonstrate as well as educate.
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 that completed Motor Control Systems were able to apply proper set up and operating techniques for two and three-wire control circuits in the instructor's presence for a recorded grade.	Many labs go into this mandate & number. Instructor determined to continue the status quo to keep this number as is.
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.	100% of students that completed Motor Control Systems were able to demonstrate troubleshooting techniques for two and three-wire control circuits in the instructor's presence for a recorded grade.	Each student was able to demonstrate this skill set. Some were better than others but all were successful. Instructor planned to continue to push each student toward excellence to ensure this number stays as is.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 drawing 2 and 3 wire ladder logic.	The instructor will increase complexity of programs and schematices for logical development.
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.	95% of students were found capable of defining discrete and analog I.O.'s.	The instructor will increase the volume of content that the studnents are responsible for.
3	The student will identify components of PLCs.	70% of students will correctly identify components of PLCs as determined by test.	95% of students were capable of correctly identifying components of PLC's.	The instructor will expand the scope of the components covered.
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.	100% of students were capable of correctly programming instructions.	The instructor will increase the complexity of the required programs.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Instrumentation Technology			Supports PRCC Strategic Goal(s): 1, 3, 5
PROGRAM: Instrumentation Technology			
INSTRUCTIONAL AREA: ELT 2623 Advanced PLCS			

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

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

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 **CHANGE** or **IMPROVE** or state that no improvement is needed.
1	Students will be able to identify and program math instructions.	70% of students completing Advanced PLCs will be capable of correctly identifying mathematical instructions and correctly program them for usage. Abilities will be demonstrated through laboratory testing in the presence of the instructor.	97% of students were capable of correctly identifying and using math instructions.	Instructor planned to increase the complexity of the required programs.
2	Students will be able to correctly set up and implement sequencer output instructions.	70% of students completing Advanced PLCs will be capable of correctly programming sequencer output instructions. Students will demonstrate this ability through testing in the presence of the instructor.	90% of students were found capable of correctly programming sequencer instructions.	Instructor planned to emphasize this topic more heavily and increase the complexity of the programs associated with sequencers.
3	Students will be able to correctly program block function instructions.	70% of students completing Advanced PLCs will be capable of programming block function instructions. Students will demonstrate this ability through examinations in the presence of the instructor.	85% of students were found capable of programming function block instructions.	The instructor planned to shift an increased focus to function block programming and spend more time in this area.

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 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.

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.	100% of students that completed Fluid Power were able to demonstrate competency in the instructor's presence effectively.	Many labs go into this number. Continuous shoulder surfing & open dialog go into the high output percentage. Instructor planned to continue to do the same in upcoming classes.
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 students that completed Fluid Power were able to identify in the instructor's presence hydraulic components identified from a schematic as well as draw symbols.	Instructor planned to continue emphasizing this topic. Many labs and written assignments go into this number. Continuous shoulder surfing & open dialog go into the high output percentage.
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.	85% of students that completed Fluid Power were able to explain fluids as pertaining to the transmission of energy.	In the future, instructor planned to take more time during labs to have each team member "explain as they go". I think if their hands are on the machinery when they explain it will help them in written requirements.
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 students that completed Fluid Power were able to demonstrate the operation of said items for the instructor for a recorded grade.	This is a hand on requirement for me. If they cannot demonstrate effective use of the equipment then they do not pass. Instructor planned to allow ample time for hands on demonstrations.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 **CHANGE** or **IMPROVE.**
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.	85% of students were capable of completing heat transfer equations.	The instructor will increase the complexity of problems associated with this goal.
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 capable of completing pressure equations.	The instructor will increase the complexity of problems associated with this goal.
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.	85% of students were found capable of troubleshooting devices.	The instructor will increase the volume of lab work associated with this goal.
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	95% of students were found capable of completing this goal.	The instructor will increase the volume and complexity of lab work associated with this goal.

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

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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

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 **CHANGE** or **IMPROVE.**
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.	100% of students were found capable of defining calibration terms.	The instructor will increase the volume of required terms for this section.
2	The student will describe a standard calibration procedure.	75% of students will be able to describe a standard calibration procedure.	100% of students could describe a calibration procedure.	An increase in the number of devices to be calibrated will be used to broaden the scope of the class.
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.	100% of students were able to calibrate pressure cells.	An increase in the number of devices to be calibrated will be used to broaden the scope of the class.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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	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 that completed Introduction to Automation and Controls applied proper safety techniques for various types of circuits and components in the instructor's presence.	Continuous adherence to quality will be the mode of operation. Instructor determined to always ensure each student gets the individual attention needed to successfully complete this competency.
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.	95% of students that completed Introduction to Automation and Controls applied proper set up and operating techniques for various types of test equipment in the instructor's presence for a recorded grade.	Repetition is what is required for this competency. Instructor planned to continue to require multiple demonstrations in an attempt to bring out a higher number in compliance.
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.	90% of students that completed Introduction to Automation and Controls demonstrated calculator proficiency as measured by a written examination.	Again repetition is what is required. Instructor planned to continue use of the calculator. Throughout their educational career we will require the use of a calculator and therefore surely will increase their competency in the use of it.

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.	85% of students that completed Introduction to Automation and Controls explained manufacturing dynamics as measured by a written examination.	Instructor planned to continue to educate the students in dynamics in the field incorporating more open discussions in an attempt to bring the number higher.

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

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 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 that completed Electrical Wiring were able to 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.	We will incorporate even more NEC lecture in the future to ensure not only that the student can explain & demonstrate but also find the requirements easily in the NEC.
2 Student shall install and maintain raceways, conduit, and fittings.	70% of students that complete Electrical Wiring shall install and maintain raceways, conduit, and fittings.	100% of students that completed Electrical Wiring were able to install and maintain raceways, conduit, and fittings.	Continued adherence to this standard is the way to go here. We will continue to practice the application ensuring understanding & compliance.
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 different types of three-phase service entrances, metering devices, main panels, raceways or ducts, subpanels, feeder circuits, and branch circuits according to electrical codes.	88% of students that completed the Electrical Wiring were able to satisfactorily 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.	In order to increase the percentage here I will incorporate more written assignments pulled directly from the NEC from an earlier point in the class period. Hopefully this will give the student the necessary time to fully understand the information enabling them to fulfill this requirement more satisfactorily.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

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 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.

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.	100% (10 out of 10) were employed.	Instructors decided to get more people from our Clinical Sites to perform mock interviews, to have students complete a resume in the Learning Lab and to continue a dialog with all of our Clinical Instructors to provide feedback for improvement.
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.	90% (9 out of 10) passed Board of Certification exam.	Instructors decided to increase the number of mock Board of Certification exams required to complete online in MediaLab and to have students do online remediation in areas with their lowest scores.
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 decided to continue the professional evaluations in campus labs and at Clinical Affiliate and to continue a dialog with all of our Clinical Instructors to provide feedback for improvement.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 decided 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.

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 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.

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 decided 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	Instructors decided that more abnormal urines will be performed for disease correlations. More abnormal urine result case studies will be created.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	Instructors decided to plan for more online programs and for 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.	Instructors 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.	Instructors 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.

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 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.

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 decided to increase the number of manual WBC counts performed on the microscope and decided to incorporate more hemacytometer procedure videos and demonstrations.
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 decided 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 decided to continue to post online web links and videos for the students to view to help improve student accuracy and decided to incorporate notecards with detailed information on each cell which correlates with their Hematology lab atlas.
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 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 and decided to incorporate notecards with detailed information on each cell which correlates with their Hematology lab atlas.

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 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.

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.	Instructors decided to implement instructor performed video demonstrations 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 decided to modify procedures and their explanation to improve student scores.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 decided 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 decided 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	Instructors decided that more practice in pipetting labs will be implemented by the instructor to improve pipetting.

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 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.

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. Continue to revise labs to increase the students' knowledge of pathogenic organisms with input from the Hospital Clinical Instructors.
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	Instructors decided that more patient cross matches will be provided to improve student success rate. Continue to revise labs to increase the students' knowledge of pathogenic organisms with input from the Hospital Clinical Instructors.
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 Instructors decided to post more online links and videos of antibody identification and will require the students to complete them. Continue to revise labs to increase the students' knowledge of pathogenic organisms with input from the Hospital Clinical Instructors.

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. Continue to revise labs to increase the students' knowledge of pathogenic organisms with input from the Hospital Clinical Instructors.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 decided 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 decided 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 decided to require more online instruction from Media Lab.

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 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.

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 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	Instructor decided to add more patients for the students to perform and interpret gram stains in the microbiology labs. Continue to revise labs to increase the students' knowledge of pathogenic organisms with input from the Hospital Clinical Instructors.
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	Instructor decided to add more online microbiology colony morphology exams and the student will be required to complete online Media lab programs. Continue to revise labs to increase the students' knowledge of pathogenic organisms with input from the Hospital Clinical Instructors.
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	Instructor decided to implement more case studies and lab practicals to help the student with identification of Staphylococcus, Streptococcus, and enteric pathogenic organisms. Continue to revise labs to increase the students' knowledge of pathogenic organisms with input from the

				Hospital Clinical Instructors.
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	Instructor decided to require more unknown microbiology organisms for students to analyze and identify. Continue to revise labs to increase the students' knowledge of pathogenic organisms with input from the Hospital Clinical Instructors.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	Instructors 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. .	Instructors decided 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.	Instructors 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.

PROGRAM OF STUDY: Medical Radiologic Technology

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

STRATEGIC GOALS:

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

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 effectively as entry-level radiographers.	75% of the graduates will be employed in x-ray technology after completion.	93 % Employed within 1 year of graduation, in the field	Instructors decided to continue to notify graduates of known available jobs.
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% passed The American Registry exam on first attempt	Instructors decided to continue to stress importance of preparation for the Registry.
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% were prepared to continue their education.	Instructors decided to continue to encourage pursuit of the Bachelors degree.

PROGRAM: Medical Radiologic Technology	**Supports PRCC Strategic Goal(s): 1, 3, 7**

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 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 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.

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 Differentiate between size and shape distortion.	80% of students will describe the difference between size and shape distortion through academic testing.	93 % accurate	The instructors decided to continue requiring corresponding Corectec unit prior to completion of unit exam.
2 Describe 4 different types of beam limiting devices.	80% of students will list and describe beam restrictors and their purpose.	100 % accurate	Instructors developed worksheet with this material to be completed before unit exam.
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.	94 % accurate	Instructors decided to add a worksheet discussion question to the assessment to be completed before unit exam.
4 To retain students through completion of the course	At least 70% of students enrolled at date of reconciliation will complete the course.	100% completion	Site observations prior to beginning program seems to have beneficial. Instructor planned to organize more site observations for students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	94% of students the successfully demonstrated knowledge of dynamic range to latitude of screen/film receptors.	Instructor decided to continue to stress the importance of these concepts and incorporated the addition of computer programs to Syllabus for the gain of student knowledge in this course.
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.	94 % of the students successfully related the receptor exposure indicator values to technical factors, system calibration, part/beam/plate alignment and patient exposure.	Instructor decided to continue to encourage understanding of receptor exposure indicator values to technical factors, system calibration, alignment and patient exposure by the addition of computer programs to course.
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.	100% of the students successfully described PACS and its function through academic testing.	Unacceptable, instructor planned to spend more time on the chapter Continue to encourage
4 To retain students through completion of the course.	At least 70% of students enrolled at date of reconciliation will complete the course.	100 % of the students completed this digital imaging course.	Instructor decided to seek the student's perspectives on retention and to develop future strategies on retention. Instructor will continue to encourage and monitor retention in this course.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM: Medical Radiologic Technology	Supports PRCC Strategic Goal(s): 1, 3, 6, 8

COURSE LEVEL: RGT 1523 Radiographic Procedures 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 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.

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	The student will identify the functions of the vertebral column.	80% of the students will identify functions of the vertebral column on the unit exam.	100% (16 of 16) of the students correctly identified.	. The instructor decided to continue to monitor this outcome and make further changes as needed.
2	The student will be able to identify the vertebral foramen is located on the vertebra.	80% of the students will identify the vertebral foramen is located on the vertebra on a unit exam.	94% (15 of 16) of the students correctly identified.	The instructor decided that the extra computer practice and homework was beneficial in improving student learning
3	The student will be able to the correct central ray placement on a lateral projection of the cervical spine.	80% of the students will identify the correct central ray placement on a lateral projection of the cervical spine on the unit exam.	100% (16 of 16) of the students correctly identified.	The instructor decided that the extra review was beneficial in improving student learning. The instructor decided to continue to monitor this outcome and make changes as needed.
4	The student will recognize the radiographic anatomy and level of the intervertebral foramen of the oblique cervical spine.	80% of the student will recognize the radiographic anatomy and level of the intervertebral foramen of the oblique cervical spine on the unit exam. .	94% (15 of 16) of the students correctly identified.	The instructor decided that the extra lab practice and group activities was beneficial in improving student learning. The instructor decided to continue to monitor this outcome and make further changes as needed.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM: Medical Radiologic Technology	Supports PRCC Strategic Goal(s): 1, 3, 6, 8

COURSE LEVEL: RGT 2157 Clinical Education V

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

STRATEGIC GOALS:

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

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	The student will correctly perform basic examinations in the patient setting.	90% of all students will obtain 100% of the required clinical (in-hospital) competency check offs as described by the course clinical competency checklist prior to week of graduation.	100% (14 of 14) of students obtained 100% of required clinical competency check offs.	Clinical instructors are to continue to encourage the students to continue to be aggressive with clinical competencies and monitor this outcome as the need arises in future.
2	The student will utilize proper shielding for radiographic examinations in the patient setting.	80% of all students will utilize proper shielding on the final exam competency indicated by the shielding question on the clinical final competency procedure in the patient setting.	93 % (13 of 14) of utilized proper shielding on the final competency procedure.	Based on these findings, Instructors will continue to encourage and monitor patient shielding of the students on clinical and make adjustments as necessary.
3	The student will utilize proper collimation for radiographic projections on exams in the patient setting.	80% of all students will utilize collimation on the final competency check off in the clinical setting as indicated by the collimation question on final.	71 % (10 of 14) of utilized proper collimation on the final competency procedure.	Due to these results, Instructors have decided to closely monitor and assure students are closely utilizing collimation for radiographic procedures involving patients on clinical.
4	The student will adequately communicate and successfully to the patient about the performed radiographic exam in the patient setting.	80% of all students will communicate adequately and successfully to the patient by explaining the procedure to the patient on the final competency as indicated by final exam evaluation form.	100% (14 of 14) demonstrated adequate and successful communication to the patient.	Instructors decided to continue to encourage students to successfully communicate the procedure with the patients and make changes when needed to improve future outcomes.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM: Medical Radiologic Technology	Supports PRCC Strategic Goal(s): 1, 3, 6, 8

COURSE LEVEL: RGT 2542 Radiographic Procedures 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 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.

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	The student will identify the term generic name when referring to medication.	80% of the students will identify the term generic name when referring to medication. on the unit exam.	62 % (9 of 14) of the students correctly identified.	The instructor decided to add additional information on the power point presentation discussing the term generic name of medication to clarify any misleading interpretations in future classes.
2	The student will be able to identify anaphylactic shock as a type of vasogenic shock.	80% of the students will identify anaphylactic shock as a type of vasogenic shock on a unit exam.	85 % (12 of 14) of the students correctly identified.	Based on these results, the instructor decided to continue using the quiz to monitor this outcome and make changes as necessary
3	The student will be able to identify a myelogram procedure by definition.	80% of the students will identify a myelogram procedure by definition on the unit exam.	100 % (14 of 14) of the students correctly identified.	The instructor decided to add a laboratory exercise in order to allow students to experience the effects of myelogram examination for additional "hands on" approach.
4	The student will recognize the role of the radiographer in medication administration.	80% of the student will recognize the role of the radiographer in medication administration on the unit exam. .	100 % (14 of 14) of the students correctly recognized.	The instructor decided to continue to monitor this outcome and to increase the threshold to 90%.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.		
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.		
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.		
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.		

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014 - 2015

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 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.

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.**
1	Upon completion of the program, the PRCC-ADN graduate will become licensed as a registered l nurse.	80% of graduates will successfully complete the NCLEX-RN.	80 % of graduates successfully completed the NCLEX-RN.	Goal met. Will continue to implement strategies to improve NLCEX-RN pass rates.
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.	Through communities of interest meetings and, employment surveys 96.92% (n=5) reported satisfaction with the graduates performance in providing care to patients in a variety of health care settings.	Goal met. Will reassess parameters for evaluation of graduates by employers.
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.	During communities of interest meetings and, employment surveys 100% satisfaction was reported 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.	Goal partially met. Will reassess parameters for evaluation by graduates of the program. Kaplan scores below national mean: 54.4 vs 62. Various strategies will be implemented to increase scores.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

PROGRAM OF STUDY: Nursing Education	Supports PRCC Strategic Goal(s): 1, 6, 8

PROGRAM: Associate Degree Nursing – Level I

COURSE LEVEL: NUR 1111 Fundamentals of 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 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.

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.**
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 2014, 100% of the students were able to professionally articulate skills performed to the appropriate health care personnel during the last week of patient care. In Spring 2015, 98 % (58 out of 59) of the students were able to professionally articulate skills performed to the appropriate health care personnel during the last week of patient care.	NUR 1111 faculty met in May 2015 and decided to change this SLO for the 2015-2016 year since this learning outcome has been met. We will rewrite this learning outcome to reflect specific professional communication (identify self and determine patient orientation)
2	The student will be able to demonstrate competency in wound care assessment.	90% of all NUR 1111 students will correctly assess a wound bed (within 3 attempts) in the campus lab using the critical behaviors check-off sheet.	In Fall 2014, 100% of the students correctly identified the patient in the 2nd skills check-off (Naso-Gastric Tubes). In Spring 2015, 100% of the students correctly identified the patient during the 2nd check-off (Sterile Dressing Change). In Fall 2014, 92% of the students correctly identified the patient on the 5th skills check-off (Catheterization)	NUR 1111 faculty met in May 2015 and reviewed results. The students were able to identify the patient in the scheduled anticipated skills check-offs, however the student learning outcome was not met on Skills Review day. The skills review day is an unpredictable impromptu simulation day. This may have affected the results. For the 2015-2016, this SLO will change only using simulation, the Likert Scale and

			In Spring 2015, 100% of the students correctly identified the patient on the 5th skills check-off (Catherization)	a Simulation Competency Evaluation Instrument.
			In Fall 2014, approximately 60% of the students correctly identified the patient on Skills Review Day. In Spring 2015, approximately 45% of the students correctly identified the patient on Skills Review Day.	
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 (within 3 attempts) in the campus lab using the critical behaviors check-off sheet.	In Fall 2014, 96% (48 out of 50) demonstrated sterile principles during catheter insertion. In Spring 2015, 80% (51 out of 64) demonstrated sterile principles during catheter insertion.	The SLO was not met in spring 2015. Students that were unsuccessful were remediated by re-watching the catheterization video and by referral to the Skills Lab Coordinator. On the second attempt, all students passed. NUR 1111 faculty will continue to review and reinforce the critical behaviors on sterile technique.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Nursing Education	Supports PRCC Strategic Goal(s): 1, 5, 6, 8

PROGRAM: Associate Degree Nursing – Level 2

COURSE LEVEL: NUR 1210 Medical Surgical

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

STRATEGIC GOALS:

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

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**.
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 administered 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 will be able to accurately interpret 4-5	85% of students were able to accurately interpret 4-5 laboratory value questions on the final exam.	This outcome will improve the program by the students being knowledgeable about laboratory values for third semester and

		laboratory value questions on the final exam.		fourth semester clinical and preceptorship
5	The student will be able to administer a by mouth medication following the seven 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 seven 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
7	The student will be able to safely perform a venipuncture using proper technique	50% of students who complete this course will successfully perform a venipuncture in a clinical setting.	75% of students were able to successfully perform a venipuncture in a clinical setting	This knowledge improves the program by having third semester and graduating students who are proficient with venipunctures and better prepared during clinical and preceptorship

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

DEPARTMENT: Nursing Education	Supports PRCC Strategic Goal(s): 1, 3, 5

INSTRUCTIONAL AREA: Associate Degree Nursing - Level II

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 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.

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 curriculum for an Associate Degree Nursing program with related support academic courses and services for Pearl River Community College students, to satisfy State mandates for preparing students for registered nursing licensure and to provide a foundation for future growth in nursing.

	LEARNING OUTCOMES – Measurable indicators (More 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 demonstrate an accurate assessment on a postpartum patient.	Be assigned a postpartal patient to accurately palpate a fundus on the postpartal patient.	100% (91/91) of students were able to implement use of informatics while planning and providing patient-centered care.	Goal Met- Instructors agree that the students are able to provide safe effective care incorporating informatics in the clinical settings. Students will continue to be assigned postpartum patients but revision with new measurements and criteria will be developed for the 2015-2016 year.
2	The student will be able to demonstrate an accurate physical assessment of a newborn.	Be evaluated on being able to accurately count the heart rate and respirations on a newborn.	100% (91/91) of students demonstrated prioritization of care skills in the clinical setting.	Goal Met- Students consistently met course objective of prioritization of clinical skills.
3	The student will be able to identify community agencies which provide services for women and neonates.	Visit at least one agency in the community providing services to women and neonates.	100% (91/91) of students demonstrated evaluation of nursing care and patient outcomes thorough demonstration and written documentation of care provided in the clinical setting.	Goal Met- Students were able to consistently evaluate and adapt to changes in care required by their assigned patients . This achievement was also reflected in the written plan of care.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Nursing Education	Supports PRCC Strategic Goal(s): 1, 5, 6, 8

PROGRAM: 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 in careers for which they have 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.

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.	97% of students for Fall 2014-Spring 2015 school year met learning outcome criteria. Three students were unable to meet course objectives in the clinical arena resulting in an unsatisfactory skill performance in Pediatric Clinical.	A Careplan Lab, skill practice station lab, and medication room simulation have been added to student clinical minutes for the Fall 2015.
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.	97% of students for Fall 2014-Spring 2015 school year met learning outcome criteria. Three students were unable to meet course objectives in the clinical arena resulting in an unsatisfactory skill performance in Pediatric Clinical.	Physical assessment checkoffs will be made a critical behavior and the student will receive a pass or fail. Students who earn a failure for unsatisfactory performance will not be allowed to progress to attendance in the clinical arena.
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.	99% of students for Fall 2014-Spring 2015 school year met learning outcome criteria. One student was unable to meet course objectives in the clinical arena resulting in an unsatisfactory skill performance in Pediatric Clinical.	A dosage skills day and medication room simulation will be added to the Fall 2015 calendar in addition to making required drug cards submission earlier in the semester.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

4	The student will understand fetal heart circulation.	100% of students will diagram fetal heart circulation accurately on a test.	100% of students for Fall 2014-Spring 2015 school year met learning outcome criteria.	Goal Met- Students consistently met course objective of diagramming fetal heart circulation

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Nursing Education	Supports PRCC Strategic Goal(s): 1,6,8

INSTRUCTIONAL AREA: Associate Degree Nursing

COURSE LEVEL: NUR 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 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.

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	Use therapeutic communication during clinical with patients.	98% of all NUR 2203 students will use therapeutic communication with patients during clinical.	95% of (55) NUR 2203 students were successful in using therapeutic communication with patients during clinical.	Instructors decided to increase more time in stressing how important it is to use therapeutic communication during clinical plus do communication worksheets during clinical.
2	Assist the patient and support persons to access available resources and services in the community.	98% of all NUR 2203 students will be able to verbalize and provide information on available resources and services to patients and support persons.	95% of 55 NUR 2203 students were able to verbalize and provide information on available resources in the community .	NUR 2203 instructors evaluated students providing information on resources and services available to patients and support persons. They determined that students needed to be encouraged to stay up to date on information and services related to community resources.
3	Examine how technology and information management are related to the quality and safety of patient care.	100% of all NUR 2203 students will attend hospital orientation and be aware of HIPPA protocol, information systems, codes and safety concerns.	100% of all NUR 2203 students attended hospital orientation and were required to sign confidential forms regarding patient care, and listen to speakers share information on codes and safety issues.	NUR 2203 Instructors planned for students to continue to attend orientations prior to psych clinical.

PROGRAM OF STUDY: Nursing Education			Supports PRCC Strategic Goal(s): 1, 6, 8
PROGRAM: Associate Degree Nursing – Level 4			
COURSE LEVEL: NUR 2209 Nursing VI			

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

STRATEGIC GOALS:

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

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.**
1	Perform nursing skills competently 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 (within 3 attempts) in the campus lab using the critical behaviors check-off sheet.	91 % of NUR 2209 students satisfactorily performed clinical skills in the clinical setting without receiving a skills lab referral. Fall 2014 (66 out of 71) Spring 2015 (59 out of 67)	This has been discussed as a program. Previous ADN courses are identifying areas where skills can be performed. The skills review for 2209 with the Skills Lab Instructor is being modified.
2	Perform 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 all NUR 2209 students received a satisfactory clinical summative evaluation after two clinical rotations. Fall 2014 (71out of 71) Spring 2015 (64 out of 67)	Instructors planned to have clinical sites evaluated as well as the structure and length of time of clinical.
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 patient/family/community preferences	100% of all NUR 2209 students who participate in the preceptorship component will receive a satisfactory final faculty evaluation.	100 % of all NUR 2209 students who participated in the preceptorship component received all 'satisfactory' marks on their daily evaluations after the second shift worked. Fall 2014 (52 out of 52)	This is an important outcome and we need to see 100%. Instructors planned to continue emphasizing the importance of this outcome to students.

and values, involvement of family and friends, and coordination and integration of care.		Spring 2015 (59 out of 59)	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Nursing Education	Supports PRCC Strategic Goal(s): 1, 3, 5

PROGRAM: Practical 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 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.

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.**
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 identify the body systems and their functions by correctly answering 8 of 10 related questions on the comprehensive final exam.	86% of students met this goal.	Addition of a textbook affiliated computer program added to 2015-16 class to enhance students ability on application level and higher questions and to assist students to prepare for the NCLEX-PN
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.	74% of students met this goal.	Faculty attended a dosage calculation and pharmacology webinar with ATI. An ATI pharmacology program will be added to 2015-16 class to assist student understanding and accessibility to remediation via online resource.
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	72% of students met this goal.	Addition of a textbook affiliated computer program added to 2015-16 class to enhance students ability on application level and higher questions and to assist students to prepare for the NCLEX-PN

		situations by correctly identifying proper preparation, sequence, and follow-up in 8 out of 10 scenario questions on the comprehensive final exam.		
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.	96% of students met this goal.	Continue to include geriatric teaching in each unit.
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.	84% of students met this goal.	New activity for implementation 2015-16 class: A. communication with class and instructors (healthcare team) - eating together communication day. B. Serve in Homeless Connect providing data collection to assist others and to improve communication (with patient) skills.
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.	70% of students	Both Lesson Plans and Test Plans under review by curriculum committee at this time to determine where program strengths and weaknesses exist.
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.	82% of students passed the NCLEX-PN on the first attempt.	Change made from Rinehart to Hurst review (note Rinehart discontinued services). Will monitor pass rates and determine if a different review company should be considered.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 describe the basic organization and physiology of the body from the cellular level to the systemic level.	80% of students who complete the course will correctly identify 8 out of 10 related questions on the final exam.	74% of students met outcome/ Fall 2014	Continue to include NCLEX style questions through The Point textbook computer program. Will add computer program assignment from textbook called Couse Point to assist students with NCLEX style questions. Starting 2015
2	The student will describe the function of each body system and the relationship that exists between the body systems.	80% of students who complete the course will correctly identify 8 out of 10 related questions on the final exam.	88% of students met outcome/ Fall 2014	Continue to include key terms and objectives with the addition of diagrams to enhance student learning and understanding.
3	The student will apply knowledge of body structure and function to provide safe and effective care.	80% of students who complete the course will correctly identify 8 out of 10 related questions (including scenario's and diagrams) on the final exam.	82% of students met outcome/ Fall 2014	Continue to include NCLEX style questions through The Point textbook computer program. Will add computer program assignment from textbook called Couse Point to assist students with NCLEX style questions. Starting 2015

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:

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

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.	Fall 2014- 86% Spring 2015 Dual PN – 6 Students 100%	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.	Fall 2014- 82% Spring 2015 Dual PN – 6 Students 100%	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 of4	Fall 2014- 86% Spring 2015 Dual PN – 6 Students -100%	Instructors decided to Increase use of ATI computerized testing for pharmacology and offer after class tutoring for students who

	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.	Fall 2014 94% Spring 2015 Dual PN – 6 Students 100%	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.	Fall 2014 88% Spring 2015 Dual PN – 6 Students 100%	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 1 attempt Fall 2014 and Spring 2015.	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 (Fall 2014 and Spring 2015).	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
2014-2015

PROGRAM: Practical Nursing			Supports PRCC Strategic Goal(s): 1, 3, 7, 8
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 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.

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?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a **CHANGE** or **IMPROVE**.
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 PN students checked off on inserting an IV within three attempts.	Assign students to go to ATI and view the IV module on Canvas and ATI and make a 100% on practice test before attempting IV insertion.
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.	100% of students were able to list the signs of IV infiltration on a test.	Add SIM lab with IV infiltration to better prepare students for the real life experiences.
3	Students will be able to correctly identify medications specific to the scope of the LPN.	80% of students with answer 3 of 5 medication questions correctly on the final exam.	100% of students answered 3 of 5 questions correctly on the final exam.	Add CoursePoint assignment for IV chapter to practice NCLEX and exam style IV questions.

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 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.

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?	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 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.	100% of students correctly indentified 3/5 questions related to safe and effective care practices for clients experiencing common medical conditions of final exam. Questions: FCC-11,14,37,43,44 Poplarville- 13, 27, 28, 37, 54	Instructors met and decided to have students write an ATI remediation plan and complete a remediation assignment related to Safe and effective care for patients. Assignments will be checked against ATI suggested remediation plan by instructor. Emphasize safe care in clinical settings and SIM Lab.
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.	100% of students correctly indentified 3/5 questions related to ways to promote early detection and prevention of common alterations in health on final exam. Questions:34,41,60,62,96 Poplarville- 28, 46, 59, 60, 67	Instructors met and decided that we will teach more on nutrition content in Fundamentals and review again in Alterations in Adult Health. Instructors will include routine normal value quizzes in lecture.
3	The student will correctly identify ways to promote the physical, emotional, and social well-being of patients experiencing medical surgical problems, disease processes and alterations in	80% of students who complete the course will correctly answer 3 of 5 related questions on the final exam.	100% of students correctly answered 3/5 questions related to ways to promote the physical, emotional, and social well being of patients experiencing common medical	Instructors met and decided that students will complete the Communication Tutorials on ATI.

	their health.		conditions on final exam. Questions:58,78,86,99,12 Poplarville same questions	
4	The student will correctly perform safe and effective care practices for the patient experiencing a disease process, a medical surgical issue or any alteration of health.	80% of students will score a minimum "satisfactory" on objectives related to safe and effective care on the clinical evaluations.	100% of students in the clinical setting received at least a satisfactory on objectives related to safe and effective care on the clinical evaluation form.	Instructors met and decided to continue to use care plans to reinforce the nursing process, safe and effective care practices. Will initiate Real Life PN (ATI program) to reinforce safe care practices.
5				
6				

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

Program: Practical Nursing	Supports PRCC Strategic Goal(s): 1, 3, 7, 8

Course: PNV 1728 Specialty Areas in 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 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.

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?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a **CHANGE** or **IMPROVE** .
1	Student will be able to correctly identify safety precautions related to the care of the pediatric patient.	80% of students who complete the course will correctly answer 3 of 5 pediatric safety precaution questions on the final exam.	94 % (33 of 35) of the students met criteria answering 4 of 5 questions	Initiate textbook based computer review as part of homework to improve student knowledge of information.
2	Student will correctly identify safety precautions related to the care of the post-partum patient.	80% of students who complete the course will correctly answer 3 of 5 post-partum safety precaution questions on the final exam.	96% (34 of 35) of the students met criteria answering 5 of 5 questions	Initiate textbook based computer review as part of homework to improve student knowledge of information
3	Students will demonstrate techniques of therapeutic communication.	80% of students will obtain a "satisfactory" on 1 of2 process recordings completed in the mental health clinical/lab setting.	Criteria was met by 100% (35 of 35) of the students on process recording	Continue to present mental health and procedures of process recordings with additional questions assigned per ATI.
4	Student will demonstrate knowledge of pharmacological agents used in the treatment of patients with mental health disorders.	80% of students who complete the course will correctly answer 3 of 5 pharmacological agent questions on the final exam.	89% (31 of 35) of students met criteria answering 3 of 5 questions	Additional class/ lab time dedicated to pharmacology.

5	Students will be able to identify signs and symptoms, treatments, and nursing care of major mental health disorders.	85% of students who complete the course will correctly answer 3 of 5 mental health disorder questions on the final exam.	93% students (33 of 35) met criteria answering 4 of 5 questions	Continue to present mental health and procedures of process recordings with additional questions assigned per ATI.
6	Students will demonstrate safe care of patients in specialty nursing areas.	85% of students will achieve a minimum of 80% on their final clinical evaluation.	100% (35 of 35) students make satisfactory on final clinical evaluation.	Encourage level 2 or 3 on ATI proctored tests in all areas taught during Specialty's.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

Program: Practical Nursing	Supports PRCC Strategic Goal(s): 1, 3, 7, 8

| Course: PNV 1914 Nursing Transitions | |

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

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

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?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a **CHANGE** or **IMPROVE** or state that no improvement is needed.
1	The students will demonstrate interview and resume skills necessary to seek employment in the practical nursing field.	100% of students who complete the course will submit a satisfactory resume" to their instructor and seek employment as evidenced by a job search verification form completed according to protocol.	100% of students (30 of 30) met criteria by completing resume and job search form satisfactorily	Utilize the Success Center for instruction on adding e-portfolio. Obtain additional clinical sites for students to gain a better understanding of the LPN in practice.
2	The students will demonstrate proficiency in knowledge acquired to successfully pass the State Board of Nursing Exam (NCLEX-PN).	90% of students will score 90% on 2 of 3 NCLEX review test in the computer lab prior to graduation/or level two on ATI.	80% students met criteria by scoring 90% or above level 1 on 2 of 3 ATI tests.	Did not meet criteria. Will increase ATI use with assignments to practice.
3	The students will demonstrate proficiency in legal and ethical aspects of nursing.	85% of students who complete the course will correctly answer 3 of 5 related questions on the final exam.	93% of students (28 of 30) met criteria by answering 3 of 5 related questions.	Continue to present transitional and lecture information due to high outcome

PROGRAM OF STUDY: Occupational Therapy Assistant 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 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.			

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 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 (19/20) were retained from their freshman to sophomore years of training. 85% of students completed the program by end of spring semester however 2 students are completing in either the summer or spring semester and graduating with their Occupational Therapy Assistant (OTA) degree. If the other students completed, the success rate will be 20/21 or 95%. 91% of graduates found placement within the OTA profession within 2 months of graduation.	Faculty planned to meet with students who were at risk of failing in any class at midterm to discussed strategies for improving class performance.
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 evaluation of instructors.	Faculty received at least a "3" out of possible "5" in all areas of student evaluation of instructors except	Faculty decided to communicate with students about class time modifications.

			meeting for appropriate time required and using class time effectively and being well prepared for class.	
3	OTA graduates will pass the National Board for Certification in Occupational Therapy (NBCOT) exam.	85% of OTA graduates will pass their national (NBCOT) certification exam.	95% of OTA graduates passed their national (NBCOT) certification exam.	Faculty decided to change the Transitions I textbook to hopefully enhance passage rate.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM: Occupational Therapy Assistant Technology	Supports PRCC Strategic Goal(s): 1, 3, 7, 8

COURSE LEVEL: OTA 1223 Pathology of Physical Disability Conditions

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

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

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	Students present a topic related to the course.	Students present a topic related to the course being judged by a multifactorial format to a 95% proficiency level.	Students presented a topic related to the course being judged by a multifactorial format to a 94.8% proficiency level.	Instructor decided to provide modeling at beginning of semester of how to present a PowerPoint presentation.
2	Students will describe selected conditions.	Students will describe selected conditions in a written testing format to an 85% proficiency level.	Students described selected conditions in a written testing format to an 83% proficiency level.	Instructor decided to do a summary of each student presentation to emphasize most essential elements.
3	Students will identify selected levels of the Rancho Los Amigos scale.	Students will identify selected levels of the Rancho Los Amigos scale at an 85% proficiency level.	Students identified a selected level of the Rancho Los Amigos scale at a 26% proficiency level.	Instructor decided to teach the Rancho scale instead of allowing students to cover it in their presentation.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 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 a 71% accuracy level.	Instructor decided to have a bone review session prior to final exam to refresh knowledge which may have not been reinforced during the semester.
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.	Instructor decided to have students focus upon surface anatomy for part of Lab Practical exam prep.
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.	During written testing of muscle functions, students identified selected actions of muscles at a 76% accuracy level.	Instructor decided to have a lab session in which students will hold their finger on muscles while performing their actions.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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	Students will demonstrate knowledge of selected physical agent modalities.	During modality testing, students will score an average of 80% proficiency level.	During modality testing, students scored an average of 83% proficiency level.	Instructor decided to encourage students to do quizlet quizzes to reinforce knowledge of modalities.
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.	Students scored a 76% proficiency level in written testing on concepts of therapeutic exercise.	Instructor decided to increase the lab time for students performing exercises commonly used in OT clinics.
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.	Students scored a 100% proficiency level when describing describe process of clinical judgments for appropriate manual muscle testing in a lab check-off format.	Instructor decided to change the learning objective: Students will identify appropriate rationale for use of physical agent modalities at an 85% proficiency level in a written exam format.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	95% of students applied principles of seven steps approach to group leadership at a proficiency of 90% in actual lab application.	Instructor planned to give feedback in front of group (instead of individually) so group members can learn from "mistakes" of classmates. Instructor plans to increase criterion to 100% due to core skill area for class).
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.	93% of students identified characteristics of 4/5 selected psychosocial frameworks in the context of a multiple choice test.	This SLO is met to reasonably high level – Instructor to make a new SLO for next class offering.
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.	88.25% 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.	Instructor planned to review planning sheets with entire group immediately after group sessions to reinforce good planning and relevance to group experience. Instructor plans to raise SLO criterion to 90%.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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	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 Muscle testing procedure in a Lab testing format at an 85% accuracy level.	Instructor increasing standard to 90% and plans to incorporate MMT scenarios for class to critique.
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 a 98% accuracy level (a large increase in performance.)	Learning outcome met to high standard – instructor planned to make new SLO for next year's class: Students will demonstrate correct application of iontophoresis in a Lab testing format at an 85% accuracy level.
3	Students will demonstrate correct use of goniometer.	Students will demonstrate correct use of a goniometer in a Lab testing format at an 85% accuracy level.	Students demonstrated correct use of a goniometer in a Lab testing format at a 93% accuracy level.	Instructor increasing standard to 90% and plans to incorporate MMT scenarios for class to critique.

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 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.

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 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 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.	100% of all students were able to demonstrate practical knowledge and skills of an entry level commercial and residential carpenter.	The instructor decided to create a student chapter of the National Association of Home Builders at Pearl River Community College, to help the student create contacts and help with the personal growth of the overall student.
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.	80% of all students were able to demonstrate practical knowledge and skills of an entry level cabinet maker.	The instructor decided to increase the amount of lab time in order to create a student who understands the process of cabinetmaking better.
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.	100% percent of students demonstrated practical knowledge and skills necessary for certification by the NCCER.	The instructor decided to invite a speaker from a major construction firm and discuss the importance of NCCER certifications with the students.
4	Students will demonstrate practical knowledge and skills which are	90% percent of students will demonstrate practical knowledge and skills required for	100% percent of students demonstrated practical knowledge and skills required	The instructor decided to include hands-on activities when teaching OSHA including an

required for an OSHA 30 Card. (OSHA-Occupational Safety and Health Administration)	an OSHA 30 Card. Knowledge and skills will be assessed by means of written and performance exams.	for an OSHA 30 Card.	exercise in fire safety using a fire extinguisher simulator.

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 and to be successful in careers for which they have 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.

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 Advanced Construction 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	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.	80% of students correctly explained the procedures for construction of residential and commercial building foundations.	Instructor decided to update the textbook to the newest version in order to stay current with current trends in form construction.
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.	80% of students correctly identified the materials needed to properly construct residential and commercial building foundations.	Instructor decided to purchase manufactured form type materials to further enhance the student's knowledge of form systems.
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.	80% of students correctly utilized construction prints to determine dimensions and locations of various components of foundations.	Instructor decided to provide the students with a print and have the student use this print to construct a form system.

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.	80% of students completed NCCER modules and received a certification in Core Curriculum.	Instructor decided to use extra time during special problems to allow students more one on one instruction in order to complete NCCER Core curriculum.
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.	80% of students correctly identified the location of a building using available construction prints and surveying equipment.	Instructor decided to use a combination of instruments to properly locate building corners and markers.
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.	80% of students correctly and safely constructed form systems for various types of foundations.	Instructor decided to implement more safety precautions when construction form systems.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3

PROGRAM: Advanced Construction Technology

COURSE LEVEL: CAV 1133 Blueprint Reading

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

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

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 Advanced Construction 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	Explain the elements and layout of residential and commercial prints.	70% of students will correctly explain the elements and layout of residential and commercial prints. Knowledge and skills will be assessed using written and performance exams.	90% of students correctly explained the elements and layout of residential and commercial prints.	Instructor decided to use a variety of prints and test the student on the differences of print sheet labeling by different architectural firms.
2	Demonstrate the use of scale in architectural drawings.	80% of students will correctly demonstrate the use of scale in architectural drawings. Knowledge and skills will be assessed using written and performance exams.	100% of students correctly demonstrated the use of scale in architectural drawings.	Instructor decided to create quizzes in order to reinforce the knowledge taught in regards to scales and dimensions on prints.
3	Explain the elements of building specifications and building codes in residential and commercial construction.	80% of students will correctly explain the elements of building specifications and building codes in residential and commercial construction. Knowledge and skills will be assessed using written and performance exams.	80% of students correctly explained the elements of building specifications and building codes in residential and commercial construction.	Instructor decided to procure updated specification books that are identical in order to teach the process and nomenclature of specifications.

4	Prepare a bill of materials from a set of plans.	70% of students will correctly Prepare a bill of materials from a set of plans. Knowledge and skills will be assessed using written and performance exams.	80% of students correctly prepared a bill of materials from a set of plans.	Instructor decided to spend more time on quantity takeoff and to carry over this exercise into estimation class.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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.

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

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 Advanced Construction 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 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.	100% of students correctly explained the proper construction techniques for residential and commercial floor and wall framing systems using wood as a material.	The instructor decided to implement more floor and wall framing projects into the curriculum in order to help the student understand proper framing techniques.
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.	100% of students correctly identified floor and wall framing components.	The instructor decided to create a game involving the floor and wall framing components in order for the student to learn and remember their name and location.
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.	100% of students safely constructed floor and wall systems using wood as a building material.	The instructor decided to implement more floor and wall framing projects into the curriculum in order to help the student understand proper framing techniques
4 Complete NCCER (National Center for Construction Education and Research) standards and receive certification for Carpentry Fundamentals Level One.	70% of students will complete NCCER (National Center for Construction Education and Research) standards and receive certification for Carpentry Fundamentals Level One. Knowledge and	90% of students completed NCCER (National Center for Construction Education and Research) standards and received certification for Carpentry Fundamentals Level One.	The instructor decided to bring in a speaker representing a large construction firm in order to explain the importance of industry

		skills will be assessed by means of performance and written exams		recognized certifications like NCCER.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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.

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

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 Advanced Construction 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 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.	100% of students correctly explained the proper construction techniques for residential and commercial ceiling and roof framing systems using wood as a material.	The instructor decided to implement more ceiling and roof framing projects into the curriculum in order to help the student understand proper framing techniques.
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.	100% of students correctly identified ceiling and roof framing components.	The instructor decided to create a game involving the ceiling and roof framing components in order for the student to learn and remember their name and location.
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.	100% of students safely constructed ceiling and roof systems using wood as a building materials.	The instructor decided to implement more ceiling and roof framing projects into the curriculum in order to help the student understand proper framing techniques.
4	Complete NCCER (National Center for Construction Education and Research) standards and receive certification for Carpentry Fundamentals Level One.	70% of students will complete NCCER (National Center for Construction Education and Research) standards and receive certification for Carpentry Fundamentals Level One. Knowledge and	90% of students completed NCCER (National Center for Construction Education and Research) standards and received certification for Carpentry Fundamentals Level One.	The instructor decided to bring in a speaker representing a large construction firm in order to explain the importance of industry recognized certifications like NCCER.

	skills will be assessed by means of performance and written exams		

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3
PROGRAM: Advanced Construction Technology			
COURSE LEVEL: CAV 1316 Interior Finishing and Cabinet Making			

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

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

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 Advanced Construction 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 terms, materials, and installation techniques for interior finishing.	80% of students will correctly explain terms, materials, and installation techniques for interior finishing. Knowledge and skills will be assessed using written and performance exams.	80% of students correctly explained terms, materials, and installation techniques for interior finishing.	Instructor decided to build a complete building and install interior trim to the entire building and that all students will cut, cope, and install a complete set of trim.
2	Safely install interior finish materials.	70% of students will safely install interior finish materials. Knowledge and skills will be assessed using performance exams.	90% of students safely installed interior finish materials.	Instructor decided to build a complete building and install interior trim to the entire building and that all students will cut, cope, and install a complete set of trim.
3	Explain terms, materials, construction and installation techniques for cabinet making.	70% of students will correctly explain terms, materials, construction and installation techniques for cabinet making. Knowledge and skills will be assessed using written and performance exams.	70% of students correctly explained terms, materials, construction and installation techniques for cabinet making.	Instructor decided to incorporate the building of a complete set of cabinets by the students.

4	Safely build and install wall and base cabinets.	70% of students will build and install wall and base cabinets. Knowledge and skills will be assessed using performance exams.	70% of students built and installed wall and base cabinets.	Instructor decided to incorporate the building of a complete set of cabinets by the students.
5	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.	100% of students will complete NCCER (National Center for Construction Education and Research) standards and receive certification for Carpentry Fundamentals Level Two.	Instructor decided to use the new updated text in future classes.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3
PROGRAM: Advanced Construction Technology	
COURSE LEVEL: CAV 1413 Roofing	

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

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

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 Advanced Construction 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 materials and applications used in commercial and residential roofing.	80% of students will correctly identify materials and applications used in commercial and residential roofing. Knowledge and skills will be assessed by using written and performance exams.	100% of students correctly identified materials and applications used in commercial and residential roofing.	The instructor decided to procure new types of roofing materials to help the student understand how technology has improved materials used in roofing applications.
2	Safely install a roof using various types of materials.	80% of students will safely install a roof using various types of materials.	100% of students safely installed a roof using various types of materials.	The instructor decided to instruct the student on how to install a roof system using rolled roofing material.
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	100% of students completed NCCER (National Center for Construction Education and Research) standards and receive certification for Carpentry Fundamentals Level Two.	The instructor decided to bring in a speaker from a large construction firm and have him speak on the importance of NCCER certification in industry.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 and to be successful in careers for which they have 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.

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 Advanced Construction 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 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.	100% of students correctly explained the materials and techniques used for exterior finishing in residential and commercial construction.	The instructor decided to include the installation of cedar and other wood sidings as part of the curriculum.
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.	100% of students safely installed exterior wall covering, cornices, and exterior trim.	The instructor decided to procure cedar siding and instruct the student on its installation, then have the student install it.
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	100% of students completed NCCER (National Center for Construction Education and Research) standards and received certification for Carpentry Fundamentals Level Two.	The instructor decided to have a speaker from a major construction company come in and discuss with the students the importance of NCCER certifications in industry.

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3
PROGRAM: Advanced Construction Technology	
COURSE LEVEL: CAV 2113 Principles of Multi-Family and Light Commercial 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 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.

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 Advanced Construction 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	Understand OSHA (Occupational Safety and Health Administration) Standards and receive an OSHA 10 hour card.	80% of students who complete this course will receive an OSHA 10 hour card. Knowledge and skills will be assessed by completing an authorized OSHA 10 hour class, including a written exam.	100% of students who completed this course received an OSHA 10 hour card.	The instructor decided to change the 10 hour card to a 30 hour card in order to improve the students' employability.
2	Explain different materials and techniques used in light commercial construction.	70% of students will correctly explain different materials and techniques used in light commercial construction. Knowledge and skills will be assessed using written and performance exams.	100% of students correctly explained different materials and techniques used in light commercial construction.	The instructor decided to include the construction of all metal buildings into the curriculum.
3	Safely construct walls using light gauge metal framing members.	70% of students will safely construct walls using light gauge metal framing members. Knowledge and skills will be assessed using performance exams.	80% of students safely constructed walls using light gauge metal framing members.	The instructor decided to include site visits to commercial jobs in order to help the student visualize the process of framing using light gauge metal framing members.
4	Safely construct a commercial ceiling using a grid and tile system.	70% of students will safely construct a commercial ceiling using a grid and tile system. Knowledge and skills will be	80% of students safely constructed a commercial ceiling using a grid and tile system.	The instructor decided to delete this requirement as this particular application is generally performed by a subcontractor.

			assessed using performance exams.		
5	Explain the applications of Masonry in multi-family and light commercial Construction.	80% of students will correctly explain the applications of Masonry in multi-family and light commercial Construction. Knowledge and skills will be assessed using written exams.	100% of students correctly explained the applications of Masonry in multi-family and light commercial Construction.	The instructor decided to work with the masonry department and have the students actually attempt to lay brick.
6	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	100% of students completed NCCER (National Center for Construction Education and Research) standards and received certification for Carpentry Fundamentals Level Two.	The instructor decided to have a speaker come in from a large commercial contractor and discuss the importance of NCCER certification in industry to the students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3

PROGRAM: Advanced Construction 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 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.

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 Advanced Construction 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 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.	90% of students who completed this course correctly described the different types of compaction for different classes of soils.	Instructor decided to purchase a small piece of compaction equipment in order to instruct the student on different methods of compaction.
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.	90% of students who completed this course correctly identified, placed and tested Portland cement concrete.	Instructor decided to create test samples for slump and compression test that are in error in order to instruct the student on the detrimental effects of water on concrete during the plastic state.

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.	90% of students who completed this course correctly identified the uses of steel as a building component.	Instructor decided to take a field trip to show different methods of steel construction.
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.	90% of students who completed this course correctly identified and constructed using wood building materials.	Instructor decided to take field trips sponsored by Associated Builders and Contractors to residential construction projects in order to show the student actual wood building projects under construction.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3

PROGRAM: Advanced Construction Technology

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 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.

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 Advanced Construction 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 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.	Instructor decided to procure actual construction documents to benefit the student in recognizing the difference in construction document types.
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.	Instructor decided to change the prints for takeoff to new upgraded prints.
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.	100% of students who completed this course correctly explained overhead cost as they relate to the construction industry.	Instructor decided to create a game in order to teach the difference in direct and overhead cost.

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 as they relate to the construction industry.	Instructor decided to create a game in order to teach the difference in direct and overhead cost.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 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 National Automotive Technicians Education Foundation (NATEF) certification.	80% of students have completed and attained Automotive Service Excellence (ASE) NATEF student certification.	Instructor has decided to provide more resources and emphasis on ASE sample questions for certification results.
2	Students will demonstrate practical skills needed to master diagnostic test equipment.	80% of students must master diagnostic equipment, and must pass hands-on testing in lab shop observation.	80% of the graduating students have mastered the diagnostic equipment and hands-on shop tasks in lab observation	Instructor decided to provide students more hands-on tasks to help mastery of equipment.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

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 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.

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 Students will show proficiency in basic electrical.	Testing – 60% will show proficiency in basic electrical on an Automotive Service Excellence (ASE) style chapter test.	65% of the students passed the student ASE test.	The instructor decided to give the test an additional time at a later date to those who did not pass test.
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.	70% repaired basic electrical systems while in shop tasks.	Instructor decided to give more assignments to improve students' basic repair tasks.
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.	65% demonstrated the ability to perform by passing the ASE questions.	The instructor will provide study guides and other additional information so students can improve ASE exam questions.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	70% displayed a working knowledge of basic electrical on a test and also by observation in a shop hands-on setting.	Instructor decided to increase assessment criteria to provide additional challenge to students and provide additional 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.	70% of students have explored requirements and opportunities necessary to work in a shop in electrical auto field.	Instructor decided to increase the assessment level, provide additional tasks related and increase assessment criteria to provide additional challenge to students.
3 Know basic electrical skills.	70% of students must demonstrate the ability to identify basic electrical terms.	70% of the students have demonstrated the ability to identify basic electrical terms by shop tasks and ASE style chapter tests.	Instructor decided to provide additional tasks and study questions related to potential repairs in order to increase knowledge of terms related.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

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 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.

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 perform proper removal procedures of manual transmissions.	80% of students will perform proper removal procedures of manual transmissions as determined by lab observation.	80% performed procedures on manual transmissions.	Instructor decided to give an increased amount of shop tasks with repeated steps for mastery of objective.
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.	80% removed, replaced and adjusted components.	Instructor decided to give an increased amount of shop tasks with repeated steps for mastery of objective.
3	Student will perform manual drivetrain repair.	60% of students must demonstrate the ability to perform repair on manual drivetrain components	70% of the students completed drivetrain repair.	Instructor decided to give an increased amount of shop tasks with repeated steps for mastery of objective.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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. By diagnosing noise and vibration concerns	Testing – 70% will pass the Automotive Service Excellence Standard (ASE) style test.	61% passed the ASE test.	Instructor decided to provide additional guides and sample test questions.
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.	70% did diagnose and repair performance problems.	Instructor decided to give additional shop tasks for shop evaluation and to improve skills through observation.
3 Student will perform engine performance tasks.	70% of students must demonstrate the ability to perform engine performance tasks on an ASE style test.	61% of the students passed the ASE test.	Instructor decided to provide the students with study guides and sample test questions for the unit.

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 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.

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 repair.	Testing – 70% will pass the Automotive Service Excellence Standard (ASE) style chapter written test.	80% passed the ASE style chapter written test.	Instructor decided to give additional information such as providing study guides and test example questions.
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.	80% of the students repaired an engine.	Instructor decided to give additional hands-on tasks to improve performance.
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.	80% demonstrated the ability to perform engine repair on the final exam.	Instructor decided to provide sample tests and study guides.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	85% of the students displayed a knowledge of safety on a test and observation.	Instructor decided to provide more resources and emphasis on safety in the shop setting.
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.	85% of students have contacted businesses and filled out applications.	Instructor decided to provide more resources and emphasis on safety in the shop setting.
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% have written a resume.	Instructor decided to improve the resume and accuracy of information.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	80% correctly listed the characters of the modern automatic transmission determined by the test administered.	The instructor decided to improve the needed information to improve the scores by giving additional study information.
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.	80% of the students have diagnosed common problems as examined by observation in lab settings.	The instructor planned to increase diagnoses of transmission problems on modern automobiles in the lab.
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.	80% of the students have identified codes in the automatic transmission by use of lab observation during shop time.	The instructor decided to increase diagnoses of transmission codes on modern automobiles in the lab.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	80% completed steering and suspension repair in the lab. This is determined by observation.	Instructor decided to increase assessment criteria to provide additional challenge to students and provide additional 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.	80% of the students are now able to perform an alignment.	Instructor decided to increase the assessment level and provide additional tasks related.
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.	74% passed the ASE student certification test .17 out of 23. Freshman and sophomore students.	Instructor decided to provide additional tasks and study questions related to potential repairs.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 perform scan diagnostics on engines.	80% of students will properly perform scan diagnostics on engines as determined by lab observations.	80% of the students did perform a diagnostic scan on an engine.	The instructor decided to use additional scan tools and provide other engine types.
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.	80% of the students did perform a diagnostic scan on an engine using the gen-2 in a lab setting.	The instructor decided to use additional scan tools and provide other engine types.
3 The student will diagnose and repair related faults.	80% of students will properly diagnose and repair related faults as determined by lab observation.	80% of the students did perform a diagnostic scan on an engine using the gen-2 in a lab setting.	The instructor decided to use additional scan tools and provide other engine types.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	90% of students who have successfully completed this course have established, built and erected corner leads to instructor specifications.	Instructor decided to improve program performance by using a more hands-on approach to the course.
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 students who have successfully completed this course layed brick/block to line according to instructor's specifications.	Instructor's techniques have improved student performance.
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.	100% of students who have successfully completed this course have set closures of brick/block on a masonry course according to instructor's specifications.	Instructor's techniques have improved student performance.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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..

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 mix mortar to specifications (hand & machine)	70% of student who complete this course will mix mortar by both hand & machine mortar mixer according to instructor specifications.	100% of students who have completed this course have mixed mortar by both hand & machine mortar mixer according to instructor specifications.	Instructor's techniques have improved student performance.
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 students who have successfully completed this course have installed concrete reinforcements to instructor's specifications.	Instructor decided to improve program performance by physically instructing the students during the project.
3	The student will demonstrate the ability to set up the safe & efficient work area.	70% of students who successfully complete this course will set up a safe & efficient work area according to instructor specifications.	100% of students who have successfully completed this course have set up a safe & efficient work area according to instructor specifications.	Instructor's techniques have improved student performance.
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.	90% of students who have successfully completed this course have prepared mortar for stone masonry projects according to instructor's specifications.	Instructor decided to improve program performance by showing technical videos on the activity before engaging in the project itself.

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 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.

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 read a carpenter's rule to 1/16th accuracy.	70% of students who successfully complete this course will read a carpenters rule to 1/16th accuracy according to instructor's specifications.	80% of students who have successfully completed this course have read a carpenters rule to 1/16th accuracy according to instructor's specifications.	Instructor decided to improve program performance by allowing the students to read multiple rules during the semester.
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.	100% of students who have successfully completed this course have read a foundation plan according to instructor's specifications.	Instructor's techniques have improved student performance.
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.	100% of students who have successfully completed this course have estimated blocks, bricks, mortar and sand for a specific project according to instructor's specifications	Instructor's techniques have improved student performance.
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.	90% of students who have successfully completed this course have estimated miscellaneous materials for a masonry construction project according to instructor's specifications.	Instructor decided to improve program performance by allowing the students to estimate more projects during the semester.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Brick, Block, and Stonemasonry

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 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.

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 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 have demonstrated the ability to properly use masonry tools and equipment with evaluation by instructor	Instructor's techniques have improved student performance.
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.	100% of completers have explained 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.	Instructor's techniques have improved student performance.
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 have demonstrated proper care for masonry tools and equipment in the shop with evaluation by instructor.	Instructor's techniques have improved student performance.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Brick, Block, and Stonemasonry

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 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.

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 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 completers have demonstrated proper safety procedures for layout and constructions of block columns, piers, and various walls with evaluations by the instructor.	Instructor's techniques have improved student performance.
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.	100% of completers have described and performed procedures to layout and construct block columns to instructor specifications with instructor evaluation	Instructor's techniques have improved student performance.
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.	100% of completers have demonstrated the ability to lay out a hollow block pier to instructor specifications with evaluation by instructor.	Instructor's techniques have improved student performance.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Brick, Block, and Stonemasonry

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 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.

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 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 completers have demonstrated proper safety procedures for layout and constructions of brick columns, piers, and various walls with evaluations by the instructor.	Instructor's techniques have improved student performance.
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 have described and performed procedures to layout and construct brick columns to instructor specifications with instructor evaluation.	Instructor's techniques have improved student performance.
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 have demonstrated the ability to lay out a hollow brick pier to instructor specifications with evaluation by instructor.	Instructor's techniques have improved student performance.

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 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.

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 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.	100% of students who have successfully completed this course have layed out and constructed fireplaces and chimneys with evaluations by the instructor.	Instructor's techniques have improved student performance.
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.	100% of students who have successfully completed this course have performed procedures to construct chimneys with mantel and hearth with evaluations by the instructor.	Instructor's techniques have improved student performance.
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 constrict fireplaces or chimneys for a specific project with evaluations by the instructor.	100% of students who successfully completed this course have applied procedures to constrict fireplaces or chimneys for a specific project with evaluations by the instructor.	Instructor's techniques have improved student performance.
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 who have successfully completed this course have estimated refractory materials for a masonry construction project with evaluations by the instructor	Instructor's techniques have improved student performance.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 have successfully completed this course have established layout and construction of arches to instructor specifications.	The instructor's techniques have improved student performance.
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 who have successfully completed this course have described the different types of arches to instructor's specifications.	The instructor's techniques have improved student performance.
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 who have successfully completed this course have developed the ability to build brick and stone arches according to instructor's specifications.	The instructor's techniques have improved student performance.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Electrical Technology

COURSE LEVEL: ELT 1114 Residential/Light Commercial 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:
1. To prepare students to complete a degree or certificate program and to be successful in careers for which they have 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.

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	List the different dimensions associated with the proper placement of receptacles, lighting outlets, and switches on the interior and exterior of a residence according to the NEC.	70% of the students will be able to list these dimensions. A written test will be given to obtain the outcome.	93% of the students successfully listed all the proper dimensions.	The instructor decided to give a more rigorous test.
2	List areas that require GFCI protected receptacles.	70% of the students will correctly complete this list by written test.	100% of the students listed the correct areas.	The instructor decided that ample time was spent covering this material.
3	Identify basic electrical symbols that are found on blueprints.	70% of the students will be able to make the identifications by written test.	90% of the students correctly identified all the symbols given.	The instructor decided to incorporate more symbols in the future.
4	Explain the NEC codes that govern the installation of non-metallic sheathed cables.	70% of the students will know these requirements. A written test will be given to show their understanding of the material.	90% of the students correctly explained the codes that govern the use of these cables.	The instructor decided to include other types of cables also in this area.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Electrical Technology

COURSE LEVEL: ELT 1124 Commercial /Industrial 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:

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

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 Demonstrate the use of a hand bender and the application of the applicable formula to make pre-determined size and shape of various types of bends.	70% of the students will be able to make the bends as required. This will be done as a physical performance test.	85% of the students were able to successfully make all required bends correctly.	The instructor decided to increase the difficulty of the test to better challenge the students.
2 Identify various types of wiring methods and their associated fittings.	70% of the students will correctly make the identifications. This will be done by a visual identification test.	90% of the students identified all methods and fittings correctly.	The instructor decided to include more types of wiring methods and fittings.
3 Draw, list, and identity the 5 basic electrical systems including the voltages between the conductors.	70% of the students will be able to complete this task. This will be done by a written test.	85%of the students completely and correctly identified all 5 systems with the correct voltages.	The instructor decided to include more physical wiring of these systems to enhance the understanding of these systems.
4 Be able to locate information in the National Electrical Code handbook.	70% of the students will be able to find the required information. This will be done by a written performance test.	80%of the students successfully locate the correct information in the NEC handbook that was asked for.	The instructor decided to spend more time in this area of training.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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	Analyze and evaluate the relationship between volts, current, resistance, and power in a series circuit.	70% of the students will be able to complete this task. This will be done by a paper test.	95% of students were able to pass this task.	The instructor decided to use different methods to enhance the student's abilities.
2	Analyze and evaluate the relationship between volts, current, resistance, and power in a parallel circuit.	70% of the students will correctly complete this task. This will be done by a paper test.	95% of students were able to complete this task.	The instructor decided to incorporate other methods to develop the student's knowledge in this area.
3	Demonstrate the proper use of and read electrical values using a multi-meter.	70% of the students will successfully be able to use this equipment properly. This will be accomplished by a practical	95% of students were able to properly use and read a multi-meter.	The instructor has decided to develop more practice activities and tests to prepare for the final exam.
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 this will be done by a written test.	91% of the students were successful in determining all the correct changes.	The instructor decided to spend more time covering this area of instruction.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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	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.	The instructor decided to incorporate more real world simulations.
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.	The instructor developed a more rigorous exam to challenge the students.
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.	The instructor modified the test to include the use of Ohm's law for more real world situations.
4	Identify overcurrent safety devices, load centers, and safety switches.	70% will correctly identify the correct 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.	The instructor decided to include more devices and equipment in the exam.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	85% of the 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.	Instructor decided assessment criteria will be increased to provide additional challenge to the students.
2	The student will explain characteristics of common transformer banks.	80 % of the students will properly explain characteristics of common transformer banks as determined by final exam.	75% of students properly explained characteristics of common transformer banks as determined by final exam.	Instructor decided more emphasis will be placed on transformer banking.
3	The student will list commonly used electrical hardware.	80% of the students will properly list common electrical hardware as determined by final exam.	80% of students properly listed common electrical hardware as determined by final exam.	Instructor decided assessment criteria will be increased to provide additional challenge to the students.
4	The student will properly wire HID (high intensity discharge) and fluorescent ballasts.	80% of the students will properly wire HID and fluorescent ballasts as determined by final exam.	95% of students properly wired HID and fluorescent ballasts as determined by final exam.	Instructor decided assessment criteria will be increased to provide additional challenge to the students, and more variety of ballasts will be studied.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Electrical Technology

COURSE LEVEL: ELT 1253 Branch Circuits and Service Calculations

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

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

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	Size equipment grounding conductors for various size circuits..	70% of the students will be able to complete this task. The task will be measured by a written means.	100% of the students correctly sized the conductors.	The instructor decided to expand the parameters of this test to include more situations.
2	Determine the minimum number of 120v circuits in a residence including general lighting circuits, small appliance circuits, laundry circuits, and dedicated circuits.	70% of the students will correctly complete this task. The results will be obtained by a written test.	95% of the students correctly determined the proper number of circuits.	The instructor decided to enhance the test to challenge the students more.
3	Calculate the proper conductor and overcurrent protection device for 240v circuits in a residence.	70% of the students will successfully be able to make these calculations. This will be a written test.	90% of the students were able to correctly answer all components of the test.	The instructor decided to include more instructional time in this area.
4	Calculate the correct service entrance size of a residence based the National Electrical Code (NEC) guidelines.	70% of the students will calculate the correct service size. Outcome will be obtained by a written test.	80% of the students correctly calculated the proper size service.	The instructor decided to spend more time in this area and incorporate other methods of instruction.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	95% of the students did correctly identify and explain the meaning standard electrical symbols used on residential prints, as determined by test.	Instructor decided that more symbols and the difficulty of the assessment will be increased to increase to challenge 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.	80% of the students did correctly identify different lines used on prints, as determined by test.	Instructor 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.	50% of students did correctly determine the inside and outside dimensions on a residential print, as determined by final exam.	Instructor decided additional time will be spent on print dimensions.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Electrical Technology

COURSE LEVEL: ELT 1274 Switching 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 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.

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 Explain the operations of the 3 basic types of switches and draw the internal mechanical workings.	70% of the students will be able to complete this task. Outcome will be measured by written exam.	100% of the students were able to complete this task.	The instructor decided to incorporate various types of the same switches but in different physical forms.
2 Demonstrate the ability to properly design and wire various switching circuits using the 3 basic types of switches.	70% of the students will correctly complete this task. This will be done by written exam and performance test.	97% of the students were able to successfully complete this test.	The instructor has decided to expand the parameters of the test to include other uses of switching applications.
3 Identify the type of conductor by its use on a circuit.	70% of the students will correctly identify the conductors. This will be achieved by a written test and a visual test.	97%of the students correctly identified the correct type of conductors.	The instructor decided to modify the test to include more diverse wiring situations.
4 Demonstrate the ability to wire low voltage switching circuits.	70% of the students will be able to wire low voltage circuits. This will be done by a performance test.	90% of the students successfully completed this task.	The instructor decided to spend more time on this subject.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	90% of the students did correctly draw and wire a 2-wire control circuit as determined by lab practical.	Instructor decided more time will be spent on 2-wire circuits.
2	The student will 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.	95% of students did correctly draw and wire a 3-wire control circuit as determined by lab practical.	Instructor decided more time will be spent on 3-wire circuits.
3	The student will identify the parts of a motor starter.	70% of students will correctly identify the parts of a motor starter as determined by lab practical.	95% of students did correctly identify the parts of a motor starter as determined by lab practical.	Instructor decided to include different brands of motor starters to identify parts on.
4	The student will 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.	95% of students did correctly explain the function and name the parts of a control relay determined by lab practical.	Instructor decided to include different brands of motor starters to identify parts on.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 explain the characteristics of an electro-mechanical relay (EMR).	70% of students will correctly explain the characteristics of an electro-mechanical relay (EMR).	85% of students did correctly explain the characteristics of an electro-mechanical relay (EMR).	Instructors decided that more time is needed to learn the characteristics of an electro-mechanical relay (EMR).
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).	Instructors decided that more time is needed to learn the characteristics of an SSR.
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).	75% of students did correctly identify the parts of a variable frequency drive (VFD).	Instructors decided that more time will be spent on identifying the parts of a VFD.
4	The student will program or change parameters on a VFD.	70% of students will correctly program or change parameters on a VFD.	65% of students did correctly program or change parameters on a VFD.	Instructors decided that more emphasis will be placed on VFDs and programming the parameters.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s):1, 3, 7

PROGRAM: Electrical Technology

COURSE LEVEL: ELT 2614 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 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.

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.	95% of students did correctly draw 2 and 3 wire ladder logic as determined by test.	Instructors decided to increase difficulty of the assessment to present more challenge to the student.
2	The student will define discrete and analog I.O.s (Input/Output).	70% of students will correctly define discrete and analog I.O.s as determined by test.	95% of students did correctly define discrete and analog I.O.s as determined by test.	Instructors 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 (Programmable Logic Controller).	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.	Instructors decided to increase the number of components 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.	Instructors decided that the difficulty of the assessment will be increased to increase the challenge to the student.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Heating, Air Conditioning, Refrigeration Technology	
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 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.

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 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.	It was decided to spend more time on explaining the operation of heat pump controls.
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.	It was decided to make assessment more challenging.
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	Instructor decided to assess this outcome at a higher level.

		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.	Instructor planned to change the assessment criteria to better evaluate the knowledge of gas controls.

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 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.

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 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.	72% 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.	Instructor planned to better emphasize 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.

| 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. | Instructor decided to include more PPE for students to work with |

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 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.

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 –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 passed the National Institute for Metalworking Skills(NIMS) Safety Exam	The instructor decided to create more safety practice test available on Canvas to help increase safety awareness. Safety videos have also been created to watch in class.
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.	100% of Students demonstrated the ability to lay out a project per NIMS Layout Project and Passed Exam	The instructor planned to create more hands on layout practice and examples.
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.	92% of students performed tapping operations and passed according to NIMS Drill Press Exam and Project	A need for more hands on practice was realized. The instructor planned to create an assessment and posted it for classwork in lab.
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.	92% of students correctly used precision instruments according to NIMS Measurement and passed Exam	It was determined that students need more information available regarding how to read gauges, micrometers, etc. and will be added in Canvas. More practical use of instruments will be assigned for lab time.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3 ,7

PROGRAM: Precision Manufacturing and Machining Technology

COURSE LEVEL: MST 1125 Power Machinery 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 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.

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	89% of students completed the Power Machinery Safety Examination.	It was decided to add more safety videos and power points in lecture time.
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.	89% of students performed correctly on lathe operations according to the National Institute of Metalworking Skills (NIMS) Lathe Project specifications.	Instructors planned to add demonstrations on lathes in shop time.
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.	89% of students performed correctly a Milling operation according to NIMS Milling Machine Project specifications.	Instructor demonstrated mill operations for mill projects on a manual mill, and planned to continue this practice.
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.	89% of students performed correctly a surface grinder according to NIMS grinder Test Examination.	It was decided to give extra projects to students for more time on surface grinder.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 –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 National Institute for Metalworking Skills (NIMS) Measurement Exam.	92% of students passed the Trigonometry section NIMS measurement exam.	A decision was made to practical problem solving to help improve or maintain Trigonometric skills relating to National Institute for Metalworking Skills (NIMS) exam.
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.	92% passed the circle properties on the NIMS measurement exam.	The instructor decided to create a pretest on Skills Tudor and students showing need for improvement will complete properties of Circles section on Skills Tudor.
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.	92% of students passed the geometry section of the NIMS measurement exam.	The instructor planned that students will be instructed by the use of Skills Tudor for help with Geometric problems relating to NIMS exam.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s):1, 3, 7

PROGRAM: Precision Manufacturing and Machining Technology

COURSE LEVEL: MST 1413 Blueprint Reading

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

STRATEGIC GOALS:

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

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 –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, describe, and apply industrial methods for showing dimensions and tolerances.	70% of students who complete this course will apply industrial dimension and tolerance methods according to National Institute of Metalworking Skills (NIMS) Blueprint & Layout Exam.	95% of students who completed this course applied industrial dimension and tolerance methods according to National Institute of Metalworking Skills (NIMS) Blueprint & Layout Exam.	The instructor determined that more exercises and examples would be available.
2	The Student will identify, describe and apply primary and secondary views on a drawing.	70% of students who complete this course will identify and apply primary and secondary views according to NIMS Blueprint and layout exam.	95% of students who completed this course identified and applied primary and secondary views according to NIMS Blueprint and layout exam.	The instructor has decided to show videos along with further discussion on different types of views and layouts.
3	The Student will identify, describe and apply surface finishes on a blueprint.	70% of students who complete this course will identify, describe and apply surface finishes according to NIMS Blueprint & Layout Exam.	95% of students who completed this course identify, describe and apply surface finishes according to NIMS Blueprint & Layout Exam.	The instructor made the decision to spend more time covering the material in further detail.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s):1, 3, 7

PROGRAM: Precision Manufacturing and Machining Technology

COURSE LEVEL: MST 1423 Advanced Blueprint Reading

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

STRATEGIC GOALS:

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

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 –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, describe, and apply industrial methods for showing dimensions and tolerances.	70% of students who complete this course will apply industrial dimension and tolerance methods according to NIMS Blueprint & Layout Exam.	89% of students applied industrial dimension and tolerance methods according to NIMS Blueprint & Layout Exam.	The instructor planned to spend more time with machine drawings in class covering detail of dimensions and tolerances.
2	The Student will Identify, describe and apply primary and secondary views on a drawing.	70% of students who complete this course will identify and apply primary and secondary views according to NIMS Blueprint and layout exam.	89% of students identified and applied primary and secondary views according to NIMS Blueprint and Layout Exam.	It was decided to have students draw primary and secondary views, and also identify them in class to understand them.
3	The Student will Identify, describe and apply surface finishes on a blueprint.	70% of students who complete this course will identify, describe and apply surface finishes according to NIMS Blueprint & Layout Exam.	89% of students identified, described, and applied surface finishes according to NIMS Blueprint and Layout Exam.	The instructor planned to demonstrate how to identify and apply surface finish according to NIMS Blueprint and Layout Exam.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 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 passes the Precision Layout Safety Exam.	The instructor decided to create a practice test and study guide available on Canvas.
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.	92% of students who completed this course created a layout project to the specifications of NIMS.	The instructor decided to have more practice projects.
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.	92% of students who completed this course performed precision measurements to NIMS specifications.	The instructor determined to use Canvas to supplement learning exercises.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 passed the National Institute of Metalworking Skills (NIMS) Safety Exam	The instructor decided to provide a NIMS Practice Safety Exam through Canvas to help maintain success on this exam.
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.	95% of students demonstrated the ability to perform a lathe operation according to National Institute of Metalworking Skills (NIMS) Lathe Project specifications.	The instructor determined to use training videos from YouTube through Canvas.
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.	95% of students demonstrated the ability to perform a Milling operation to NIMS Milling Machine Project specifications.	The instructor decided to focus more on hands on during lab time.
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.	95% of students correctly used a surface grinder according to NIMS and passed grinder exam.	The instructor determined a need for a practice test and study guide through Canvas.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Precision Manufacturing and Machining Technology
COURSE LEVEL: MST 2144 Power Machinery 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 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.

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 IV Safety Examination.	100% of students completed Power Machinery IV Safety Examination.	The instructor decided to use updated safety videos and power points.
2 The student will demonstrate the ability to perform Lathe operations to specifications.	70 % of students who complete this course will correctly perform an Advanced lathe operation according to National Institute of Metalworking Skills (NIMS) Lathe Project specifications.	80% of students performed an advance lathe operation according to NIMS Lathe Project specifications.	The instructor decided to demonstrate advance lathe operations according to 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 an Advanced Milling operation to NIMS Milling Machine Project specifications.	80% of students performed an advanced milling operation according to NIMS Milling Machine Project specifications.	The instructor decided to perform advanced milling set-up and operations according 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 perform an Advanced Surface Grinder operation according to NIMS Grinder Project Specifications.	80% of students performed an advanced surface grinding operation according to NIMS Surface Grinder project specification.	The instructor decided to use video examples and live demonstrations according to NIMS surface grinder project specifications.

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 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.

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 Computer Numerical Control Safety procedures.	70% of students who complete this course will pass the CNC I Safety Exam.	100% of students passed the CNC I Safety Exam.	The instructor planned to create more in-depth safety study guides for the 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.	95% of students demonstrated the ability to program a project per National Institute of Metalworking Skills (NIMS) CNC project and exam.	The instructor determined to use more examples and sample program projects.
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.	95% of students correctly perform a turning operation with NIMS CNC turning exam and project specifications.	The instructor decided to provide activities from the Internet and add it to Canvas.
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.	95% of students correctly used CNC mill according to NIMS Milling Exam and Project.	The instructor decided to add the operating manual and demonstration videos to Canvas.

PROGRAM OF STUDY: Business and Commerce Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Precision Manufacturing and Machining Technology

COURSE LEVEL: MST 2725 Computer Numerical Control 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 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.

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 Computer Numerical Control (CNC) Safety procedures.	70% of students who complete this course will pass the CNC II Safety Exam.	80% of students completed CNC II Safety Exam.	The instructor planned to use videos and power point slides to show examples of safety.
2	The student will demonstrate the ability to perform Programming operations to specifications.	70 % of students who complete this course will correctly create an Advanced CNC program according to National Institute of Metalworking Skills (NIMS) CNC Project specifications.	80% of students completed an advanced CNC program according to NIMS CNC Project specifications.	The instructor decided to create an example program to illustrate the program purpose and meaning of its characters.
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 an Advanced Turning operation to NIMS CNC turning Project specifications.	80% of students completed an advanced turning operation according to NIMS CNC turning project specifications.	The instructor gave students extra times on the machine to show proper operations.
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 an Advanced CNC Mill project according to NIMS Milling Test Examination.	80% of students completed an advanced CNC mill project according to NIMS milling test examination.	The instructor determined to give students extra times on the machine to show proper operations.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Precision Manufacturing and Machining Technology			
COURSE LEVEL: MST 2813 Metallurgy			

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

STRATEGIC GOALS:

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

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 various metals.	70% of students who complete this course will make 100% on Metal Identification Examination.	89% of students made 100% on the Metal Identification Examination.	The instructor planned to add power points to class time for examples.
2	The student will demonstrate the ability to perform heat treatment operations to specifications.	70 % of students who complete this course will correctly perform a heat treatment operation according to National Institute of Metalworking Skills (NIMS) heat treatment Project specifications.	89% of students performed a heat treatment operation according to NIMS heat treatment project specifications.	The instructor decided to use video and power point for examples to show students the task of heat treating a part to the specifications.
3	The student will demonstrate the ability to perform a hardness testing to specifications.	70% of students who complete this course will correctly perform a hardness test to NIMS Milling hardness testing specifications.	89% of students correctly completed a hardness test to NIMS milling hardness testing specifications.	The instructor planned to demonstrate proper way to test the hardness of a part according to NIMS specifications.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Precision Manufacturing and Machining Technology

COURSE LEVEL: MST 2913 Special Problems

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

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

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 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.	100%	Instructors planned to make changes based on the individual needs of students.
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.	100%	Due to the nature of this course, instructors planned to design assignments based on student need.
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.	100%	Due to the nature of this course, instructors planned to develop problem sets based on student need.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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 –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.

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

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 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.

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 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 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.	FCC– 12/16 students enrolled in Fall completed/graduated. 80% POP – 20/29 students enrolled in Fall completed/graduated. 70% HAN – 7/9 students enrolled in Fall completed/graduated. 78%	Instructors decided to continue recruiting from high school vocational-technical centers and stressing the importance of staying in school, completing the program to graduate, and also actively seeking employment when finished.
2	Students will demonstrate practical skills needed to master Shielded Metal Arc Welding machines.	Students will be tested in lab with instructor supervision with 80% of students passing to AWS D1.1, American Society of Mechanical Engineers Section 9,or Huntington-Ingalls Shipbuilding Navy Codes and Specifications.	FCC – 10/14 students passed visual & bend tests to AWS D1.1.71% POP – 21/29 students passed visual and bend tests to AWS D1.1 specs. 72% HAN – 7/9 students passed visual and bend tests to AWS D1.1 specs. 78%	Instructors decided to add and include the open butt full penetration weld test for completing SMAW students.
3	Students will demonstrate practical skills needed to master Gas Tungsten Arc Welding/Flux Cored Arc 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.	FCC – 11/16 students passed visual & bend tests to AWS D1.1. 69% POP - 21/24 students passed visual and bend tests to AWS D1.1 specs. 88% HAN – 7/9 students passed visual and bend tests to AWS D1.1 specs. 78%	Instructors decided to invite industry inspectors to help with evaluation of student weld tests.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 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.	Pop – 2/2 = 100%	Instructors planned to make changes based on the individual needs of students.
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.	Pop – 2/2 = 100%	Due to the nature of this course, instructors planned to design assignments based on student need.
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.	Pop – 2/2 = 100%	Due to the nature of this course, instructors planned to develop problem sets based on student need.

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 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.

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.	Pop – 2/2	Instructors planned to make changes based on the individual needs of students.
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.	Pop – 2/2	Due to the nature of this course, instructors planned to design assignments based on student need.
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.	Pop – 2/2	Due to the nature of this course, instructors planned to develop problem sets based on student need.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Welding and Cutting Technology	
COURSE LEVEL: WLV 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 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.

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.	FCC – 14 out of 14 POP – 29 out of 29 HAN – 7 out of 7 Total – 50 out of 50 = 100%	Instructors decided to invite industry safety professionals to talk to classes to further stress the importance of safety on the job.
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.	FCC – 12 out of 14 POP – 27 out of 29 HAN – 7 out of 7 Total – 46 out of 50 = 92%	Instructors will incorporate the National Center for Construction Education and Research (NCCER) training into curriculum.
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.	FCC– 10 out of 14 POP – 24 out of 29 HAN – 7 out of 7 Total – 41 out of 50 = 82%	Instructors will offer NCCER qualification and credentials to students.

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 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.

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 GMAW.	70% of students who complete this course will make 100% on GMAW safety exam.	FCC – 16/16 POP – 21/21 HAN – 9/9 100%	Instructors decided to continue emphasizing the importance of safety in GMAW.
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.	FCC– 12/16 POP– 18/21 HAN – 9/9 85%	Instructors decided to add spray arc transfer into testing, to better prepare students for job placement.
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.	FCC– 11/16 POP– 16/21 HAN – 7/9 74%	Instructors decided to have outside industry welding inspectors to help test students final performance test.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Welding and Cutting Technology	
COURSE LEVEL: WLV 1134 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 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.

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.	FCC -16/16 POP – 18/18 HAN – 9/9 100%	Instructors decided to continue emphasizing the importance of safety in GTAW.
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.	FCC – 12/16 POP – 14/18 HAN – 9/9 81%	Instructors decided to keep on schedule with welding training, to give students adequate time on GTAW process.
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.	FCC – 11/16 POP– 12/18 HAN– 5/9 65%	Instructors decided to stress importance of and job opportunities with the GTAW process.

PROGRAM OF STUDY: Occupational Training Technology			Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Welding and Cutting Technology			
COURSE LEVEL: WLV 1144 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 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.

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 FCAW.	70% of students who complete this course will make 100% on FCAW Safety Exam.	FCC – 16/16 POP– 21/21 HAN– 9/9 100%	Instructors decided to continue emphasizing the importance of safety in FCAW.
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.	FCC– 13/16 POP– 20/21 HAN– 9/9 91%	Instructors decided to have more hands on training with trouble shooting of equipment.
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.	FCC– 13/16 POP– 19/21 HAN– 9/9 89%	Instructors will incorporate FCAW welding with straight CO2 shielding gas to prepare student for jobs where it is required.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7

PROGRAM: Welding and Cutting Technology

COURSE LEVEL: WLV 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 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.

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.	FCC– 11/14 POP – 27/29 HAN– 7/7 Total – 45 out of 50 = 90%	Instructors decided to continue stressing importance of knowledge of equipment setup and correct amperage settings.
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.	FCC– 14/14 POP – 27/28 HAN– 7/7 Total – 49 out of 50 = 98%	Instructors decided to add 11018 electrodes to training to better prepare students for workplace.
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.	FCC– 12/14 POP– 25/29 HAN– 7/7 Total – 46 out of 50 = 92%	Instructors decided to incorporate 3G & 4G open butt welds into testing criteria.

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Welding and Cutting Technology	
COURSE LEVEL: WLV 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 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.

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.	FCC – 13/16 POP– 20/21 HAN – 9/9 91%	Instructors decided to use National Center for Construction Education and Research (NCCER) training modules on print reading and welding symbols to help students understand better.
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.	FCC– 11/16 POP– 20/21 HAN – 9/9 87%	Instructors decided to use drawings or prints on welding tests, to give students more practice reading prints and welding symbol.
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.	FCC– 12/16 POP – 20/21 HAN – 9/9 89%	Instructors decided to have performance tests drawings prepared for every weld made in shop.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Occupational Training Technology	Supports PRCC Strategic Goal(s): 1, 3, 7
PROGRAM: Welding and Cutting Technology	
COURSE LEVEL: WLV 1313 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 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.

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 cutting processes.	100% of students who complete this course will make 100% on Cutting Processes safety exam.	FCC – 14 out of 14 POP– 29 out of 29 HAN– 7 out of 7 Total – 50 out of 50 = 100%	Instructors decided to continue emphasizing the importance of safety.
2	The student will demonstrate the ability to setup and operate oxyfuel cutting (OFC), plasma arc cutting (PAC), and arc gouging (CAC) equipment.	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.	FCC – 14 out of 14 POP – 28 out of 29 HAN– 7 out of 7 Total – 49 out of 50 = 98%	Instructors decided to continue stressing importance of cutting processes in the welding industry.
3	The student will demonstrate the ability to perform straight and curved shapes with OFC/PAC/CAC equipment.	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.	FCC– 13 out of 14 POP– 26 out of 29 HAN– 7 out of 7 Total – 46 out of 50 = 92%	Instructors decided to use NCCER practice drawings in cutting processes.

PROGRAM OF STUDY: Physical Therapy Assistant 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 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.

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	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	In Fall 2014 there were 37 students in the PTA program, thus the criterion was met.	We will continue to employee at least 2 full time faculty members and split labs into 2 different groups to ensure appropriate instructor: student ratio for effective instruction and learning.
2	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	37 students began fall 2014 semester and 33 students completed spring 2015 semester (89% retention rate). Criterion met.	We will continue to assess student achievement outcomes and remediation to ensure the number of graduates supports the demand for employment.
3	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 enrolled	The graduating class of 2015 began with 20 students and graduated 17 (85% completion rate). Criterion met. Of the three that did not graduate: one withdrew with no statement of reason and two did not pass kinesiology.	We will continue to assess graduation rates to ensure the number of graduates supports the demand for employment. We will also provide remediation as necessary and counselling as necessary.
4	Upon completion of the program students will receive and AAS degree.	**Graduation:** 75% of students will receive an AAS degree Number to receive degree/Number receiving	100% of the 2015 graduates received an AAS degree. Criterion met	We will continue to aware an AAS degree to all those students who successfully complete the curriculum.

		degree		
5	PTA program graduates will be placed in jobs within six months of graduation.	**Placement:** 65% of graduates will have job placement	100% of all 2014 graduates who sought employment as a PTA were employed within 9 months. Criterion met.	We will continue to assess job placement to ensure the program is meeting the employment demands for PTA and not graduating more PTAs than there are jobs.
6	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	15 of 17 (88.3%) graduates of 2015 passed the licensure exam on the first attempt. Criterion met.	We will address the two graduates that did not pass the licensure exam on the first attempt and offer remediation in weak areas (as identified on the "Content Area" assessment (that the graduate must purchase from FSBPT).
7	PTA student 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 2014 and 2015 graduates completed all academic courses with at least a "C" or better. Criterion met.	We will continue to monitor academic gain to ensure students are achieving at the level required to graduate with an AAS degree.
8	Students will demonstrate practical knowledge and skills which are necessary for employment in entry level positions in the workforce according to State Department of Education framework curriculum.	PTA students will demonstrate and skills proficiency via 100% of all proficiency check off criteria being mastered.	Of the students who were retained or who completed the program, 100% completed the mastered the proficiency check off criteria. Criterion met.	We will continue to assess competency in skills and knowledge to ensure PTA students who attend clinical education are competent and those students who graduate are entry-level PTAs.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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 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.

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 supervisory role of a physical therapist over a physical therapist assistant.	80% of students will be able to identify those professionals who exhibit a supervisory role over a physical therapist assistant as evidenced on the unit written examination.	19/20 (95%) students met this criterion on unit five test.	Instructor decided to change the SLO for next assessment cycle. The new SLO will be updated on the upcoming year's chart.
2 Upon completion of this course students will be able to identify components of a SOAP progress note.	80% of students will be able to correctly identify where specific data is place in a physical therapy SOAP progress not as evidenced on the unit written examination.	20/20 (100%) students met this criterion on unit three test.	Instructor decided to change the SLO for next assessment cycle.
3 Upon completion of this course students will be able to identify the legal usage of a physical therapy tech.	80% of students will be able to correctly identify the limited, correct usage of a physical therapy tech to perform patient related tasks as evidenced on the unit written examination.	19/20 (95%) students met this criterion on unit five test.	Learning outcome met therefore the instructor decided to change the SLO for next assessment cycle.

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 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.

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 assess a patient's need for an ambulatory assistive device.	80% of students will be able to asses a patient and select the appropriate device for gait training when provided a specific patient scenario (by the second attempt). Teacher observation during lab practical examination.	17 of 17 (100%) students were able to assess and supply a mock patient with specific needs with the correct ambulatory assistive device during a lab practical examination.	Based on these results, the instructor decided to continue to monitor correct selection of assistive device based on patient's needs and provide individual student instruction as needed.
2 Students will be able to instruct the correct gait pattern in a specific patient scenario	80% of students will be able to provide "patient education" verbally and via demonstration on how to ascend and descend stairs with an assistive device (by the second lab attempt). Teacher observation during lab practical examination.	17 of 17 (100%) students were able to instruct the correct gait pattern in a specific patient scenario during a lab practical examination.	Based on these results, the instructor decided to provide patient scenarios for development of critical thinking in patient safety issues.
3 Students will demonstrate accurate reading of a sphygmomanometer.	80% of students will be able to accurately read a sphygmomanometer when assessing blood pressure as evidenced by correct documentation (by the second lab attempt). Teacher observation during lab practical examination	17 of 17 (100%) students were able to accurately read the sphygmomanometer during a lab practical examination with instructor using a dual earpiece sphygmomanometer.	Based on these results, the instructor decided to continue to monitor accurate reading of a sphygmomanometer and provide individual student instruction as

			needed.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 accurately document goniometry in a patient's SOAP note.	80% of students will be able to document shoulder goniometry correctly based on written documentation during lab practical examination.	16 of 17 (94%) students documented all components of right cervical rotation AROM goniometry correctly on a written lab exam.	Based on these results, the instructor decided to continue to monitor correct documentation and provide individual student instruction as needed.
2	Students will be able to identify dermatomes of the upper extremity (UE) by performing a dermatome sensory assessment of the UE. .	80 % of students will be able to physically identify an UE dermatome with decreased sensation based upon teacher observation during lab practical examination.	17 of 17 (100%) students were able to correctly identify decreased sensation in a single dermatome of the UEs during a sensory assessment lab practical examination.	Based on these results, the instructor decided to continue to monitor correct sensory assessment and provide individual student instruction as needed.
3	Students will be able to palpate important bony landmarks.	80% of students will be able palpate the acromial process based upon teacher observation during lab practical examination	17 if 17 (100%) students were able to palpate the acromial process during goniometric measurement of shoulder range of motion during a lab exam.	Based on these results, the instructor decided to continue to monitor correct palpation skills over numerous bony landmarks and provide individual student instruction as needed.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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 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.

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 identify how immobilization affects soft tissues.	80% of students will be able to correctly identify on the unit written examination (multiple choice question) how soft tissues are affected secondary to immobilization from an injury.	16 of 17 students (93%) met this criterion on the unit exam.	Instructor decided to change the SLO for next assessment cycle. The new outcome will be given on the upcoming year's chart.
2	Students will be able identify specific nerve compression injury locations.	80% of students will be able to identify the correct nerve involved in carpal tunnel syndrome via a multiple choice question on written examination.	17 of 17 students (100%) met this criterion on the unit exam.	Instructor decided to change the SLO for next assessment cycle.
3	Students will be able identify intervertebral disc pathology.	80 % of students will be able identify the correct intervertebral disc pathology based on description of the pathology via a multiple choice question on a unit written examination.	16 of 17 students (93%) met this criterion on the unit exam.	Learning outcome met therefore the instructor decided to change the SLO for next assessment cycle.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM: Physical Therapy Assistant Technology	Supports PRCC Strategic Goal(s): 1, 3, 7, 8

COURSE LEVEL: PTA 2233 Electrotherapy

MISSION STATEMENT: Pearl River Community College 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 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.

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	By completion of this course students will be able to correctly identify nerve fiber.	80% of students will be able to correctly identify nerve fibers based on fiber diameter and whether or not is has myelin. This will be evidenced on a multiple choice question on a unit exam.	17 of 17 (100%) students were able to identify the A alpha nerve fiber as a motor fiber with a large diameter and thick myelin. This was a multiple choice test question for Unit I.	Based on these results, the instructor decided to continue to monitor correct nerve fiber identification and provide individual student instruction as needed.
2	By completion of this course students will recognize the frequency range of therapeutic ultrasound.	80% of students will be able to recognize the frequency range of therapeutic ultrasound when provided a multiple choice question on the unit written exam.	17 of 17 (100%) students were able to identify the correct therapeutic ultrasound frequency range of 1-3 MHz on a multiple choice question in Unit III.	Based on these results, the instructor decided to continue to monitor correct identification of therapeutic ultrasound frequency range and provide individual student instruction as needed.
3	By completion of this course students will be able to understand biofeedback.	80% of students will be able to identify the body systems that can be used to perform biofeedback for relaxation and muscle activation. This will be evidenced via a multiple choice question on a unit exam.	16 of 17 (94%) students were able to exclude the body system that is not used in any form of biofeedback. This was a multiple choice test question for Unit IV.	Based on these results, the instructor decided to continue to monitor correct identification of body systems used with biofeedback and provide individual student instruction as needed.

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 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.

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 normal end feels of passive range of motion.	80% of students will be able to identify a specific joint's end feel of passive range of motion. This assessment will be per a multiple choice question on a written unit exam.	On unit one test 15/17 students (88.3%) answered the multiple choice question correctly.	Learning outcome met therefore the instructor decided to change the SLO for next assessment cycle.
2	Upon completion of this course students will be able to identify common gait deviation causes.	80% of students will be able to correctly identify the muscle responsible for the gluteus medius gait by the description of the gait in a multiple choice question on a written unit exam.	On unit two test 13/17 students (76%) Answered the multiple choice question correctly. Assessment criterion not met.	The instructor decided to provide extra instruction on common gait deviations during lab sessions and during free lab times.
3	Upon completion of this course students will identify types of lower extremity amputations.	80% of students will be able to identify a Syme's amputation by the description on a multiple choice question on the unit exam.	On unit five test 15/17 students (88%) answered the multiple choice question correctly.	Learning outcome met therefore the instructor decided to change the SLO for next assessment cycle.

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 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.

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 correctly identify "signs" vs. "symptoms".	80% of students will be able to correctly identify signs verses symptoms. This will be evidenced by a multiple choice question on a written unit exam.	17 of 17 students (100%) met this criterion.	Learning outcome met with consistency; therefore the instructor decided to change the SLO for next assessment cycle.
2	Upon completion of this course students will be able to identify the location of specific cell structure.	80% of students will be able to correctly identify where DNA is located in a cell. This will be evidenced by a multiple choice question on a written unit exam.	14 of 17 students (83%) met this criterion.	The instructor decided to provide extra instruction on cell structure during lecture time.
3	Upon completion of this course students will be able to identify the anatomy of the spinal cord.	80% of students will be able to correctly identify the coverings of the spinal cord in a multiple choice question on the written unit exam.	15 of 17 students (87%) met this criterion.	Instructor decided to change the SLO for next assessment cycle.

PROGRAM OF STUDY: Respiratory Care 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 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.

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	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% (15 of 16) 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.	88% (14 of 16) 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	70% of all students enrolled in the Respiratory Care Practitioner core curriculum classes will graduate from the program.	84% (16 of 19) of students graduated on time. The 3 students are currently enrolled in this year's class.	Based on the graduation rate, instructors decided to continue to monitor selection process, including the

program success.			GPA of incoming students and to offer remediation to any student as needed.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	62% (13 of 21) of all students answered 9 of 12 questions correctly.	Based on these results, the instructor will conduct a thorough review of the infection control material prior to the examination.
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.	76% (14 of 21) of all students answered 16 of 23 questions correctly. This is an improvement of 4% over the prior year results.	Based on these results, the instructor decided to continue to monitor this outcome and to make changes as necessary.
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.	33% (7 of 21) of all students answered 20 of 28 questions correctly. The students state they have the most difficulty remembering the 42 formulas required to master the questions on the final examination.	Based on these results, the instructor decided to review the National Board for Respiratory Care (NBRC) standards to determine the most common formulas included on the national board (credentialing) examinations. Based on this review, the instructor will revise the final examination to be more consistent with NBRC requirements which will decrease the number of formulas included on the final exam.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	Based on these results, the instructor decided to continue using the interactive manikin to assess this lab competency and to 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.	33% (7 of 21) students correctly answered questions related to palpation and percussion on the final examination. Slow class progress in covering the material did not allow time for the additional examination planned as a result of last year's results.	Based on these results, the instructor decided to add a laboratory exercise in order to allow students to experience the effects of palpation and percussion using a "hands on" approach.
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.	52% (11 of 21) answered both questions correctly relating to obstructive and restrictive lung disease on the final examination. Slow class progress in covering the material did not allow time for the additional examination planned as a result of last year's results.	Based on these results, the instructor decided to continue to monitor this outcome in this course, but to also add this outcome to the PFT course (RCT 1322) taught in the Spring Semester to determine if students are able to better understand these concepts with the additional information provided in that course.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 complete a degree or certificate program and to be successful in careers for which they have 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.

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 label the 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.	(20/21) 95% of the students were able to label the blood flow of the adult heart.	The instructor decided to continue to emphasize the importance of this learning objective. The instructor also decided to continue to monitor and make changes as needed.
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.	(13/21) 66% of the students were able to identify causes of left and right shifts of the oxygen dissociation curve.	The instructor decided to increase lecture time on this objective and continue to stress the importance of this learning objective.
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.	(10/21) 52% of the students were able to label 100% of the upper and lower parts of the respiratory system.	The instructor decided to spend more time on lecture regarding the parts of the upper and lower airway. The instructor also decided to stress importance of this learning outcome.
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.	(17/21) 80% of the students were able to answer 80% of the minute ventilation calculations.	The instructor decided to give extra homework and provide extra class time in learning this objective

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 pulmonary function testing.	90% of all students will answer this question correctly on the examination covering unit one of the course.	16 of 20 (80%) of students answered this question correctly on the unit one examination.	The instructor decided to change the question format on the examination to follow the NBRC testing format.
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.	13 of 20 (65%) of students were able to interpret 5 of 6 questions correctly.	The instructor decided to revise one question on the unit 2 exam which was incorrectly answered by half of the class.
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 19 (58%) of students were able to perform the tests according to ATS guidelines.	The instructor decided to schedule 2 additional days of instructor-assisted laboratory practice in order to provide more directed feedback to students.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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.	(18/21) 86% of the students were able to answer 8 out of 10 questions regarding this learning outcome.	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.	100% of the students were able to successfully set up aerosol /humidity therapy via t-tube in lab.	The instructor decided to continue to monitor this competency to ensure 100% success.
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.	(18/21) 86% of the students were able to identify all of the indications of an artificial airway.	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.	(9/21) 43% of the students were able to identify all of the hazards of an artificial airway.	The instructor decided to post videos related to intubation for the purpose of understanding this learning objective. The instructor also decided to make information more clearly to students during lecture with a handout of the learning objective.

PROGRAM: Respiratory Care Technology II			Supports PRCC Strategic Goal(s): 1, 3, 7, 8

COURSE LEVEL: RCT 1424 Respiratory Practitioner 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 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.

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.	(30%) 6 out of 20 students were able to answer all 4 indications for mechanical ventilation.	The instructor decided to give homework on listing the indications for mechanical ventilation.
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% of the students were able to perform this competency.	The instructor decided to continue to strive to meet the 100% competency requirement by repeated instruction and hands on time in the lab.
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.	(60%) 12 out of 20 students met this requirement.	The instructor decided to give daily quizzes to improve overall percentage in meeting this learning outcome.
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 ventilator.	(52%) 10 out of 19 students were not able to make appropriate changes to the ventilator according to arterial blood gases.	The instructor decided to give extra time in class dedicated to this competency. Also, the instructor decided to give example problems as a homework.

PROGRAM: Respiratory Care Technology	Supports PRCC Strategic Goal(s): 1, 3, 7, 8

INSTRUCTIONAL AREA: Allied Health

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 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.

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 80% of the required clinical (in-hospital) check-offs for Pulse Oximetry, Oxygen set-up, SVN/HHN, MDI, DPI, IS, IPPB/IPAT, CPT/IPV.	17/19(90%) pulse oximetry; 12/19 (63%) oxygen set-up, 19/19 (100%) SVN; 10/19(53%) MDI, 12/19(63%) IPPB; 13/19(68%); CPT; 11/17 (58%) IS.	The instructor decided to develop a mechanism for providing interim feedback to each student on their progress during the semester in addition to the reports which the students are able to access independently.
2 The student will demonstrate acceptable "professional" behavior in the clinical setting.	90% of all students will score 90% or greater on their daily (as outline in syllabus)	19 of 19 (100%) of students scored 80% or higher on the daily grade.	The instructor decided to increase the target to 95% 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.	12 of 19 (63%) of students scored 75% or higher on their case study presentation.	The instructor decided to require that a graded draft of the case study report be submitted in order to provide feedback to the student and allow time for edits and additional preparation prior to the actual oral presentation of the report.

PROGRAM: Respiratory Care Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8
INSTRUCTIONAL AREA: Allied Health			
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 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.

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.	11 of 20 (55%) of students answered the required number of questions correctly.	The instructor decided to revise/replace 5 of the bronchodilator questions on Exam 3 to provide greater clarity to the student.
2	The student will be able to accurately perform required drug calculations.	85% of all students will answer 10 of 14 (71%) drug calculation questions on Exam 2 correctly.	13 of 20 (65%) of students answered the required number of questions correctly.	The instructor decided to add a quiz covering drug calculations prior to Exam 2 to allow for additional feedback and instruction to students.
3	The student will be able to identify the five emergency medications which may be administered via the Endotracheal Tube.	85% of all students will be able to identify the five emergency medications on Exam 6 correctly.	18 of 19 (95%) of students answered this question correctly.	The instructor decided to continue to monitor this outcome and to increase the threshold to 95%.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM: Respiratory Care Technology	Supports PRCC Strategic Goal(s): 1, 3, 7, 8

INSTRUCTIONAL AREA: Allied Health

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 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.

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 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 chapter exams.	95% of students were able to correctly answer 15 of 20 questions relating to etiology and pathophysiology of various diseases.	Instructor decided to continue to emphasize the etiology and pathophysiology of various diseases during lecture.
2 Students will be able to review patient records and recommend diagnostic procedures.	80% of students will be able to correctly answer 4 of 5 questions pertaining to recommending diagnostic procedures on the chapter exams.	74% of students were able to correctly answer 4 of 5 questions pertaining to recommending diagnostic procedures.	The instructor decided to continue to re-emphasize the importance of this outcome. In addition the instructor will provide the students with additional examples during lecture.
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 chapter exams and make modifications to the care plan when needed.	89% of students were able to correctly interpret 8 of 10 results of diagnostic procedures and make modifications to the care plan when needed.	Instructor decided to re-emphasize the importance of this outcome, as well as providing the students with additional examples during lecture.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 85% of the required clinical (in-hospital) competency check offs as described by the course clinical competency checklist.	88% (14 of 16) students completed all required competency check offs as described by the clinical competency checklist. The two students who fell short of the 85% goal, stated that they completed the skills but failed to ensure their preceptors documented the competencies as completed.	Based on these results, the instructor decided to emphasize in writing within the course syllabus the student's responsibility for continuously monitoring their competency progress throughout the semester to ensure skills completed match the documentation.
2	The student will demonstrate acceptable "professional" behavior in the clinical setting.	95% of all students will demonstrate clinical professional behavior based upon compliance with the requirements described in the course syllabus.	94% (15 of 16) of all students demonstrated professional behavior while training at the clinical sites. One student fell asleep during his lunch period and was late returning to his assigned area during one of his 26 days at the clinical sites.	Based on these results, the instructor decided to continue to monitor this outcome and make changes as necessary.
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.	90% of all students will correctly present a clinical case study as outlined by the case study guidelines document.	94% (15 of 16) students correctly presented a clinical case study as outlined by the guideline document. One student failed to include all the required information as specified by the guideline document.	Based on these results, the instructor decided to continue to monitor this outcome and make changes as necessary.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 85% of the required clinical (in-hospital) competency check offs as described by the course clinical competency checklist.	88% (14 of 16) students completed all required competency check offs as described by the clinical competency checklist. The two students who fell short of the 85% goal, stated that they completed the skills but failed to ensure their preceptors documented the competencies as completed.	Based on these results, the instructor decided to emphasize in writing within the course syllabus the student's responsibility for continuously monitoring their competency progress throughout the semester to ensure skills completed match the documentation.
2	The student will demonstrate acceptable "professional" behavior in the clinical setting.	95% of all students will demonstrate clinical professional behavior based upon compliance with the requirements described in the course syllabus.	94% (15 of 16) of all students demonstrated professional behavior while training at the clinical sites. One student fell asleep during his lunch period and was late returning to his assigned area during one of his 26 days at the clinical sites.	Based on these results, the instructor decided to continue to monitor this outcome and make changes as necessary.
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.	90% of all students will correctly present a clinical case study as outlined by the case study guidelines document.	94% (15 of 16) students correctly presented a clinical case study as outlined by the guideline document. One student failed to include all the required information as specified by the guideline document.	Based on these results, the instructor decided to continue to monitor this outcome and make changes as necessary.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM: Respiratory Care Technology	Supports PRCC Strategic Goal(s): 1, 3, 7, 8

INSTRUCTIONAL AREA: Allied Health

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 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.

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	By reviewing the National Board for Respiratory Care (NBRC) Detailed Content outline for the Therapist Multiple-Choice Examination, students will demonstrate understanding of exam content and test taking strategies.	70% of all students will satisfactorily complete the computer generated NBRC TMC Exam.	75% of students satisfactorily completed the NBRC TMC Exam.	The instructor decided to continue to monitor this learning outcome. This learning outcome was adjusted because of changes in the Respiratory Care National Board Exams. These results are based on last year's cut scores. However the new cut scores will be available in the upcoming year.
2	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.	56% of students satisfactorily completed the NBRC Clinical Simulation Exam.	The instructor decided to spend additional time preparing the students for this learning outcome. Also, due to the upcoming changes in the Respiratory Care National Board Exam, the instructor decided to order updated practice clinical simulations for the students to complete.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 2014.	Sixty-four courses successfully assessed student learning outcomes. This was done across the board: fulltime and adjunct instructors; day, night, and online courses.	Planned for additional courses to be evaluated by student learning outcomes in Fall 2015 or Spring 2016.
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.	PRCC hosted the Statewide Curriculum Alignment Meeting for Business on September 25, 2014.	Planned to implement the recommendations set forth in the area of business in the upcoming 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).	Each instructor in the department was evaluated by their appropriate department chair. Each chair was also evaluated by their supervisor.	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	143 of 206 outcomes were successfully achieved, or 69.4%	Instructors across campuses in each area met to discuss student learning outcome results. During these meetings, instructors

		study will be achieved.				planned to update certain SLOs and/or to edit assessment instruments.
5	To retain students through completion of the course.	At least 70% of students enrolled at date of reconciliation will complete the course.				MAT 0123 and MAT 1233 continue to have the lowest retention rates. Instructors planned to incorporate study plans in these course to help with content issues. Also, instructors planned to be more intrusive when interacting with these students.

Course	Fall 2014	Spring 2015
ACC 1213	85.5%	83.8%
ACC 1223	100%	86.6%
ART 1113	76.0%	81.6%
BAD 2413	87.5%	88.8%
BAD 2713	100%	
BIO 1113/1111	88.7%	82.2%
BIO 1123/1121	100%	83.9%
BIO 1133/1131	85.3%	81.1%
BIO 1143/1141	68.9%	88.1%
BIO 1513/1511	69.1%	68.0%
BIO 1523/1521	91.7%	94.0%
BIO 2513/2511	84.8%	83.0%
BIO 2523/2521	84.7%	91.4%

		BIO 2923/2921	87.1%	89.1%
		CHE 1213/1211	73%	67.3%
		CHE 1221/1223		86.0%
		CHE 1313/1311	78.8%	69.0%
		CHE 2423/2421	100%	100%
		CSC 1113	76.3%	77.5%
		CSC 2134		50.0%
		ECO 2113	82.9%	88.1%
		ECO 2123	82.6%	100%
		FCS 1253	76.9%	85.0%
		MAT 0123	63.8%	59.0%
		MAT 1233	66.7%	69.1%
		MAT 1313	78.0%	81.3%
		MAT 1323	62.1%	85.7%
		MAT 1343	87.0%	73.2%
		MAT 1513	66.7%	68.1%
		MAT 1613	65.0%	48.3%
		MAT 1623	76.2%	85.7%

		MAT 1723	79.2%	95.0%	
		MAT 1733		83.3%	
		MAT 2113	47.1%		
		MAT 2323	56.7%	45.8%	
		MAT 2613	91.7%	60.0%	
		MAT 2623		100%	
		PHY 2241/2243/2244	79.3%		
		PHY 2251/2253/2254		86.7%	
		PHY 2414/2424	83.3%	100%	
		PHY 2514/2524	74.1%	57.1%	

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business		Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Business

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 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.

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 accounting equation.	85% of students will be able to identify the accounting equation. (final exam)	Spring POP: 97% Spring FCC: 87.5% Spring Online: 93%	All instructors planned to continue to monitor this assessment question to make sure improvements continue.
2	Classify accounts in the accounting system.	70% of students will be able to classify accounts in the accounting system. (final exam)	Spring POP: 94% Spring FCC: 100% Spring Online: 86%	Instructors decided to keep monitoring this SLO to determine when changes need to occur.
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 POP: 77.7% Spring FCC: 50% Spring Online: 73%	All instructors planned to spend additional time reinforcing this concept and material in class and add more videos discussing this material online.
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 POP: 94% Spring FCC: 100% Spring Online: 86%	Due to the importance of this material to accounting, all instructors planned to reinforce this material and add additional homework problems to reinforce concepts.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Business

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 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.

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)	Spring POP: 100% 9 out of 9 Spring Online:82.35% 14 out of 17	Instructor decided to continue monitoring this question to insure that students continue to show improvements.
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)	Spring POP: 100% 9 out of 9 Spring Online:100% 17 out of 17	Instructor decided to change this SLO for the Fall 2015.
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)	Spring POP: 100% 9 out of 9 Spring Online:100% 17 out of 17	The instructor has decided to spend additional time on this material in class and will add a video to the online module.
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)	Spring POP: 100% 9 out of 9 Spring Online: 94.1% 16 out of 17	Instructor decided to continue assessing this problem due to its importance to the accounting student.

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Business

COURSE LEVEL: BAD 1113 Introduction to 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 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.

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	Examine the process of establishing and maintaining a business and explore possibility of business as a college major and a future career.	70% of students will be able to correctly identify the definition of business on the final exam.	Spring %: 14 of 17 or 82.17% Spring Online %: 18 of 22 or 81.82%	Since this was the first year of assessment, the instructor decided to continue assessment before making changes.
2	Identify the major forms of business ownership and understand the importance of business ethics and social responsibility.	70% of students will be able to correctly identify the advantages of the corporate form of business ownership on the final exam.	Spring %: 16 of 17 or 94.12% Spring Online %: 22 of 22 or 100%	Classroom Instructor and Online Instructor decided to continue monitoring this assessment question to make sure improvements continue.
3	Examine the fundamentals of effective management, organizational structure, and how to manage, motivate, hire, train, and evaluate employees.	70% of students will be able to correctly identify the basic management functions on the final exam.	Spring %: 15 of 17 or 88.24% Spring Online %:15 of 22 or 68.18%	Online Instructors decided to add videos on the topic. Since this was the first year of assessment, the instructor decided to continue assessment before making further changes.
4	Explain how businesses market their products and services and identify marketing techniques which include product, price, place, and promotion.	70% of students will be able to correctly identify the definition of marketing on the final exam.	Spring %:13 of 17 or 76.47 % Spring Online %: 18 of 22 or 81.82%	Since this was the first year of assessment, the instructor decided to continue assessment before making changes.
5	Describe the production function of	70% of students will be able to correctly	Spring %: 13 of 17 or 76.47%	Classroom instructor decided to expand

business and their processes as well as the financial management of a business from the perspectives of accounting, financing, and investing.	identify the definition of quality control on the final exam.	Spring Online %: 18 of 22 or 81.82%	classroom coverage of materials relating to this assessment question.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Business

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 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.

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	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 2015 35 of 38 92%	Instructor planned to provide charts to evaluate different court systems.
2	Recognize the elements of business torts.	70% of students will correctly identify business torts.	Spring 2015 26 of 38 68%	Instructor decided to discuss the GMC and Toyota corporate cases of business torts.
3	Identify the elements of a contract	70% of students will correctly identify the elements of a contract.	Spring 2015 35 of 38 92%	Instructor planned to have the students draft contracts and evaluate their effectiveness.
4	Analyze a contract	70% of students will correctly associate the factors that determine a valid contract.	Spring 2015 24 of 38 63%	Instructor decided to have students draft an employment contract for protection of the employee.
5	Identify warranties and product liability issues.	70% of students will correctly analyze statements to determine the presence of warranties.	Spring 2015 27 of 38 71%	Instructor planned to continue to utilize product warranties provided from purchases.
6	Identify the types of commercial paper and recognize the requirements for each.	70% of students will correctly identify the factors of commercial paper.	Spring 2015 30 of 38 78%	Instructor planned for students to draft commercial paper documents.

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 2015 28 of 38 74%	Instructor planned to incorporate an activity in which students will interview an employer concerning issues in the workplace.

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: BAD 2713 Principles of Real Estate

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 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.

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 2014 8 of 9 89%	The instructor planned to have students continue to research the expanding careers in Real Estate both in the United States and beyond.
2	Research licensing criteria of the states	70% of students will correctly identify real estate licensing requirements of the final exam.	FALL 2014 9 of 9 100%	The instructor decided to require 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 2014 8 of 9 89%	Instructor planned to have students compile necessary documentation of financial documents in the average mortgage packets.
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 2014 9 of 9 100%	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 document, including deeds.	70% of students will analyze recording statutes and criteria on the final exam	FALL 2014 9 of 9 100%	To have more hands on assignments, the instructor planned to provide a packet containing samples of various deeds and contracts for students to prepare.
6	Complete a title search	70% of students will analyze title search requirements on the final exam	FALL 2014 7 of 9 78%	The instructor planned to schedule an activity in which the students will visit the local Chancery Clerk's office for an introduction into the land records & title search process.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s):1,3

INSTRUCTIONAL AREA: BAD 2723 Real Estate Law

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 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.

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 2015 10 of 11 91%	The instructor decided to continue 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 2015 9 of 11 82%	The instructor decided to present challenges of changes in fixtures and descriptions.
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 2015 11 of 11 100%	The instructor decided to have students examine 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 2015 11 of 11 100%	The instructor decided to use ownership documents in familiarizing 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	Spring 2015 9 of 11 82%	The instructor decided to provide purchase/sales agreements for analysis.

		exam.		
6	Prepare statements for financing of real estate and security instruments.	70% of students will correctly identify rights of lien holders on real property on the final exam.	Spring 2015 8 of 11 73%	The instructor decided to require students 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 2015 10 of 11 91%	The instructor decided to reevaluate questions validity after another year's data.
8	Determine situations where foreclosure is necessary.	70% of students will correctly identify foreclosure, eviction, and owner rights on the final exam.	Spring 2015 11 of 11 100%	The instructor decided to further develop this area though document research.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Science

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 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.

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- 75.06% f2f- 64% online- 86.11%	Instructors decided to require student presentations on cell biology.
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- 63.36% f2f-65.60% online 61.11%	Instructors planned to add an activity using monohybrid traits to show results of genetic crosses.
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- 56.78% f2f- 58.00% online- 55.56%	Instructors decided to complete a protein synthesis activity relation transcription and translation to words in a sentence.
4	Describe the overarching theme of evolution in biology	At the end of the lecture course, at least 60% of students will demonstrate an understanding of the role of adaptation as a key characteristic of life.	Total- 85.25% f2f- 81.6% online- 88.89%	Instructors planned to have students create concept maps to highlight adaptations throughout the course.

		This item will be assessed on a common instrument prior to final exams.		
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- 68.87% f2f-54.4% online- 83.33%	It was determined that assessing of this SLO did not occur separately in lab, as suggested in previous years. New instructors to implement this lab evaluation.

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1,3
INSTRUCTIONAL AREA: Science			
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 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.

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 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- 72.60% f2f- 85.19% online 60.00%	Instructors decided to include publisher-provided animations to better visualize homeostatic mechanisms.
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- 92.00% f2f- 94.00%% online- 90.00%	Instructors decided to add Mastering Biology activities to compare anatomy and physiology across different organisms.
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-69.82% f2f- 79.63% online- 60.00%	Instructors decided to utilize videos to illustrate different plant organs, their functions, and their interactions.

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-81.30% f2f- 92.59% online- 70.00%	Instructors decided to have students create concept maps to better visualize the interactions in food webs.
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- 78.90% f2f- 77.78% online- 80.00%	It was determined that assessing of this SLO did not occur separately in lab, as suggested in previous years. New instructors to implement this lab evaluation.

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Science

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 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.

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-83.64% f2f- 72.73% online- 94.54%	Instructors decided to take out Supplemental Instruction (SI) and reinforce topics in the classroom by playing "Cell Jeopardy" with students.
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-59.02% f2f- 71.64% online- 46.40%	Instructors decided to give an extra day dedicated to this topic in the classroom, give a homework assignment, and an in class group session on Punnett Squares.
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-77.59% f2f- 71.82% online- 83.36%	Instructors decided to take out SI instruction and strive to obtain a 3% increase for the 2015-2016 school year.
4	Describe the principles of adaptation	At the end of the lecture course, 70% of students	Total-68.26%	Instructors decided to reinforce

	and evolution in biology	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.	f2f- 66.91% online- 69.6%	adaptation more heavily when teaching the protein synthesis lecture when discussing mutations.
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- 65.96% f2f- 66.91% online- 65.00%	Instructors decided to continue to increase emphasis on this topic by adding more critical thinking questions in the new custom lab book being using 2015-2016. Instructors planned to continue bridging the gap between lecture and lab topics.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business		Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Science

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 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.

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 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-70.53% f2f-79.35% online-64.71%	Instructors decided to add Mastering Biology questions to reinforce this topic.
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-94.57% f2f- 89.13% online-100%	Instructors decided to change the question's depth to better reflect the course material.
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-70.40% f2f-76.09% online- 64.71%	Instructors decided to change the question to labeling a plant.
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 biology	Total-58.50% f2f-93.46% online-23.53%	Instructors decided to change the question to provide an example for better understanding.
5	Develop laboratory skills that allow a student to recognize and observe the	At the end of the laboratory course, 60% of the students will recognize components of plant and	Total-89.77% f2f-91.30%	Instructors decided to change the question to a better suited dissection

concepts listed in BIO 1143, as well as develop the ability to analyze experimental data.	animal anatomy, as well parts of the habitat and interactions therein.	onlne-88.24%	question of a representative vertebrate.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Science

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 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.

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.	f2f-54.21%	Instructors decided to use the study guide in mastering A&P to reinforce the use of correct 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 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.	f2f-64.25%	Instructors planned to shift the reinforcement activities for the students from Adaptive Learning Modules to the Dynamic Study Modules in Mastering A&P.
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 questions that demonstrate the connections between the studied body systems and overall function of the human body.	f2f-58.16%	Instructors decided to use chapter opener videos to show the connections between body systems and how they relate to the function of the human body.
4	Identify anatomical structures concerning the tissues and	At the end of the lecture course, at least 60% of the students will correctly answer questions that	f2f-75.86%	Instructors decided to enhance instruction by using pre-lab videos to

	integumentary system, skeletal system, muscular system, and nervous system.	demonstrate anatomical structures concerning the body systems studied. This item will be assessed on a common instrument prior to final exams.		introduce relevant lab techniques.
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 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.	f2f-66.93%	Instructors planned to have students use Mastering A&P to review and reinforce the physiological mechanisms of the human body.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business		Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Science

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 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.

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 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.	f2f-76.47%	Instructors planned to use the Vita Body software in Mastering A&P to enhance student understanding of human body systems.
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 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.	f2f-70.31%	Instructors decided to use Chapter Opener videos to demonstrate the connection between body systems.
3	Identify anatomical structures concerning the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system,	At the end of the lab course, at least 60% of the students will correctly answer questions that demonstrate anatomical structures concerning the	f2f-83.12%	Instructors decided to have students utilize the Practice Anatomy Lab Virtual Cadaver to review and reinforce understanding of anatomical structures.

	digestive system, urinary system, and 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 lab course, at least 60% of the students will correctly answer 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.	f2f-73.44%	Instructors planned to incorporate a spirometry and blood pressure lab to enhance understanding of the physiology of human body systems.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1, 3

INSTRUCTIONAL AREA: Science

COURSE LEVEL: BIO 2414 Zoology 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 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.

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 evolutionary relationships among animals groups.	At the end of the lecture course, at least 70% of the students will describe evolutionary relationships among animal groups. This item will be assessed on the final exam.	f2f-100%	Students met assessment criteria. However, course format is changing to a field based class. As a result, new SLOs and assessment criteria will be developed.
2	Describe the structural and functional characteristics that define each major animal group.	At the end of the lecture course, at least 70 % of the students will describe the structural and functional characteristics that define each major animal group.	f2f-100%	Students met assessment criteria. However, course format is changing to a field based class. As a result, new SLOs and assessment criteria will be developed.
3	Describe the diversity of animals through in-depth study of animal taxonomy and systematics.	At the end of the lecture course, at least 70% of the students will describe the diversity of animal species. This item will be assessed on the final exam.	f2f-55.56%	Students did not meet assessment criteria. However, course format is changing to a field based class. As a result, new SLOs and assessment criteria will be developed.
4	Recognize, analyze, and compare the behaviors that optimize the ability of an animal to survive in its environment.	At the end of the lecture course, at least 70% of the students will recognize, analyze, and compare the behaviors that optimize an animal's ability to survive in its	f2f-88.89%	Students met assessment criteria. However, course format is changing to a field based class. As a result, new SLOs and assessment criteria will be developed.

		environment. This item will be assessed on the final exam.		
5	Develop proficiency in microscopy and animal dissection techniques.	At the end of the lecture course, at least 70% of the students will exhibit laboratory skills needed for the study of Zoology. This item will be assessed on the final exam.	f2f-66.67%	Students did not meet assessment criteria. However, course format is changing to a field based class. As a result, new SLOs and assessment criteria will be developed.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Science

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 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.

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-63.21% f2f-58.63% online-67.78%	Instructors decided to use the study guide in mastering A&P to reinforce the use of correct 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 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-88.02% f2f-87.92% online-88.12%	Instructors planned to shift the reinforcement activities for the students from Adaptive Learning Modules to the Dynamic Study Modules in Mastering A&P.
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 questions that demonstrate the connections between the studied body systems and overall function of the human body.	Total-78.53% f2f-79.18% online- 77.88%	Instructors decided to use chapter opener videos to show the connections between body systems and how they relate to the function of the human body.
4	Identify anatomical structures concerning the tissues and	At the end of the lab course, at least 60% of the students will correctly answer questions that	Total-81.78% f2f-81.53%	Instructors decided to enhance instruction by using pre-lab videos to

			online-82.03%	introduce relevant lab techniques.
	integumentary system, skeletal system, muscular system, and nervous system.	demonstrate anatomical structures concerning the body systems studied. This item will be assessed on a common instrument prior to final exams.		
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 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-71.08% f2f-71.24% online-70.92%	Instructors planned to have students use Mastering A&P to review and reinforce the physiological mechanisms of the human body.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3
INSTRUCTIONAL AREA: Science	
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 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.

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 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-73.80% f2f-73.05% online-74.45%	Instructors planned to use the Vita Body software in Mastering A&P to enhance student understanding of human body systems.
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 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-83.03% f2f-82.83% online-82.12%	Instructors decided to use Chapter Opener videos to demonstrate the connection between body systems.
3	Identify anatomical structures concerning the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system,	At the end of the lab course, at least 60% of the students will correctly answer questions that demonstrate anatomical structures concerning the	Total-71.53% f2f- 71.63% online-71.42%	Instructors decided to have students utilize the Practice Anatomy Lab Virtual Cadaver to review and reinforce understanding of anatomical structures.

	digestive system, urinary system, and 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 lab course, at least 60% of the students will correctly answer 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-71.06% f2f-71.26% online- 70.85%	Instructors planned to incorporate a spirometry and blood pressure lab to enhance understanding of the physiology of human body systems.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Science

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 and to be successful in careers for which they have 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.

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 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 f2f- 73/86 85% online- 16/19 84% Spring F2f- 65/71 91.5% Online- 16/18 89%	Students continue to exceed expectations. In the past year we have increased coverage of this topic to improve student learning. We will continue to access the topic and keep the implemented approach.
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 f2f- 69/93 74% online- 69/93 74% Spring f2f- 56/71 79% online- 13/18 72%	With the implementation of more lecture scenarios on this topic, students improved their ability to meet expectations. Instructors planned to continue to modify our current material and add new scenarios to further improve student understanding.
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 f2f- 75/86 87% online- 13/19 68% Spring F2f- 64/71 90% Online- 13/18 72%	Instructors used discussion on importance of vaccinations in society to emphasize importance of topic. Students continue to meet expectations. The use of more examples will be used by instructors.

		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 f2f- 80/86 93% online- 17/19 89% Spring F2f- 62/71 87% Online- 16/18 89%	Multiple diseases will be discussed in future semesters to emphasize the important microbiology topic. Relating discussions to current events helped to increase the student understanding.
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 110/112 98% Spring 92/94 98%	We have seen continued high success with this topic. This is an essential microbiology technique so instructors decided to continue to access the efficiency of student use of the microscope.
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 PRL 84/99 85% Citrate 93/109 85% MSA 99/109 91% Spring PRL 80/94 85% Citrate 75/94 85% MSA 80/94 85%	Student understanding of the topic has improved due to implementation of more student practice and use of interactive assignments. Instructors planned to continue to emphasize importance of a variety of test media and continue to increase student exposure to the media.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

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 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.

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 the students completing the course
			
			Fall Semester:
			    General Chemistry I: 65%
			Spring Semester:
			    General Chemistry I: 50%
			    General Chemistry II 75%
				Instructors planned to have the students work more problems that they have to think about before they start the 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.
			Fall Semester:
			    General Chemistry I: 60%
			Spring Semester:
			    General Chemistry I: 41%
			    General Chemistry II 74%
				Instructors planned to encourage the students to learn how to read and organize the process used to work a mathematical problem in chemistry.

3	Understand how Periodic Law relates to the relationships between: e.g., atomic structure, chemical names and symbols, characteristics of inorganic chemicals, etc..	Of students completing the course
		General Chemistry I: 60%
		General Chemistry II: 80%
			Fall Semester:
			    General Chemistry I: 82%
			Spring Semester:
			    General Chemistry I: 68%
			    General Chemistry II 75%
				Instructors decided to encourage the students to learn more about their periodic table and the information that is on it.

		will correctly answer 2 of 3 Periodic law problems on the final exam.		

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.
			Fall Semester:
			   General Chemistry I: 40%
			Spring Semester:
			   General Chemistry I: 35%
			   General Chemistry II 80%
				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
2014-2015

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 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.

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	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

Fall Semester : 54%
Spring Semester: 71% | Instructors planned 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

Fall Semester : 85%
Spring Semester: 86% | Instructors decided 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

Fall Semester : 100%
Spring Semester: 86% | Instructors decided 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 | 60% will correctly answer 2 of 3 comparisons between experiment and theoretical data in lab. | Of the students completing the course

Fall Semester : 55%
Spring Semester: 60% | Instructors planned to encourage the students to record their lab data correctly and use the collected data. |

	theory.			

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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: 29% Spring Semester: 60% will correctly determine 2 of 3 reaction mechanisms given on the final exam.	Instructors planned to have the students work more problems where they are required to determine the type of reaction mechanism.
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: 57% Spring Semester: 60% will correctly name 2 of 3 organic compounds given on the final exam.	Instructors planned 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: 14% Spring Semester: 60% will correctly use the basic reaction	Instructors planned to encourage the student to actually learn what is occurring instead of simply memorizing a mechanism while working with reaction mechanisms.

		mechanisms 2 of 3 times on the final exam	mechanisms 2 of 3 times on the final exam	
4	The student will interpret spectrographs.	Of students completing the course Fall Semester: 20% Spring Semester: 80% will correctly interpret spectrographs 2 of 3 times on the final exam	Of students completing the course Fall Semester: 00% Spring Semester: 80% will correctly interpret spectrographs 2 of 3 times on the final exam	This topic was not taught in the fall. Instructors found that waiting till the spring semester helps the students to be more prepared for this topic.
5	The student will analyze experimental data.	Of students completing the course Fall Semester: 60% Spring Semester: 80% will calculate the theoretical yield and the percent yield of the reactions performed in lab 2 of 3 times.	Of students completing the course Fall Semester: 50% Spring Semester: 50% will calculate the theoretical yield and the percent yield of the reactions performed in lab 2 of 3 times.	Instructors decided to remind the students how to calculate the theoretical yield and the percent yields of the reaction. Instructors also planned to encourage the students to document their experiments better by including all calculations in their lab Blue Book.
6	The student will set up and use the glassware used in the organic chemistry lab.	Of students completing the course Fall Semester: 60% Spring Semester: 80% will correctly set up organic reaction glassware 2 of 3 times in the lab.	Of students completing the course Fall Semester: 60% Spring Semester: 100% will correctly set up organic reaction glassware 2 of 3 times in the lab.	Instructors decided to have each lab group verify the glassware setup of one of the other lab groups. Instructors planned to encourage the students to document their lab setups by taking pictures of the setup for later reference.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Computer Science

COURSE LEVEL: CSC 1113 and BAD 2523 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 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.

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.	78% of all students answered these questions correctly with 77% of the students on campus and 79% of the students online.	Instructors planned to continue to review and assess questions for one more year, prior to changing software. Also, adjust the Assessment Criteria to read "70% of students who complete this course will identify at least 3 terms associated with hardware on the final exam."
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.	77% of all students answered these questions correctly with 76% of the students on campus and 80% of the students online.	Instructors decided to review assessment questions for relevancy.
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.	94% of all students answered these questions correctly with 94% of the students on campus and 95% of the students online.	All labs were not converted to Windows 8, so the complete upgrade was not implemented. The new questions covered both Windows 7 and Windows 8. Instructors planned to continue with the use of these questions for the next year.
4	Apply a Web browser along with a search engine to conduct research on	70% of students who complete this course will demonstrate the use of 3 features in a Web	98% of all students answered these questions correctly with 98% of the	With results this high, instructors decided to continue same assessment

	the web, and send/receive e-mail.	browser on the final exam.	students on campus and 99% of the students online.	for one more year and then consider changing the questions or the Student Learning Outcome.
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.	74% of all students answered these questions correctly with 76% of the students on campus and 70% of the students online.	Software was upgraded and students showed an 18% overall improvement. Instructors planned to continue to evaluate the spreadsheet assignments for potential improvement.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Computer Science

COURSE LEVEL: CSC 2134 Programming I with C++

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

STRATEGIC GOALS:

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

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 use of variable and constants of different data types; manipulate and reference these variable and constants.	70% of students who complete this course will correctly apply the use of variables and constants	59% of students answered these questions correctly.	Instructors decided to consider more frequent assessment during the semester to help improve the retention of the material.
2	Demonstrate sequential programs.	70% of students who complete this course will write a sequential program.	82% of students answered these questions correctly.	Instructors planned to continue collecting information and reviewing the current assessment question.
3	Demonstrate how to control the flow of a program through selection (if and switch statements) and iteration (for, while and do while loops) programming	70% of students who complete this course will correctly demonstrate the use of; if and switch statements, and for, while, and do while loops.	80% of students answered these questions correctly.	Instructors planned to maintain flow control and iteration assessments for the next year and review materials for possible improvement.
4	Demonstrate how to modularize programs with the use of functions (value and non-value returning), with or without a parameter list (with 1 or more arguments).	70% of students who complete this course will correctly demonstrate value and non-value returning functions, with and without a parameter list (with 1 or more arguments).	33% of students answered these questions correctly.	All instructors did SLO assessment during the final exam, therefore instructors planned to emphasize SLO assessment of functions earlier in the course.
5	Demonstrate the use, manipulation and processing of data in arrays	70% of students who complete this course will correctly apply the use of an array.	35% of students answered these questions correctly.	Instructors planned to introduce arrays earlier in the course to allow more assimilation time.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1, 3

INSTRUCTIONAL AREA: Business

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 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.

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 POP%: 100%: 39 of 39 Spring POP%: 87.50%: 28 of 32 Fall Online %: 94.12%: 16 of 17 Spring Online %:73.68%: 14 of 19 Fall FCC %: 71.43%: 5 of 7	Instructor decided to put additional problems in new homework system to reinforce concepts.
2	Identify the various types of economic resources and the types of income associated with these resources.	70% of students will be able to correctly identify the four economic resources on the final exam.	Fall POP%: 100%: 39 of 39 Spring POP%: 90.63% 29 of 32 Fall Online %: 70.59%: 12 of 17 Spring Online %: 84.21%: 16 of 19 Fall FCC %: 100%: 7 of 7	Instructor decided to review homework problems assigned for next semester to continue success and improvement.
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 definition of market equilibrium and identify the location graphically on the final exam.	Fall POP%: 100%: 39 or 39 Spring POP%: 87.5%: 28 of 32 Fall Online %:100%: 17 of 17 Spring Online %: 94.74%: 18 of 19 Fall FCC %: 100%: 7 of 7	Instructor decided to continue monitoring this assessment question to make sure improvements continue.
4	Develop an understanding of fiscal and its various components with an emphasis on American concepts which influence economic stability and economic growth.	70% of students will be able to correctly identify the appropriate fiscal policy for recession and inflation on the final exam.	Fall POP%: 89.74%: 35 of 39 Spring POP%: 87.50%: 28 of 32 Fall Online %: 76.47%: 13 of 17 Spring Online %:78.95%: 15 of 19 Fall FCC %: 62.50%: 5 of 8	All instructors planned to spend additional time reinforcing this material in class and adding a video to online module.
5	Develop an understanding of the global	70% of students will be able to correctly identify	Fall POP%: 94.87%: 37 of 39	Instructor decided to continue

	economy and U.S. trade policy. (or minimizes losses) for the four types of market structures.	United States trade patterns on the final exam.	Spring POP%:93.75%: 30 of 32 Fall Online %:82.35%: 14 of 17 Spring Online %: 94.74%: 18 of 19 Fall FCC %: 100%: 7 of 7	monitoring this assessment question to make sure improvements continue.
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 POP%: 92.31%: 36 of 39 Spring POP%: 96.88%: 31 of 32 Fall Online %:94.12%: 16 of 17 Spring Online %: 89.47%: 17 of 19 Fall FCC %: 100%: 7 or 7	Instructor planned to review homework problems to determine adequate coverage and will continue monitoring this assessment question to make sure improvements continue.
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 POP%: 100%: 39 of 39 Spring POP%: 100%: 32 of 32 Fall Online %:94.12%: 16 of 17 Spring Online %: 84.12%: 16 of 19 Fall FCC %: 71.43%: 5 of 7	Online Instructor decided to add an additional video instruction to the module and will continue monitoring this assessment question to make sure improvements continue.

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Business

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 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.

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 law of demand on the final exam.	Fall POP%: 80%: 8 of 10 Spring POP%: 78.57%: 11 of 14 Spring FCC%: 100%: 5 of 5 Fall Online %:77.78%: 7 of 9 Spring Online %: 68.42%: 13 of 19	Instructor decided to put additional problems in new homework system to reinforce concepts.
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 POP%: 90%: 9 of 10 Spring POP %: 92.86% 13 of 14 Spring FCC%: 40%: 2 of 5 Fall Online %: 0 students received this question on the final exam Spring Online %: 89.47%:17 of 19	POP and Online Instructor planned to continue to monitor this assessment question to make sure improvements continue. FCC Instructor decided to spend additional time reinforcing this material in class.
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 POP%: 100%: 10 of 10 Spring POP %: 100%: 14 of 14 Spring FCC%: 60%: 3 of 5 Fall Online %:77.78%: 7 of 9 Spring Online %: 89.47%: 17 of 19	FCC Instructor and online Instructor made plans to review homework problems assigned to determine if changes need to be made to continue success and improvement.
4	Define the various types of production costs and distinguish between the long-run and short-run.	70% of students will correctly identify the definition of a fixed cost on the final exam	Fall POP%: 90%: 9 of 10 Spring POP %: 88.71%: 12 of 14 Spring FCC%: 40%: 2 of 5	All Instructors decided to spend additional time reinforcing this material in class and to put additional problems

			Fall Online %:88.89%: 8 of 9 Spring Online %: 78.95%: 15 of 19	in new homework system to reinforce concepts.
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 POP%: 100%: 10 of 19 Spring POP %: 64.29%: 9 of 14 Spring FCC%: 40%: 2 of 5 Fall Online %:55.56%:5 of 9 Spring Online %: 63.16%: 12 of 19	Instructor decided to make changes to the assessment question.
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 POP%: 100%: 10 of 10 Spring POP %: 78.57% Spring FCC%: 80%: 4 of 5 Fall Online %: 100%: 9 of 9 Spring Online %: 89.47%: 17 of 19	All Instructors decided to spend additional time reinforcing this material in class.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Health, Physical Education, and Recreation	Supports PRCC Strategic Goal(s): 1, 2, 3

INSTRUCTIONAL AREA: Health

COURSE LEVEL: FCS 1253 Nutrition

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

STRATEGIC GOALS:

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

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	Define the six major nutrients and their functions in the human body.	70% of the students who complete this course will define the six major nutrients and their functions in the human body.	73%	To improve student performance the instructors decided to focus on nutrient relationship to normal daily activity.
2	Define the terms "RDA,"., "AI," "DV", and "EAR," and be able to distinguish among them based on their most appropriate use in terms of explaining nutrient values.	70% of the students who complete this course will define the terms "RDA,"., "AI," "DV", and "EAR," and be able to distinguish among them based on their most appropriate use in terms of explaining nutrient values.	82%	To improve understanding of the concept, instructors planned to give student a project that requires understanding of nutrient values on common food items.
3	Explain the term basal metabolic rate (BMR) and how an individual's height, age, sex, and activity level determines his/her daily nutritional/energy requirements.	70% of the students who complete this course will explain the term basal metabolic rate (BMR) and how an individual's height, age, sex, and activity level determines his/her daily nutritional/energy requirements.	73%	Instructors planned to emphasize this topic in the MindTap application to improve student learning.
4	Discuss how any particular lifestyle choice can either positively impact or can harm overall health.	70% of the students who complete this course will discuss how any particular lifestyle choice can either positively impact or can harm overall health.	100%	Improvement will require the continued use of discussion groups to emphasize topic.

5	Calculate calories from grams of carbohydrate, protein, and fat.	70% of the students who complete this course will calculate calories from grams of carbohydrate, protein, and fat.	91%	Instructors will provide assignments that allow students to practice the calculations.
6	Identify food safety procedures that prevent the spread of food borne illnesses.	70% of the students who complete this course will identify food safety procedures that prevent the spread of food borne illnesses.	27%	Instructor planned to move this topic to a different part of the course to allow more practice time on the subject.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1, 3

INSTRUCTIONAL AREA: Mathematics

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 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.

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 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 2014: 84.92% Fall 2014 Online:79.49% Spring 2015: 68.06% Spring 2015 Online: 55.00%	Instructors decided to incorporate the use of the study plan prior to the measurement of the SLO.
2	The student will evaluate algebraic expressions.	70% of students who complete this course will correctly evaluate algebraic expressions on the final exam.	Fall 2014: 80.95% Fall 2014 Online: 66.67% Spring 2015: 80.56% Spring 2015 Online: 40.00%	Instructors decided to focus improvement efforts towards online courses. Instructors planned to incorporate additional discussion board activities and videos.
3	The student will solve linear equations.	70% of students who complete this course will correctly solve linear equations on the final exam.	Fall 2014: 76.19% Fall 2014 Online: 46.15% Spring 2015: 65.28% Spring 2015 Online: 45.00%	Instructors made plans to add more variety of problems to the homework exercises.
4	The student will solve linear inequalities.	70% of students who complete this course will correctly solve linear inequalities on	Fall 2014: 53.77% Fall 2014 Online: 45.95% Spring 2015: 63.38%	Instructors decided to change the assessment to better assess the learning outcome.

			the final exam.	Spring 2015 Online: 55.00%	
5	The student will perform arithmetic operations on polynomials.	70% of students who complete this course will correctly subtract polynomials on the final exam.	Fall 2014: 67.92% Fall 2014 Online: 48.65% Spring 2015: 69.44% Spring 2015 Online: 30.00%	Instructors decided to place more emphasis on the distributing property to help with the outcome.
6	The student will factor polynomials.	70% of the students who complete this course will correctly factor polynomials on the final exam.	Fall 2014: 76.42% Fall 2014 Online: 48.65% Spring 2015: 69.44% Spring 2015 Online: 30.00%	Instructors planned to add additional homework exercises in which students would have to identify whether a factor is a factor of a polynomial.

PROGRAM OF STUDY: Science, Mathematics, and Business			Supports PRCC Strategic Goal(s): 1,3
INSTRUCTIONAL AREA: Mathematics			
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 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.

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 2014: 79.38% Fall 2014 Online: 77.08% Spring 2015: 76.05% Spring 2015 Online: 43.24 %	Instructors decided to change the Student Learning Outcome to graphing linear equation.
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 2014: 71.94% Fall 2014 Online: 62.50% Spring 2015: 73.05% Spring 2015 Online: 56.76 %	Instructors planned to incorporate the study plan in MyMathLab to address deficiencies in this area.
3	The student will factor polynomials.	70% of students who complete this course will correctly factor polynomials on the final exam.	Fall 2014: 80.29% Fall 2014 Online: 85.42% Spring 2015: 81.44% Spring 2015 Online: 56.76 %	Instructors planned to create a study plan exercise to target these types of problems.
4	The student will simplify radical expressions.	70% of students who complete this course will correctly simplify radical expressions on the final exam.	Fall 2014: 89.61% Fall 2014 Online: 83.33% Spring 2015: 92.22% Spring 2015 Online: 62.16 %	Instructors decided to change the assessment problem to include imperfect radicals and imaginary numbers.
5	The student will perform operations on polynomials.	70% of students who complete this course will correctly manipulate polynomials on the final	Fall 2014: 97.47% Fall 2014 Online: 89.58%	Instructors decided to change the assessment problem to a binomial

		exam.	Spring 2015: 98.20% Spring 2015 Online: 86.49%	squared.
6	The student will solve quadratic equations.	70% of students who complete this course will correctly solve quadratic equations on the final exam.	Fall 2014: 77.06% Fall 2014 Online: 66.67% Spring 2015: 70.37% Spring 2015 Online: 35.14%	Instructors decided to incorporate the use of the study plan to emphasize quadratic equations.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Mathematics

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 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.

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 quadratic equations.	70% of students who complete this course will correctly solve a quadratic equation on the final exam.	Fall 2014: 76.82% Fall 2014 Online: 64.84% Spring 2015: 73.90% Spring 2015 Online: 67.67%	Instructors planned to incorporate the study plan in MyMathLab to address this area.
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 2014: 43.94% Fall 2014 Online: 44.53% Spring 2015: 40.16% Spring 2015 Online: 43.61%	Instructors planned to include a more specific instructional video emphasizing interpretation of notation.
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 2014: 70.24% Fall 2014 Online: 53.91% Spring 2015: 63.05% Spring 2015 Online: 54.89%	Instructors decided to place more emphasis on the relationship between transformations and graphing parabolas.
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 2014: 76.12% Fall 2014 Online: 74.22% Spring 2015: 67.07% Spring 2015 Online: 67.67	Instructors decided to change the assessment question to a problem in which interest is compounded n number of times rather than continuously.
5	The student will solve logarithmic	70% of students who complete this course will	Fall 2014: 76.82%	Instructors decided to continue

	equations.	correctly solve a logarithmic equation on the final exam.	Fall 2014 Online: 64.84% Spring 2015: 67.48% Spring 2015 Online: 61.65%	monitoring this SLO and continue to emphasize this topic in the classroom.
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 2014: 89.00% Fall 2014 Online: 78.13% Spring 2015: 85.43% Spring 2015 Online: 75.94%	Instructors decided to change the assessment criteria to a problem in which students will solve a system by graphing.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Mathematics

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 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.

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	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 2014: 91.67% Fall 2014 Online: 81.82% Spring 2015: 66.67% Spring 2015 Online: 75.00%	Since this outcome has only been assessed one year, instructors decided to continue assessing in the same manner to collect more data.
2	Solve trigonometric equations.	Based upon the final exam, seventy percent of the students will correctly solve trigonometric equations.	Fall 2014: 83.33% Fall 2014 Online: 18.18% Spring 2015: 83.33% Spring 2015 Online: 33.33%	Instructors teaching online decided to make the study plan in MyMathLab available to students.
3	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 2014: 91.67% Fall 2014 Online:72.73% Spring 2015: 72.22% Spring 2015 Online: 50.00%	Instructors decided to change the assessment problem to one which the terminal side of the angle is in quadrant three.
4	Simplify expressions involving trigonometric identities.	Based upon the final exam, seventy percent of the students will be able to simplify expressions involving voltrigonometric identities.	Fall 2014: 91.67% Fall 2014 Online: 45.45% Spring 2015: 66.67% Spring 2015 Online: 41.67%	Instructors planned to provide more practice on this topic and to include more detailed notes to the students.

5	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 2014: 75.00% Fall 2014 Online: 45.45% Spring 2015: 52.94% Spring 2015 Online: 50.00%	Instructors decided to change the Student Learning Outcome to focus only on graphing a basic trigonometric function. New SLO would be Graph the basic trigonometric function given. Instructors also planned to explore changing the test item to include radian measure on the graph in multiples of pi.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Mathematics

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 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.

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 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 2014: 83.67% Fall 2014 Online: 80.00% Spring 2015: 86.36% Spring 2015 Online: 76.47%	Instructors decided to change SLO assessment to find the domain of a function given an equation.
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 exponential and logarithmic functions.	Fall 2014: 84.00% Fall 2014 Online: 46.67% Spring 2015: 50.00% Spring 2015 Online: 29.41%	Instructors decided to change #5 test question (exponential function) to a MC question.
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 2014: 67.35% Fall 2014 Online: 26.67% Spring 2015: 50.00% Spring 2015 Online: 11.76%	Instructors decided to incorporate the use of study plan prior to the measurement of SLO.
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 2014: 69.39% Fall 2014 Online: 66.67% Spring 2015: 54.55% Spring 2015 Online: 35.29%	Instructors decided to change #10 to a sine or cosine graph in place of tangent.

| 5 | Verify expressions using trigonometric identities | 70% of students that complete the course will be able to identify 2 out of 3 correct on verification of a trigonometric identity. | Fall 2014: 67.35%
Fall 2014 Online: 60.00%
Spring 2015: 50.00%
Spring 2015 Online: 70.59% | Instructors decided to change the identify questions to instructor made questions. We will eliminate the drop down menus. |

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Mathematics

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 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.

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	Compute limits of algebraic functions graphically, numerically, and algebraically.	70% of students who complete this course will correctly compute the limit of a function graphically on the final exam.	Fall 2014: 100% Spring 2015: 87.50% Spring 2015 Online: 75.00%	The students have consistently shown high success rate numerically. The instructors decided to assess the SLO graphically. New problem 1.1-15
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 2014: 50.00% Spring 2015: 50.00% Spring 2015 Online: 25.00%	The instructors decided to incorporate the study plan.
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 2014: 92.86% Spring 2015: 62.50% Spring 2015 Online: 37.50%	The instructors decided to incorporate the study plan.
4	Use limits and derivatives to construct, analyze and interpret the graph of a function.	70% of students who complete this course will sketch a graph that possesses the given characteristics on the final exam.	Fall 2014: 64.29% Spring 2015: 37.50% Spring 2015 Online: 62.50%	The instructors decided to change the question to a problem that includes concavity. New Problem 2.2-47

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Mathematics

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 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.

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 2014: 71.05% (27/38) Spring 2015: 72.22% (13/18)	Based on the success of this objective instructors decided to increase the percentage requirement from 70% to 80%
2	The student will find the derivative of an algebraic function.	80% of the students will be able to find the derivative of an algebraic function (final exam)	Fall 2014: 76.32% (29/38) Spring 2015: 44.44% (8/18)	Instructors decided to include this type of problem in a continuous review of objectives taught early on in the semester
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 2014: 94.74% (36/38) Spring 2015: 66.67% (12/18)	Instructors decided to continue to evaluate this SLO since there was such a discrepancy in positive outcomes between the semesters
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 2014: 52.63% (20/38) Spring 2015: 61.11% (11/18)	Instructors decided to change this problem from a product rule with a nested chain rule to just a product rule involving a transcendental function
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 2014: 44.74% (17/21) Spring 2015: 22.22% (4/18)	Instructors decided to evaluate this problem with the last test in order to require the students to actually sketch the graph by hand rather than using a multiple choice result

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business		Supports PRCC Strategic Goal(s): 1,3
INSTRUCTIONAL AREA: Mathematics		
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 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.

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 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 2014: 81.25% (13/16) Spring 2015: 76.19% (16/21)	Based on the successful outcome of this objective, instructors decided to evaluate this SLO at 80% rather than at 70%
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 2014: 81.25% (13/16) Spring 2015: 80.95% (17/21)	Instructors decided to change this problem so that it is not similar in structure to #1.
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 2014: 62.50% (10/16) Spring 2015: 80.95% (17/21)	Instructors decided to continue to evaluate this objective due to the discrepancies in positive outcomes between the Fall and spring semesters.
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 2014: 56.25% (9/16) Spring 2015: 61.90% (13/21)	Instructors decided to change this problem from a shell method to the disk/washer method for evaluating the volumes of a solid of revolution
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 2014; 62.50% (10/16) Spring 2015: 71.43% (15/21)	Instructors decided to add in an additional review for this concept
6	The student will evaluate an integral using partial fractions	70% of the students will be able to evaluate an	Fall 2014 68.75% (11/16) Spring: 66.67% (14/21)	Instructors decided to change this problem from a partial fractions and

		integral using partial fractions		inverse trigonometric problem to just a partial fractions problem to more effectively represent the assessment criteria

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Mathematics

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 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.

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 2014: 57.14%	Instructors planned to continue to emphasize the difference in union and intersection.
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 2014: 57.14%	Instructors decided to include more focus in class on topic and to provide more practices opportunities to students.
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 2014: 85.71%	Instructors planned to change to another numeration system.
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 2014: 71.43%	Instructors decided to continue monitoring this outcome and to place more emphasis in the classroom.
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 2014: 85.71%	Instructors planned to have students practice more on geometric sequences.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Mathematics

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 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.

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 2015:80.00%	Instructor planned to emphasize similarities as well as differences in shapes.
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 2015: 100.00%	Instructor decided to change the construction to bisecting an angle.
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 2015: 100.00%	Instructor planned to continue to monitor this outcome in an effort to collect more data.
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 2015: 80.00%	Instructor decided to include more applications in the homework exercises.
5	The student will convert unit measure.	70% of students who complete this course will correctly convert unit measure on the final exam.	Spring 2015: 80.00%	Instructor planned to continue to monitor this outcome in an effort to collect more data.

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 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.

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.	8 of 8 100%	Instructor made plans to assess balancing a chemical equation with matrices.
2	Apply determinants, eigenvalues, and 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.	6 of 8 75%	Instructor decided to assess eigenvalues of a 2 x 2 matrix.
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.	4 of 8 50%	Instructor planned to add an in-class exercise on Gram-Schmidt.
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 kernel, range, rank and nullity of a matrix.	5 of 8 62.5%	Instructor determined to assess again next year to determine accuracy of assessment.
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.	5 of 8 62.5%	Instructor determined to assess again next year to determine accuracy of assessment due to the low enrollment in the course.

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Mathematics

COURSE LEVEL: MAT 2323 Statistics

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

STRATEGIC GOALS:

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

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	Present and summarize data using statistical procedures.	70% of the students will be able to construct a 5 number summary and a boxplot to present a data set. (final exam)	Spring 2015 Online: 100.00%	Instructors decided to increase the size of the data set in the problem.
2	Describe and analyze probability distributions by combining the methods of descriptive statistics with probability.	70% of the students will be able to use a standard normal distribution to find probability. (final exam)	Spring 2015 Online: 66.67%	Instructors decided to include additional practice problems.
3	Estimate values of population parameters using sample data.	70% of the students will be able to construct confidence intervals for population proportions. (final exam)	Spring 2015 Online: 88.89%	Instructors decided to continue to monitor progress and collect data.
4	Test hypotheses or claims made about population parameters using the concepts of statistics.	70% of the students will be able to test claims about a mean when the population standard deviation is known. (final exam)	Spring 2015 Online: 100.00%	Instructors decided to change the assessment to reflect claims about a mean when the population standard deviation is unknown.
5	Determine whether a correlation between two variables exists, and establish the nature of that correlation.	70% of the students will be able to conduct hypothesis tests to determine correlation. (final exam)	Spring 2015 Online: 88.89%	Instructors decided to include evaluation of the correlation and use of the linear regression equation to predict values.
6	Compare populations separated into	70% of the students will be able to use a	Spring 2015 Online: 88.89%	Instructors decided to continue to monitor

categories using one or two factor analysis of variance.	one way ANOVA to test for three or more equal population means. (final exam)		progress and collect data.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Mathematics

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 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.

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)	Spring 2015: 33.33% (2/6)	Instructors decided to increase in class exercises dealing with the convergence of infinite series
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)	Spring 2015: 33.33% (2/6)	Instructors decided to add an additional test before this objective to better prepare students for determining the interval of convergence
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)	Spring 2015: 50.00% (3/6)	Instructors decided to create a review for the final exam to help students to reevaluate this objective
4	The student will perform operation on vectors.	70% of students will be able to perform operations on vectors (final exam)	Spring 2015: 83.33% (5/6)	Instructors decided to introduce vectors earlier on in the semester
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)	Spring 2015: 83.33% (5/6)	Instructors decided to change this objective to enhance this objective using polar coordinates

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s) 1,3

INSTRUCTIONAL AREA: Mathematics

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 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.

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)	Fall 2014: 100% (6/6) Spring 2015: 77.78% (7/9)	Instructors decided to change this problem to finding the limit 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)	Fall 2014: 66.67% (4/6) Spring 2015: 88.89% (8/9)	Instructors decided to increase the difficulty of the function being evaluated to test this SLO
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)	Fall 2014: 50% (3/6) Spring 2015: 44.44% (4/9)	Instructors decided to add in class assignment on 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)	Fall 2014: 16.67% (1/6) Spring 2015: 33.33% (3/9)	Instructors decided to increase class exposure and add extra assignments to this topic
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)	Fall 2014: 33.33% (2/6) Spring 2015: 77.78% (7/9)	Instructors decided to change the problem being evaluated to a triple integration form
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)	Fall 2014: 100% (6/6) Spring 2015: 88.89% (8/9)	Instructors decided to add additional types of parameterization for curves in three dimensional space

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Mathematics

COURSE LEVEL: MAT 2913 Differential Equations 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 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.

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	Classify basic differential equations by order, degree, and linearity.	On the final, 70% of the students will be able to correctly classify a differential equation.	Spring 2015: 83.33%	Given the number of students in the class, the instructor planned to continue to monitor this SLO.
2	Find exact solutions for a variety of first order differential equations including exact, homogeneous, separable, Bernoulli, and linear.	On the final, 70% of the students will be able to correctly solve a first order differential equation.	Spring 2015: 83.33%	Due to the high pass rate, the instructor decided to focus on evaluating the student's ability to solve a homogeneous DE instead of linear.
3	Solve problems occurring in physics and engineering such as cooling, growth, and orthogonal trajectories using first order techniques.	On the final, 70% of the students will find a correct solution to a differential equation resulting from a physics and engineering scenario such as: cooling, growth, orthogonal trajectories, etc.	Spring 2015: 83.33%	The instructor planned to change the final exam question from growth to cooling to better evaluate the students' ability in this area.
4	Obtain solution to non- homogeneous differential equations of higher order.	On the final, 70% of the students will correctly solve a higher order non- homogeneous differential equation.	Spring 2015: 75.00%	The instructor decided to keep monitoring this SLO for the following spring.
5	Determine solutions of differential equations using Laplace Transforms and Inverse Transforms.	On the final, 70% of the students will apply Laplace Transforms and Inverse Transforms to obtain a solution for a differential equation.	Spring 2015: 58.33%	The instructor planned to introduce Laplace Transforms earlier in the semester in order to spend more instructional time on the topic.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 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.

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 Spring Semester: 55%	Instructors decided to work with the students more by presenting them with more activities containing more examples of types of matter.
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 Spring Semester: 40%	Instructors planned 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 Spring Semester: 50%	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 with on a day to day basis.
4	To retain students through completion of the course.	At least 70% of students enrolled at date of reconciliation will complete the course.	Spring semester: 80% retention rate with a 88% pass rate.	Instructors planned to encourage to complete the class. Students will be given exercises to help them connect class topics to life examples.

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1,3

INSTRUCTIONAL AREA: Science

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 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.

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	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 2014: 　3 of 6　　　50% Spring 2015: 　1 of 1　　100%	Instructor planned to provide more qualitative practice problems.
2	Use appropriate mathematical techniques (algebra and trigonometry) and physical concepts to obtain a quantitative solution to a problems in physics,	Of students completing the course Fall Semester:　　60% Spring Semester:　80% will correctly solve 2 of 3 numerical problems on a quiz near the end of the semester.	Fall 2014: 　4 of 6　　　67% Spring 2015: 　1 of 1　　100%	Instructors decided to provide an algebra review appropriate for physics.
3	Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.	Of students completing the course Fall Semester:　　60% Spring Semester:　80%	Fall 2014: 　3 of 6　　　50% Spring 2015: 　1 of 1　　100%	Instructor decided to provide a lab exercise on graphical techniques.

		will be able to use graphical methods to solve a physics problem on a quiz near the end of the semester.		

4	Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory.	Of students completing the course
		
		Fall Semester: 60%
		Spring Semester: 80%
		
		will use experimental data and fit the data with a function during a lab exercise.
			Fall 2014:
			  4 of 6 67%
			
			Spring 2015:
			  1 of 1 100%
				Instructor planned to use new physics lab apparatus to graph physical data and fit data with a function.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

PROGRAM OF STUDY: Science, Mathematics, and Business	Supports PRCC Strategic Goal(s): 1, 3

INSTRUCTIONAL AREA: Science

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 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.

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 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 2014:
			  14 of 20 70%
			
			Spring 2015:
			  4 of 8 50%
				Instructor planned to incorporate more ranking exercises in Spring semester.

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 2014:
			  15 of 20 75%
			
			Spring 2015:
			  6 of 8 75%
				Instructor planned to incorporate more quantitative comparison in Spring semester.

3	The student will numerically solve a physics problem.	Of students completing the course Fall Semester: 60%	Fall 2014 13 of 20 65% Spring 2015:	Instructor planned to give more rigorous problems on assessment.

		Spring Semester: 80% will find the correct solution to 2 of 3 problems on a quiz near the end of the semester.	7 of 8 83%	

4	The student will use a graphical description to generate a mathematical description of a physical situation.	Of students completing the course
		Fall Semester: 60%
		Spring Semester: 80%
		
		 will correctly generate an appropriate equation from a graph on a quiz near the end of the semester.
			Fall 2014:
			  11 of 20 55%
			
			Spring 2015:
			  6 of 8 75%
				Instructor planned to add a lab on graphical techniques.

5	The student will analyze experimental data.	Of students completing the course
		Fall Semester: 60%
		Spring Semester: 80%
		
		 will enter experimental data on a spreadsheet and fit the data with a function during a lab exercise.
			Fall 2014:
			  14 of 20 70%
			
			Spring 2015:
			  7 of 8 83%
				Instructor planned to incorporate the use of new lab equipment to analyze data next year.

PROGRAM OF STUDY: 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 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.

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 program will demonstrate acceptable retention rate to meet the accrediting body benchmark of 70%.	Annual Report and Tracking Data. ARC/STSA benchmark of 70% retention.	Retention rate was below 70% benchmark with 57% retention.	Reviewed ways to notify and assist students that are making below passing grades. Decided to communicate with students via Canvas for any grades below 70 for all SUT classes. Decided to consult students on an as needed basis for failing grades.
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%. This information is tracked on a Master Data Sheet as well as reported on Annual Report.	Graduated 12 students with 100% placement in the Surgical Technology field. This exceeds the 80 % benchmark.	Decided to continue to track communication with potential employers and also to continually update Graduate contact info. Review ways to contact graduates for potential employment.
3	Graduate satisfaction must be demonstrated for entry-level graduates who have been in the field for one year.	ARCSTSA Benchmark is 85%. This information is tracked on a Master Data Sheet as well as reported on Annual Report.	Return rate for Graduate Surveys was 92% with 100 % Satisfaction rate. This exceeds the rate for return and Graduate satisfaction.	Decided to have students do surveys for all SUT classes and review annually.
4	The program shall demonstrate acceptable pass rates for the LCC-ST Program	NBSTSA Program Assessment Exam. ARC/STSA Benchmark is 75%. This information is tracked on a Master Data Sheet as well as reported on Annual Report.	CST passing rate was 92 % with 100 % required participation. This exceeds the Benchmark of 75 % passing rate.	Decided to continue to have SUT 1703 course as part of our Fall curriculum. Decided to make all Mock Exams 200 questions and review more in depth.

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 and dual enrollment/dual 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.

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 Describe duties of surgical team members.	100% of students will identify surgical team members and duties required of these team members.	100 % of students were give a written assessment with a class average of 66% which is below average and passing.	Instructors decided to review workbook and have class discussion with more examples. Instructors decided to implement some type of team class exercise or game to differentiate actual duties of various surgical team members.
2 Describe incidences involving surgical patients and equipment or supplies that may result in lawsuits or ethical issues.	100% of students will research incidences that involve surgical patients, equipment and supplies that may result in lawsuits or ethical issues.	100 % of students researched an OR specific related incident that resulted in a lawsuit or ethical issue. Students presented their Power Points and were graded using a Rubrics with guidelines.	Instructors decided to revise assignment to have more specific questions students have to answer within the assignment.
3 Describe the various patient populations and care of these patients.	100% of students will identify the care of special populations of surgical patients.	100 % of students researched assigned patient populations and presented to class along with a class discussion.	Instructors decided to revise assignment to have more specific guidelines relating to the care of the specific patient population in regards to surgical patients.
4 Identify various OR designs and the functionality of different designs.	100 % of students will be able to identify and discuss various designs for OR suites.	Class average was 80% with 100 % of participation on a written assessment about OR designs and the function of the various designs.	Instructors decided to continue to have students complete the workbook corresponding to this chapter and content. Allow class time to discuss.

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 and dual enrollment/dual 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.

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 and demonstrate applying sterile technique principles while opening a peel pack of gloves.	100% of students will Identify and apply the principles of aseptic technique while opening a pair of surgical gloves.	Lab Stations were set up with 100 % of students participating until each student successfully opened 3 pairs of surgical gloves using proper Aseptic Technique.	Decided to add a Lab Station sheet to indicate practice and a Lab Station sheet indicating students opening a minimum of 3 pairs of gloves using proper Aseptic Technique.
2	Identify and demonstrate a timed surgical scrub.	100% of students will be able to perform a timed surgical scrub.	Lab Stations were set up with supervision and feedback from instructors indicating a successful surgical scrub. Students were required to sign off on this skill.	Decided to continue have students sign off a Lab Station sheet indicating practice of this skill as well as a Lab Station sheet signed off by student and instructor indicating satisfactory performance.
3	Identify the various basic surgical sponges used during a major surgical procedure such as a Laparotomy.	100% of students will be able to identify basic surgical sponges.	100 % of students participated in a Lab Station to identify surgical sponges. Identification included name, usage and quantity in a standard package.	Decided to have students present various surgical sponges and have open class discussion about the sponges.
4	Identify and demonstrate draping a Mayo Stand.	100% of students will be able to properly execute draping a Mayo Stand.	100 % of students participated in multiple Lab Stations to practice and successfully drape a Mayo Stand. Students are also graded on skills using a Rubrics.	Reviewed ways to continue have students actively participating in Lab and utilizing down time. Decided to continue to utilize Lab Stations but implement Lab Station sheets that have a satisfactory or unsatisfactory check off by instructor.

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 and dual enrollment/dual 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.

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 the anatomical structures of the axial skeleton.	100% of students will take a written assessment to identify and locate the various structures of the axial skeleton.	Class average was 91% with 100% participation on a written assessment regarding the bones and structures of the axial skeleton	Decided to continue to divide the skeletal system into 4 separate sections for class lecture and discussion for a better understanding of the material
2	Identify the 12 cranial nerves and discuss their function in the Nervous System.	100% of students will take a written assessment to identify the correct function of each of the 12 cranial nerves.	100% of students were given a written assessment on the correct name and function of the various cranial nerves. The average was 67% which is below benchmark	Decided to review the assessment and incorporate a class activity/game to help retain information.
3	Identify and discuss disorders of the digestive system.	100% of students will be able to identify the various pathologies and disorders of the digestive system.	100% of students took a written assessment regarding the disorders and abnormalities of the digestive system with a class average of 86%	Decided to continue to incorporate class discussions and multiple digital images to help differentiate the multiple pathologies and disorders
4	Identify and differentiate the basic medical terminology related to the anatomic reference systems such as body planes, body directions, and body cavities.	100% of students will identify the various anatomical reference points on a written assessment.	Class average was 80% with 100% participation on a written assessment regarding anatomical reference points, body planes, body cavities, and body directions.	Decided to continue to incorporate class activities and class participation exercises to demonstrate the multiple medical anatomical directional terms

PEARL RIVER COMMUNITY COLLEGE ASSESSMENT
2014-2015

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 and dual enrollment/dual 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.

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 and explain OSHA regulations, including standard precautions and universal precautions, and their application in the surgical environment.	100% of students will be able to identify and differentiate the difference between standard precautions and universal precautions.	100% of students were given a written assessment on OSHA and healthcare precautions with a class average of 89%.	Decided to continue to have students take three written assessments on OSHA and other healthcare precautions.
2	Identify the aspects of the Infectious Disease Process, including the various types of infections.	100% of students will be able to differentiate the different types of infections acquired by humans.	Class average was 81% with 100% participation on a written assessment that discussed the variety of infections humans can acquire.	Decided to incorporate a class game/activity to help students participate more actively during class discussions and lecture on types of infections.
3	Identify and discuss the various methods of sterilization regarding surgical instrumentation and equipment.	100% of students will take a written assessment and identify the methods of sterilization used in on surgical instrumentation and equipment.	100% of students were given a written assessment on sterilization with a class average of 76%.	Decided to have a member from the OR central sterile processing department come to class and discuss the various methods of sterilization and the various types of sterilizers used in the OR settings.
4	Identify and differentiate significant viruses and the diseases they cause.	100% of students will take a written assessment to identify the diseases and disorders associated with specific viruses.	Class average was 87% with 100% participation regarding viral diseases, common and emerging viruses and the methods of viral reproduction	Decided to incorporate more video regarding the viral reproduction in cells and have more current information regarding emerging viruses

PROGRAM: Surgical Technology	Supports PRCC Strategic Goal(s): 1, 3, 7, 8
INSTRUCTIONAL AREA: Allied Health	
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 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.

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 and discuss the anatomy of the eye and the various pathologies that could affect the anatomical structures.	100% of students will take a written assessment on the various disorders and pathological conditions related to ophthalmic surgery.	100% of students took a written assessment relating to common disorders and procedures in Ophthalmic Surgery with an average of 70%. Students also completed a case study and Power Point presentation for specific Ophthalmic procedures.	Decided to incorporate more procedure videos dealing with Ophthalmic Surgery and possibly add an Ophthalmic Surgical Affiliate to allow the students more exposure to eye procedures. Decided to continue to assign case study so students can be exposed to various Ophthalmic procedures.
2	Identify and describe the various pathologies and disorders related to Oromaxillofacial surgery and the procedures used to correct them.	100% of students will be able to identify pathological conditions and disorders of the facial bones on a written assessment.	100% of students completed a written assessment relating to the Oral and Maxillofacial Surgery Specialty with an average of 70%. Students also completed a case study and Power Point presentation for specific Oral and Maxillofacial procedures.	Decided to continue to hold class discussions and procedural videos relating to Oral and Maxillofacial Surgery. Planned to continue to allow students to be assigned in Oral and Maxillofacial Surgery cases.
3	Identify and discuss the various Ear, Nose, and Throat surgical procedures.	100% of students will take a written assessment to identify the various surgical procedures of the Ear, Nose, and Throat, and the pathology involved.	100% of students took a written assessment relating to the ENT specialty with an average of 77%. Students also completed a case study and Power Point presentation for specific ENT procedures.	Decided to incorporate more procedure videos during lecture and continue to meet with the ENT clinic Nurse Manager to allow students to rotate through this specialty for experience.
4	Identify and explain various Orthopedic	100% of students will take a written	100% of students completed a written	Decided to have at least one In-Service with

specialty instruments used during surgical procedures.	assessment on the surgical procedures and the specialty instruments used in Orthopedic Surgery.	assessment related to instrumentation, anatomy, and procedures involved in Orthopedic Surgery with an average of 78%. Students also completed a case study and Power Point presentation for specific Orthopedic procedures that included Orthopedic instruments involved.	an Orthopedic representative to discuss new instrumentation that is being implemented at the various surgical facilities. Continue to work with two orthopedic surgical facilities to expose students to the various surgical procedures.

PROGRAM: Surgical Technology			Supports PRCC Strategic Goal(s): 1, 3, 7, 8
INSTRUCTIONAL AREA: Allied Health			
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 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.

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 and explain specialty instruments used during surgical procedures involving the Peripheral Vascular System.	100% of students will take a written assessment to identify instruments used during Peripheral Vascular surgical procedures.	100 % of students took a written assessment related to instrumentation, anatomy and procedures related to Peripheral Vascular Surgery with an average of 76% competency.	Decided to incorporate more surgical procedure videos in the PV specialty and continue to meet with the Endovascular Coordinator to allow students to rotate through this specialty for experience. Decided to continue to assign Clinical students in PV procedures.
2	Identify and discuss the procedural steps during Cardiovascular procedures.	100 % of students will complete Specialty questions involving Cardiovascular surgical procedures.	100 % of students completed a Workbook written assignment related to Cardiovascular Surgical Specialty. Students also completed a Case Study for specific CV procedures and presented to class.	Decided to continue to work in conjunction with the CV Team at our Clinical site to allow all students to rotate through the CV Specialty. Planned to incorporate more surgical procedure videos in this specialty.
3	Identify the Anatomy of the Thoracic Cavity.	100% of students will complete assignments that identify and describe Thoracic Cavity Anatomy.	100% of students completed a written assessment related to Thoracic Surgical Specialty with an average of 86%. Students also completed a Case Study and Power Point Presentation that included Thoracic Cavity Anatomy.	Determined to keep the Power Point Case Studies and presentations so students can be exposed to various Thoracic Procedures even if limited in a Clinical setting.
4	Identify and discuss surgical interventions that are needed due to	100% of students will identify key terms and examples of surgical procedures related to	100% of students completed a workbook written assignments identifying key terms and examples of surgical procedures related to Emergency Trauma Surgery.	Decided to incorporate a Case Study involving assigned Emergency Trauma Procedures.

traumatic injuries.	Emergency Trauma Surgery.		

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 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.

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 an employment application.	100 % of students will be required to complete and submit an application for employment.	100% of students completed an on-line employment application.	Decided to revised application to correspond more with a specific position or facility to rid the assignment of too many variables associated with a generic application.
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 application to sit for the CST Exam.	Decided to detail the instructions more clearly so that lessens confusion for students regarding ID requirements. Also determined to clearly state all documents needed when submitting applications.
3	Identify the equipment and supplies needed for a specialty procedure.	100 % of students will complete a Case Study on an assigned specialty procedure.	100% of students completed a Clinical Case Study assignment.	Decided to revise this assignment so that students can benefit more from the content. Also planned to incorporate an additional assignment for Clinical cases.
4	Identify and prepare documentation and skills needed for a Job Interview.	100 % of students will participate in a Mock Job Interview.	100% of students participated in a Mock Interview including proper documentation.	Decided to revise this assignment in regards to the required paperwork. Planned to invite additional person to sit in on the interview.

Program

Review

Outline

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 the Mission of the College, Pearl River Community 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 Southern Association of Colleges and Schools Commission on Colleges 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 organizations.

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 assessment of the program's achievement of its stated purpose, quality of instruction, curriculum design, student outcomes, and contribution to the 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.

PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEW

DEVELOPMENTAL EDUCATION

2011 -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 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 staffing order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.

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

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

8. To provide 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.

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.

Developmental Education Review

Table of Contents

Tables

Developmental Education

Program Review

Review Dates

Fall 2011 – Spring 2014

Report Published

June 2015

Pearl River Community College

Introduction

Developmental education at Pearl River Community College is not organized into an individual department or program. Pearl River considers it very important to make students feel an integral part of the college-wide learning community. The mission and goals of Pearl River are committed to helping students of all ability levels succeed. Developmental studies are decentralized within the traditional curriculum so that students are not isolated from non-developmental students.

Developmental English classes are taught by instructors who teach a combination of English composition classes, literature classes, and developmental classes. Developmental English classes are divided into Beginning English and Intermediate English. Students who enter Pearl River with no ACT score are directed to take the Compass. Those with an ACT score of 12 or below on the English portion of the ACT are placed in Beginning English. Students entering with an English ACT score of 13, 14, or 15 are placed in Intermediate English. Students entering with an English ACT score of 16 or greater are placed in English Composition I.

Developmental mathematics classes are: Fundamentals of Mathematics, Beginning Algebra, and Intermediate Algebra. These classes are taught by instructors who also teach higher-level mathematics classes. While students with no ACT scores are directed to take the Compass, the ACT categorization for placement in the mathematics classes is as follows: an ACT mathematics score of 13 or below, Fundamentals of Mathematics; ACT mathematics score between 14 and 15, Beginning Algebra; ACT mathematics score between 16 and 17, Intermediate Algebra. A mathematics ACT score of 18 or above places students in College Algebra or a higher level course. It is worth noting that students can challenge their placement by exam. The criteria for placement were reevaluated upon the request of the last review committee.

Reading classes are taught by instructors with adequate knowledge in the field of reading education. Any student scoring 15 or below on the reading portion of the ACT is assigned to the Reading Course.

Developmental classes serve a variety of purposes in the two-year community college setting. In Developmental English, students are immersed in the usage of correct grammar, critical thinking skills, and intensive writing assignments. In Developmental Mathematics, students begin with simple adding and subtracting and proceed through into skills that are components of College Algebra. Reading integrates strategies that will help students succeed in classes that traditionally require large amounts of reading such as history, psychology, and literature.

In addition to the expected academic purposes of developmental classes, these classes serve as a transition period for many students. Typically, developmental classes are comprised of students who failed to master skills in secondary education, ESL students, and students who have chosen to return to school after several years. Developmental classes at Pearl River are no exception to this. Students do not enter developmental classes with eager anticipation. Instead, instructors are faced with students who would rather be in classes that earn credits toward graduation and that are transferable to four-year institutions. To help students progress through developmental classes at a faster rate, the Mathematics Department has implemented the Emporium Model of course redesign in developmental courses as well as College Algebra. Course redesign allows students to work at an accelerated rate. Students may complete 1, 2, or even 3 courses in one semester.

The data included in this document reviews information from Fall 2011 through Spring 2014.

Developmental Education Review Program Review Committee:

- Martha Lou Smith, Vice President for General Education and Technology Services, Chair
- Karen Bond, Director of Institutional Effectiveness and Chair of Department of Science, Mathematics, and Business/Instructor of Mathematics
- Jenny Brown, Instructor of Mathematics (Forrest County Center)
- Dean Holifield, Chair of Department of Humanities and Social Sciences and Instructor of English
- Jeff Long, Coordinator of Student Life/Instructor of LLS
- Sylvia Martinez, Instructor of Mathematics (Hancock Center)
- Greg Underwood, Department Chair (Forrest County Center), Instructor of English

Data Collection and Analysis

In recent years, internally, there have been questions regarding some of the Pearl River Community College data. These questions came to light as the state data collection and review process has become more thorough. It was noted that in several instances, the data being sent to the state was not accurately reflected in data being analyzed locally. Internal changes have been made and the data collection and analysis process is itself being carefully scrutinized beginning with questioning whether the data truly needed for in depth analysis is being collected and collected accurately.

Keeping this in mind, the majority of the data presented in this Program Review is taken from the Mississippi Community College Board information. Often, that information is at least one year behind. MCCB now compiles what is called a Report Card for each community college in the state. Report Card data is available for 2010-2011 and 2012-2012. The state is also beginning the process of implementing Performance Measures. Included in this Program Review is the information from the fiscal year 2014, but it is basically a reflection of the Report Card data.

In addition to the state data, a brief local summary of Pearl River Community College developmental student data is included. This data is based on information provided by Information Technology.

Table 1: FY14 Mississippi Community College Board Program and Performance Measures for Pearl River Community College

TARGETED OUTCOMES:		
	2011 DE Enrolled in Eng Comp	202
	2011 Completed Eng Comp	126
Increase in the number of developmental English students (first-time entering, full- time) enrolling in English Composition I who complete English Composition I (from 76.5% to 78.0%) – (NEW – from page 3 of Report Card.)		62.4%
	2012 DE Enrolled in English Comp	196
	2012 Completed English Comp	141
		71.9%
	Percent Change	9.6%
	2011 DM Enrolled in Col Alg	215
	2011 Completed Col Alg	143
Increase in the number of developmental Math students (first-time entering, full-time) enrolling in College Algebra who complete College Algebra (74.1% to 75.0%) – (NEW – from page 3 of Report Card.		66.5%
	2012 DM Enrolled in College Alg	205
	2012 Completed Col Alg	158
		77.1%
	Percent Change	10.6%
	2011 Enrolled in DE	438
	2011 Completed Comp I	126
Increase in the number of developmental English students (first-time entering, full- time) who complete English Composition I (from 42.2% to 43.0%) – (NEW – from page 3 of Report Card. Successfully Completing English Comp I ÷ Headcount in Developmental English their first year. Current report card percentage must be calculated from the numbers provided, but is 42.2%).		28.8%
	2012 Enrolled in DE	440
	2012 Completed Comp I	141
		32.0%
	Percent Change	3.3%
	2011 Enrolled in DM	701
	2011 Completed College Alg	143
Increase in the number of developmental Math students (first-time entering, full-time) who complete College Algebra (%) – 1.00 (NEW – from page 3 of Report Card. Successfully completing College Algebra ÷ Headcount in Developmental Math their first year Current report card percentage must be calculated from numbers provided, but is 27.6%).		20.4%
	2012 Enrolled in DM	676
	2012 Completed College Alg	158
		23.4%
	Percent Change	3.0%

Table 2: Report Card 2012 – Pearl River Community College

REPORT CARD 2012 – Pearl River Community College				
	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
TOTAL ENROLLMENT	N	SYSTEM TOTAL N	N	SYSTEM TOTAL N
Headcount	1,219	18,413	6,861	112,630

	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
COLLEGE READINESS ENROLLMENT	N	SYSTEM TOTAL N	N	SYSTEM TOTAL N
Headcount in Developmental courses	712	10,976	2,132	33,719
Enrollment in a Developmental Math courses during the first academic year	645	9,764	1,858	29,001
Enrollment in a Developmental English courses during the first academic year	426	6,032	1,002	14,157
Enrollment in a Developmental Reading courses during the first academic year	282	2,507	588	5,828
Based on 2011-12 enrollment.				

Table 2: Report Card 2012 – Pearl River Community College, cont.

COLLEGE READINESS SUCCESS	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		SYSTEM TOTAL		COMMUNITY COLLEGE		SYSTEM TOTAL	
	N	PCT	N	PCT	N	PCT	N	PCT
Headcount of students in developmental English courses during the first academic year	440		6,214		1,067		14,963	
Students (from row above) enrolled in English Composition I	196	44.5%	3,103	49.9%	465	43.6%	6,427	43.0%
Students (from row above) who successfully completed English Composition I	141	71.9%	2,241	72.2%	328	70.5%	4,681	72.8%
Headcount of students in developmental Math courses during the first academic year	676		10,266		1,970		31,356	
Students (from row above) enrolled in Intermediate Algebra	436	64.5%	6,713	65.4%	1,276	64.8%	20,154	64.3%
Students (from row above) who successfully completed Intermediate Algebra	279	64.0%	4,639	69.1%	822	64.4%	13,434	66.7%
Headcount of students in developmental Math courses during the first academic year	676		10,266		1,970		31,356	
Students (from row above) enrolled in College Algebra	205	30.3%	3,623	35.3%	603	30.6%	10,119	32.3%
Students (from row above) who successfully completed College Algebra	158	77.1%	2,701	74.6%	476	78.9%	7,547	74.6%
Based on fall 2010 cohort and 2010-11 enrollment.								

Table 3: Report Card 2013 – Pearl River Community College

Report Card 2013 – Pearl River Community College				
	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
TOTAL ENROLLMENT	N	SYSTEM TOTAL N	N	SYSTEM TOTAL N
Headcount	1,260	16,879	6,370	104,564

	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
COLLEGE READINESS ENROLLMENT	N	SYSTEM TOTAL N	N	SYSTEM TOTAL N
Headcount in Developmental courses	630	9,895	1,740	28,232
Enrollment in a Developmental Math courses during the first academic year	565	8,727	1,535	24,314
Enrollment in a Developmental English courses during the first academic year	318	5,360	720	11,704
Enrollment in a Developmental Reading courses during the first academic year	186	2,137	352	4,537
Based on 2012-13 enrollment.				

Table 3: Report Card 2013 – Pearl River Community College, cont.

	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		SYSTEM TOTAL		COMMUNITY COLLEGE		SYSTEM TOTAL	
COLLEGE READINESS SUCCESS	N	PCT	N	PCT	N	PCT	N	PCT
Headcount of students in developmental English courses during the first academic year	426		6,032		1,002		14,150	
Students (from row above) enrolled in English Composition I	183	43.0%	3,039	50.4%	425	42.4%	6,076	42.9%
Students (from row above) who successfully completed English Composition I	132	72.1%	2,295	75.5%	303	71.3%	4,528	74.5%
Headcount of students in developmental Math courses during the first academic year	645		9,768		1,858		29,009	
Students (from row above) enrolled in Intermediate Algebra	421	65.3%	6,500	66.5%	1,249	67.2%	18,579	64.0%
Students (from row above) who successfully completed Intermediate Algebra	279	66.3%	4,588	70.6%	785	62.9%	12,386	66.7%
Headcount of students in developmental Math courses during the first academic year	645		9,768		1,858		29,009	
Students (from row above) enrolled in College Algebra	223	34.6%	3,481	35.6%	595	32.0%	9,221	31.8%
Students (from row above) who successfully completed College Algebra	186	83.4%	2,636	75.7%	490	82.4%	6,940	75.3%
Based on fall 2011 cohort and 2011-12 enrollment.								

Table 4: Summary of PRCC Developmental Courses
(Information includes Fall 2011 – Spring 2014 unless otherwise noted)

English

Beginning English (no longer offered after Spring 2012): 64.27% passed with a C or better

Intermediate English: 65.59% passed with a C or better

Of the students who took Intermediate English and later took English Composition I, 70.53% passed English Composition I..

Mathematics

Fundamentals of Mathematics: 60.88% passed with a C or better

Beginning Algebra: 50.51% passed with a C or better

Intermediate Algebra: 60.10% passed with a C or better

Of the students who took Intermediate Algebra and later took College Algebra, 84.15% passed College Algebra.

Resources and Additional Information

In October 2009, Pearl River Community College was awarded a five year Title III grant of approximately $2 million dollars from the U.S. Department of Education's Strengthening Institutions Program and the Higher Education Act entitled Integrated Learner Support System. The PRCC Title III Grant aimed to increase student success and retention through three key components: the development of an integrated Learner Support System, the development of online services and advisement tools, and the development and piloting of Supplemental Instruction supported Developmental Mathematics and English, English Composition I and English Composition II, College Algebra, Biology, Psychology, and World Civilization. Results of the Title III grant can be seen in the final Title III report.

Another aspect of the Title III grant is the Student Success Center. Both the Poplarville Campus and the Forrest County Center have Student Success Centers available to students to help them achieve their educational goals through target support programs and on-line tools. The Student Success Center assists all students from those who are thinking about coming to PRCC to those who have been here a couple of years and are ready to transfer. The following services are some of the offerings of the SSC:

- Academic Support
- Peer Mentoring
- Supplemental Instruction
- Computer Lab
- Quiet Place to Study
- E-Portfolios
- On-line Study Tools
- Career Development
- Transfer Assistance
- Degree Evaluation
- Pre-Core Advisement

The Garvin H. Johnston Library and the Student Support Services (SSS) Program support developmental classes. The Learning Lab is a component of the Library, and developmental Reading and English students spend time each week using computers in the lab to reinforce skills. Certified instructors are also present in the Learning Lab to assist students with each area of developmental education. This component is primarily academic support and does not include advisement and career counseling. Developmental Mathematics students utilize Math Labs staffed by qualified mathematics instructors.

Student Support Services (SSS) is funded by a federal grant and provides tutorial services and career counseling to students who qualify. Qualifications involve meeting one of the following three criteria: a first generation college student, low-income, or a documented disability. A student must also be a US citizen or permanent resident. The program must have at least 167 students a semester to operate, but can take only 180 – 190 students each semester.

Pearl River Community College also has counseling and career planning services provided by the staff of

the Counseling, Advisement, and Placement Center.

None the less, some of the registration improvements, from this department, that have been implemented include the following. Teachers have received a thorough copy of information needed to advise students adequately.

Some of the class registration weaknesses still in place include the following: Students are able to register themselves for classes before completing the prerequisites. Instructor overrides still exist within the different academic departments.

Responses to the Recommendations in the 2008 – 2001 Program Review

Recommendations in the 2008 – 2011 Program Review

- The committee recommends including data from Essential College Skills in future Developmental Education Program Reviews.

    o Response: This class was removed from the course offerings in an attempt to help students enter gateway courses sooner.

- The class override button should be limited to department chairs and their specific department. (For example, the English chair could not override a mathematics course.)

    o Response: This feature is not yet in place but is part of the items being addressed by the new Information Technology personnel.

- Analysis of Banner processes must be a priority in order to ensure the enforcement of programmed prerequisites.

    o Response: This feature is not yet in place but is part of the items being addressed by the new Information Technology personnel.

- Developmental Instructors from all campuses will meet as a group to discuss scheduling, curriculum, and improvements to developmental courses.

    o Response: This occurs through the meetings help by each discipline.

- A more concerted effort should be made to track developmental students through their Pearl River Community College career. This will be more easily attained by more clearly defining the parameters within which the data is being requested.

    o Response: This is partially being done via the aforementioned state data now being compiled annually. More detailed data will have to be collected at the local level.

- A concerted effort should also be made to determine the reasons developmental students do not successfully progress through the developmental courses to college level courses. Is it due to sociological issues, academic issues, or both?

    o Response: The upcoming QEP will help address this need.

Additional Information

While the actual data from the following situation will not be addressed until the next program review, moving forward, this information is critical to the success of developmental students.

During the 2013 Mississippi legislative session, five bills directly impacting developmental education were part of the session. None of those bills passed, but a clear message was sent. The Mississippi community colleges formed a task force that reviewed developmental education courses that were part of the approved courses. It was quickly realized that number of possible developmental course offerings was not conducive to helping students transition.to gateway courses in a timely manner. In addition, national research was reviewed to determine the how best to reform developmental education at Mississippi community colleges. The task force made recommendations to reduce the number of developmental courses in the MCCB Uniform Course Numbering Guide. The recommendations were passed, and Pearl River adjusted accordingly.

Rather than include additional recommendations in this report, Pearl River will be working through the changes made throughout the state adjusting as needs are recognized. The 2015 – 2018 Developmental Program Review will be designed with those changes in mind.

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 Business and Administrative Services; Vice President for General Education and Technology Services; Director of Development Foundation and Alumni Association; Director of Public Relations; Special Assistant to the President for Grants and Special Projects; Director of Career and Technical Education Programs (Poplarville); Director of Counseling, Advisement, and Placement Center; Director of Financial Aid; Director of Physical Plant; Assistant Vice President for Hancock Center; Director of the Office of Student Success and Director of the Quality Enhancement Plan; Director of Recruitment and Orientation; Director of Admissions and Records and ADA/Civil Rights Coordinator; 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 Vice President for Planning and Institutional Research. Its members are the Vice President for Poplarville Campus and Hancock Center, Director of Institutional Research/Director of Professional and Community Development, 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); 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/Director of Professional and Community Development. 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, 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, 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.
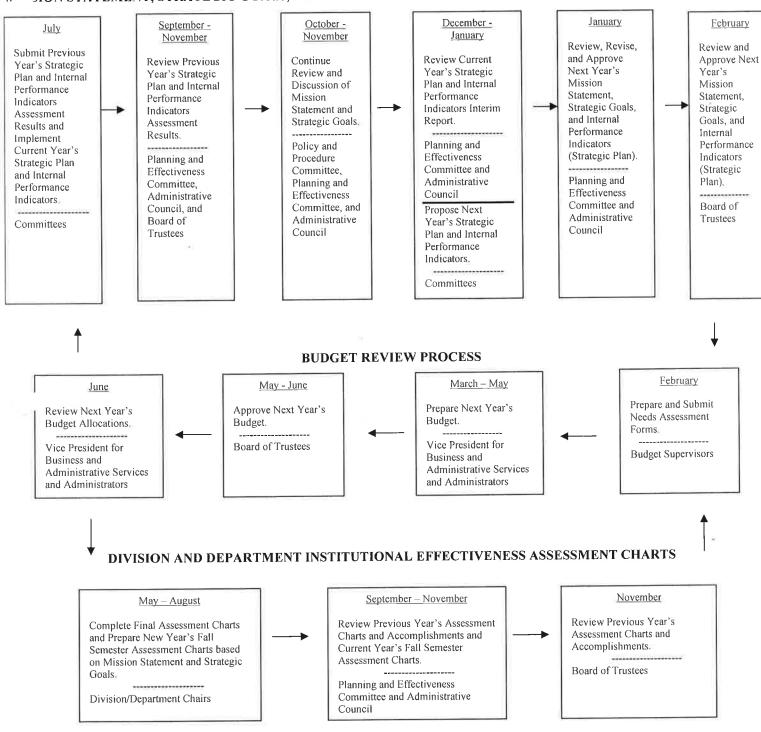
REVIEW, REVISION, AND EVALUATION PROCESS

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)

July	September - November	October - November	December - January	January	February
Submit Previous Year's Strategic Plan and Internal Performance Indicators Assessment Results and Implement Current Year's Strategic Plan and Internal Performance Indicators.	Review Previous Year's Strategic Plan and Internal Performance Indicators Assessment Results.	Continue Review and Discussion of Mission Statement and Strategic Goals.	Review Current Year's Strategic Plan and Internal Performance Indicators Interim Report.	Review, Revise, and Approve Next Year's Mission Statement, Strategic Goals, and Internal Performance Indicators (Strategic Plan).	Review and Approve Next Year's Mission Statement, Strategic Goals, and Internal Performance Indicators (Strategic Plan).
------------------	------------------	------------------	------------------	------------------	------------------
Committees	Planning and Effectiveness Committee, Administrative Council, and Board of Trustees	Policy and Procedure Committee, Planning and Effectiveness Committee, and Administrative Council	Planning and Effectiveness Committee and Administrative Council Propose Next Year's Strategic Plan and Internal Performance Indicators. ------------------ Committees	Planning and Effectiveness Committee and Administrative Council	Board of Trustees

BUDGET REVIEW PROCESS

June	May - June	March – May	February
Review Next Year's Budget Allocations. ------------------ Vice President for Business and Administrative Services and Administrators	Approve Next Year's Budget. ------------------ Board of Trustees	Prepare Next Year's Budget. ------------------ Vice President for Business and Administrative Services and Administrators	Prepare and Submit Needs Assessment Forms. ------------------ Budget Supervisors

DIVISION AND DEPARTMENT INSTITUTIONAL EFFECTIVENESS ASSESSMENT CHARTS

May – August	September – November	November
Complete Final Assessment Charts and Prepare New Year's Fall Semester Assessment Charts based on Mission Statement and Strategic Goals. ------------------ Division/Department Chairs	Review Previous Year's Assessment Charts and Accomplishments and Current Year's Fall Semester Assessment Charts. ------------------ Planning and Effectiveness Committee and Administrative Council	Review Previous Year's Assessment Charts and Accomplishments. ------------------ Board of Trustees

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

November 12, 2014

The Pearl River Community College Administrative Council held its regular quarterly meeting at 8:30 a.m. Wednesday, November 12, 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. Martha Lou Smith, Vice President for General Education and Technology Services
Dr. Jennifer Seal, Vice President for Planning and Institutional Research
Mr. Jason Francis, Interim Athletic Director
Dr. Adam Breerwood, Vice President for Poplarville Campus and Hancock Center
Dr. Scott Alsobrooks, Vice President for Economic and Community Development
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Mr. Chuck Abadie, Director of Public Relations
Dr. Amy Townsend, Director of Student Success Center and Director of QEP
Ms. Valerie Horne, Director of Financial Aid
Dr. Ann Moore, Director of Counseling Center (Poplarville)
Mr. Roger Knight, Vice President for Business and Administrative Services
Dr. Terri Ruckel, Instructor of English (Representing Dr. Tim Crowe (FCC Faculty Assoc.)
Mr. Steve Howard, Special Assistant to the President for Grants and Special Projects
Dr. Justin Williamson, President, Faculty Assoc., Poplarville Campus/Hancock Center
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)

Absent:
Ms. Casey Rawls, Director of Recruitment and Orientation
Ms. Gwen Smith, Director of Career & Technical Education Programs (Poplarville)
Dr. Tim Crowe, Faculty Association President, Hattiesburg Campus
Mr. Raymunda Barnes, Assistant Vice President for Hancock Center
Mr. Craig Tynes, Director of the Physical Plant
Dr. Cecil Burt, Vice President for Forrest County Operations
Ms. Tonia Moody, Director of Admissions and Records and ADA/Civil Rights Coordinator

Dr. Lewis chaired and opened today's meeting by welcoming Council members. He then requested **approval of the September 10, 2014 meeting minutes of the Administrative Council**. A motion was made by Dr. Adam Breerwood, seconded by Ernie Lovell, to approve said minutes. The motion was unanimous.

Dr. Lewis stated an updated draft version of the organizational chart was previously emailed to council members for review prior to today's meeting. After a brief discussion, Dr. Lewis recommended the **2014 Organizational Chart** for approval as presented. He added that the organizational chart will be presented for approval by the PRCC Board of Trustees at the December 11, 2014 meeting. A motion was made by Dr. Scott Alsobrooks, seconded by Valerie Horne, to approve the 2014 Organizational Chart. The motion was unanimous.

The following reports were provided by members of the Administrative Council.

Planning and Institutional Research

- Recommendations from the Policy and Procedure Committee regarding revisions of the following seven policies were presented and approved: sexual misconduct; calendar; communicable diseases; complaints and grievances (employees); grading, graduation, degrees, and certificates; student course loads; and textbooks. The motion to approve said policies and procedures was made by Roger Knight, seconded by Dr. Scott Alsobrooks, and the motion was unanimous. The Policy and Procedure Committee reviewed and unanimously approved the current PRCC Mission Statement and Strategic Goals at the November 4 meeting.

- Dr. Seal provided the Administrative Council with a SACSCOC update.

- Student evaluations of instruction are underway as is the Campus Climate Survey. The Library Surveys for administrators, faculty, and students will be closing the end of this week. The Post Graduate Survey will be administered through email and social media to May 2014 graduates through November and December.

- The Student Consumer Information Guide webpage continues to be updated.

- Regarding the 2013 Report Card, preliminary numbers have been reviewed and Clearinghouse files submitted. A draft should be available for review by December.

- Policy and Procedure Manual updates are being made.

- The Board of Trustees had an opportunity at the November 11 board meeting to review the 2013-2014 Strategic Plan and Internal Performance Indicators Final Report and the PRCC 2013-2014 Institutional Planning and Effectiveness Document.

- Pearl River Community College demonstrates continuous improvement through the Interim Report. Administrative Council will be receiving a request for 2014-2015 Interim Report data.

- The College received a $17,000 grant from the Lower Pearl River Valley Foundation for the 2015 Women's Health Symposium. Plans for the Symposium are currently being finalized.

- The River Rewards campaign has had a successful beginning.

- The last fall session for Poplarville/Hancock Faculty/Staff Sharing is scheduled for this Thursday at 11:00 a.m. in the IT Training Room. Carol Williams will offer "What's New" with some overviews of new technology tidbits.

Athletics

- Soccer: The Lady Wildcats won the MACJC/Reg.23 Championship (2nd in the last 3 years). The men won the MACJC/Reg.23 Championship (3rd straight).

- Basketball: Women begin the season at 1-0. Men begin season at 3-0. Each will host MDCCC on Thursday 11/14

- Asked all to invite any church groups, youth groups, youth basketball teams to attend games.

- Mentioned the signing of PR Baseball players at D1 institutions: Tracy Hadley – USM , Jacob Taylor – LSU, and Derrick Mount- SLU

Development Foundation/Alumni Association

- Provided the recognition of Alumni Chapters and what they do to support scholarships for students within our six county district. Forrest/Lamar Counties Chapter held their Scholarship Fish Fry at South Mississippi Electric Power Association Facility in Hattiesburg on September 30, 2014. The Chapter sold 645 fish plates and raised over $5,300 for scholarships to support students from Forrest/Lamar Counties. This was a successful event.

- The Marion/Jeff Davis Counties Alumni Chapter held its Scholarship Steak Dinner Tuesday, November 11, at Kanes Restaurant in Foxworth. Two hundred steak dinners were served with a donation of $50 per plate. This was another successful event.

- The Development Foundation hosted the Scholarship Donor Appreciation Dinner on September 23 in Bender Cafeteria. One hundred sixty four students were recognized for scholarships for the fall semester totaling over $135,000 dollars toward student tuitions.

- Ernie recognized and thanked all council members for supporting the Homecoming Festivities held the week of October 6 - 11. Ernie noted the edition   of the Homecoming Carnival which was held on the football practice field prior to the Homecoming festivities. This event attracted over 500 people who were mostly young alumni and family. Ernie also noted the dedication of the Marvin R. White Coliseum and the Dr. Thomas and Patricia Malone Honors Institute Library.

- Over the last two days, two substantial scholarship gifts were provided to the foundation. One was and individual donor who made a $50,000 gift to his scholarship endowment and support for student programs at the college. A second scholarship gift in the amount of $100,000 was made by the South Mississippi Planning and Development District. The guidelines for this scholarship gift are still being established.

- The foundation Holiday Pacesetter Kick-Off Dinner will be held in the West Dining Room of Bender Cafeteria at 6:30 p.m. on Tuesday, November 18. This is the foundation campaign to support the annual budget for the foundation for the 2014-2015 school year.

- The foundation audit will begin on Tuesday, November 18, by Herzog, CPA Firm of Hattiesburg.

Financial Aid

- Current activities include wrapping up the 2014 fall semester and calling students who lack any required information for their student folders.

Faculty Association (Poplarville Campus & Hancock Center)

- PRCC faculty officers Dr. Justin Williamson and Mr. Jason Ramshur attended the state faculty meeting in Jackson on October 24. Dr. Clyde Muse presented budgetary recommendations, including midlevel funding. Since the state tax collections have exceeded revenue projections, he is optimistic about increased funding.

- Capitol Day will be March 5.

- Student evaluations of faculty are ongoing.

- Faculty advisement and registration of students for the spring term is ongoing.

- On November 17 in the Brownstone Center, Phi Theta Kappa will be sponsoring a presentation by USM's Dr. Scott Milroy focusing on his research into the viability "greening up the red planet" and the importance of increased governmental spending on space exploration projects.

Business and Administrative Services

- Roger Knight shared with the Council to beware of textbook companies that solicit textbooks from faculty and staff by way of emails. It is illegal for anyone to sell College property (textbooks, etc.) to these companies.

Faculty Association (Forrest County Center) (Dr. Terri Ruckel)

- The FCC Faculty Association currently has 39 members.
- The FCC Faculty Association's Christmas Party is December 8.
- Attended the state meeting.
- March 5 is Capital Day.
- Reported on C-4 Commit to Complete

Counseling Center

- PRCC counselors and test administrators participated in an ACT workshop held at Mississippi Gulf Coast Community College in September, 2014.

- MS-CPAS test order was completed and uploaded October 3, 2014 for 94 career and technical students who are graduating in December.

- The Perkins IV Final Enrollment Report was completed and uploaded to the Community College Board on October 15.

- The Counseling, Advisement, & Placement Center held its annual advisory board luncheon meeting October 16 where materials for early advisement and registration materials were distributed to department chairs and advisors.

- The Poplarville College Fair was held in the Great Hall October 22.

- As a result of the summer conference where Dr. William Lewis arranged for consultants to speak with PRCC faculty on issues that involving student retention, the Advising Taskforce was formed. The taskforce met for in-service training at the Woodall Advanced Technology Center October 27. Obstacles confronting faculty advisors and students in retention, advising, campus safety, and mental health were topics. The program included faculty and professional staff from all three locations. Dr. Adam Breerwood welcomed the group of 28 participants. Dr. Eric Dahlen of USM Clinic, Mr. Joseph Hayes and Emily Bourne of Forrest General Hospital's Pine Grove Outreach Centers, and Ms. Marshae McNeal and Al Cervantes of Pine Belt Mental Health conducted presentations on mental health and their relativity to student advising and retention. Mr. Doug Rowell, PRCC Director of Safety presented information on campus safety, the Cleary Act, sexual assault, and other issues facing faculty and today's students. Dr. Ann Moore presented on legal issues involved in advising students. Ms. Christina Sumrall, academic counselor, presented information of online resources to assist faculty and advisors on assisting students. Gloria Wasmund, PRCC VA officer, spoke on issues in advising VA students, and Tonia Moody, ADA Coordinator and Director of Admissions, clarified issues on admission of students who were convicted felons. Ms. Susie Hall spoke of health issues. The program received high marks on the evaluation with encouragement from all members to meet quarterly.

-    Dr. Moore conducted in-service training for the Student Success Centers' staff members October 31.

-    Forrest County Center's Career Fair was held November 4.

-    Advisement and registration for currently enrolled students planning to return in January began November 3 and will continue until Christmas break.

-    PRCC Counselors attended the Mississippi Counselors' Association conference November 5, 6, and 7. Dr. Joe Wesley was honored with a special service recognition award.

-    MS-CPAS testing will be conducted November 17, 18, and 19.

-    Job Placement Workshop will be held February 1, 2015.

-    Poplarville Career Fair will be held March 4, 2015.

General Education and Technology Services & Information Technology (Dr. Smith)

-    IT personnel are reaching out to the different areas of the college asking questions. Be ready to speak with them about the things happening in your areas.

-    Online updates are being made to both the Catalog and Faculty Handbook.

-    The 2015-2016 calendar has been approved and will be sent to all personnel in spring 2015.

-    The new PRCC Academic Calendar for 2015-2016 has been approved by the Board of Trustees. It will be emailed during the 2015 Spring Semester.

Student Success Center and QEP (Quality Enhancement Plan)

Office of Student Success
-    Two new hires
-    Staff Focus group on SSC role in LLS 1313
-    October – attended FYSE Assessment Conference

QEP Committee Meetings
-    October 3 - Introduction; research assignment
-    October 31 - Discussed who our students are: K-12; first time they arrive on campus as Wildcats; and how we want them to look at the end of the first semester.
-    Developed overall learning goals for the FYSE – working to refine. Identified potential FYSE components – still in development (ROAR, Orientation Course, Early Alert System, Peer Mentors/Student Ambassadors, Professional Development)

- November 18/20 – next meeting
    - Refine learning goals and components
    - Develop SLOs for each component
    - Apply survey input from students, faculty, and administrators
    - Garner input from "All" on both the learning outcomes & SLOs via email
- December 15
    - Critically examine content of current LLS 1313 curriculum
    - Apply survey input
    - Apply input from pilot instructors and enrolled students to include course success rates, SLOs met, student satisfaction, and focus groups
- Next QEP goals
    - Appoint sub-committees to research and write on each component of the QEP
    - Panel discussion between pilot faculty and QEP committee on LLS 1313
    - Contact potential consultants
    - Work with Ellucian and consultant (previous experience at USC) to determine what we may need for tracking students, QEP website, course formats, etc.
    - Begin marketing strategies

Economic and Community Development

- Discussed the challenges forthcoming with the statewide changes to the Adult Basic Education Program. The change to a more rigorous, technology based test has reduced the number of successful graduates by approximately 80 percent. This will reflect a negative trend in PRCC's enrollment in future semesters, as the ABE Program represents the largest recruiting pool for PRCC students.

Grants and Special Projects

- Steve Howard reported that he has been involved in some external funding opportunities for the College. He will be meeting with several groups of people in the coming days. His new telephone extension is 1127 and email is swhoward@prcc.edu.

Public Relations

- Final RiverSide edition of the calendar year will be mailed to alumni and friends of the college the week after Thanksgiving.

- Final edition of The Drawl school newspaper will be printed the week after Thanksgiving so it can go to students before week of finals.

- Media coverage is planned for the 10-year anniversary of the Lowery Woodall Advanced Technology Center in Hattiesburg. The event is Thursday, November 13.

- Printed spring schedules have been placed at various outlets for students to pick up.

- Advertising efforts are underway (radio and print) for spring semester registration dates and times.

- Radio station (106.3) FM in Hattiesburg will be here November 12 for live remote – two hours – as a part of Wildcat Fest 2014.

Poplarville Campus

- Reported that Coach Bobby Bowden's visit to campus on November 11 was a major success.
- Early Registration opened on November 1 for returning students.
- Both the Men's and Women's Soccer teams won the MACJC State Championship.

Hancock Center

- No report submitted.

Forrest County Center Operations

- No report submitted.

Recruitment and Orientation

- No report submitted.

Admissions and Records

- No report submitted.

Career-Technical Education Programs

- No report submitted.

Physical Plant

- No report submitted.

President's Report

- The PRCC AEOP is organizing an effort to provide support for residents of the Pearl River County Nursing Home. Christmas cards are being sent to the residents as well as needed personal items. Several student groups are also providing support for this effort.

- Dr. Jennifer Seal was called on to provide an update on the on-going preparation of the SACSCOC Ten-Year Reaffirmation Report which will be submitted in March 2015.

- Dr. Martha Smith was called on to provide an update on today's Wildcat Fest schedule.

- Changes to the college's Organizational Chart were presented and voted on for approval.

- Steve Howard's new job responsibilities as Special Assistant to the President for Grants and Special Projects was explained.

- Brenda Wells will assume new responsibilities in Institutional Research. She will also plan professional development for faculty and staff as well as serve as the College's community liaison. Tim Dedeaux's responsibilities will be split (50 percent each) in Institutional Research and the Student Success Center.

- Reminded council members that the new 15 to Finish will be effective with the 2015 Spring Semester.

- Reminded council members that the next regular meeting of the Administrative Council will be held in February 2015.

There being no further business to come before the Administrative Council, the meeting adjourned at 9:50 a.m.

_____   _____
William Lewis, President   Date

PEARL RIVER COMMUNITY COLLEGE

Administrative Council Meeting Minutes

February 11, 2015

The Pearl River Community College Administrative Council held its regular quarterly meeting at 8:30 a.m. Wednesday, February 11, 2015, 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. Martha Lou Smith, Vice President for General Education and Technology Services
Dr. Jennifer Seal, Vice President for Planning and Institutional Research
Mr. Jason Francis, Interim Athletic Director
Dr. Adam Breerwood, Vice President for Poplarville Campus and Hancock Center
Dr. Scott Alsobrooks, Vice President for Economic and Community Development
Mr. Ernie Lovell, Director of Development Foundation & Alumni Association
Mr. Chuck Abadie, Director of Public Relations
Dr. Amy Townsend, Director of Student Success Center and Director of QEP
Ms. Valerie Horne, Director of Financial Aid
Dr. Ann Moore, Director of Counseling Center (Poplarville)
Mr. Roger Knight, Vice President for Business and Administrative Services
Dr. Terri Ruckel, Instructor of English (Representing Dr. Tim Crowe (FCC Faculty Assoc.)
Mr. Steve Howard, Special Assistant to the President for Grants and Special Projects
Ms. Casey Rawls, Director of Recruitment and Orientation
Dr. Tim Crowe, Faculty Association President, Hattiesburg Campus
Mr. Raymunda Barnes, Assistant Vice President for Hancock Center
Mr. Craig Tynes, Director of the Physical Plant
Ms. Tonia Moody, Director of Admissions and Records and ADA/Civil Rights Coordinator
Dr. Jana Causey, Assistant Vice President for Forrest County Operations (In for Dr. Burt)
Ms. Marilyn Dillard, Administrative Assistant (Minute Recorder)

Absent:
Dr. Cecil Burt, Vice President for Forrest County Operations
Ms. Gwen Smith, Director of Career & Technical Education Programs (Poplarville)
Dr. Justin Williamson, President, Faculty Assoc., Poplarville Campus/Hancock Center

Dr. Lewis chaired today's meeting and welcomed all Council members. He then requested **approval of the November 12, 2014 meeting minutes of the Administrative Council.** A motion was made by Ernie Lovell, seconded by Raymunda Barnes, to approve said minutes. The motion was unanimous.

Dr. Lewis opened the meeting with comments regarding the campus incident that occurred on the Poplarville campus this past weekend (February 8, 2015). The incident was a sexual assault that occurred on the Poplarville Campus in one of the women's dormitories in the early morning hours of February 8, 2015. Dr. Lewis stated that Dr. Breerwood and Chief Rowell had conducted an immediate and thorough investigation of the incident which led to a student being arrested less than 12 hours after the incident was reported to Campus Police. College personnel met with students in the female student housing facilities on Sunday night and made them aware of the incident and offered the students counseling services. On Monday, February 9, Dr. Lewis, Dr. Breerwood and other college employees met with various student classes and groups to reassure them of the college's efforts to provide a safe and secure environment on all of the college's campuses. In all of these meetings, students were encouraged to report any suspicious activity or persons to Campus Police, Head Residents in the various dorms or any college personnel. Members of the Administrative Council were also encouraged to report any suspicious activity or persons as well. Dr. Lewis emphasized that campus safety is everyone's responsibility and encouraged the members of the Council to discuss with him or Dr. Breerwood any concerns or recommendations that would help improve the campus climate.

Some suggestions provided by members of the Administrative Council included: Taking an active part in stopping any and all rumors concerning the incident, everyone needs to ban together as a team effort to begin the healing process of this assault on our young female student and her family and our entire campus family, always be alert to campus surroundings and suspicious activity, keep an eye on who is entering the campus, and report any and all suspicious activities and persons to campus police.

Dr. Lewis closed his remarks by announcing that a Campus Safety Review Task Force would be formed in the next few weeks. Dr. Breerwood was assigned the responsibility of chairing the Task Force. The group will be charged with reviewing the campus safety and security measures that are in place and make recommendations for any changes or suggestions for additional steps that can be taken to make positive changes to the current safety and security measures. The members were also encouraged to volunteer for service on the Task Force should they be interested in serving. Council members were also encouraged to make recommendations for improvements to Dr. Lewis or Dr. Breerwood.

There being no further business to come before the Administrative Council, the meeting adjourned at 9:50 a.m.

William Lewis, President   4/15/15
                                                              Date

Fiscal Management Committee

FY 2015 Accomplishments

Budget Process for FY 2016

1) Requested and assembled all areas of budget information.
2) Met with Vice Presidents and administrative personnel to discuss and define budget issues and requests as related to Pearl River Community College's mission statement, goals and objectives.
3) Compiled budget requests.
4) Defined projected expenditures and revenues.
5) Reviewed initial budget product with President, Vice Presidents, and other administrative personnel.
6) Finalized budget.
7) Presentation of final budget product to the Pearl River Community College Board of Trustees for review and approval scheduled for June 17, 2014.

Minutes / Notes

During the month of January 2015, the defined Budget Process for FY 2016 (copy attached) was communicated to all Vice Presidents and members of the Administrative Council. Weekly meetings were held between the President and Vice President for Business during the months of March and April to establish the framework for the FY 2016 budget, and then sessions were held during the months of April and May with appropriate personnel to gather information and feedback related to the budget requests submitted by way of the Needs Assessment Forms earlier in the process.

Budget Process for FY 2016

1. Request and assemble Needs Assessment Forms from all areas.

   Time frame: February

2. Meet with President, Vice Presidents and other administrative personnel to discuss and define budget requests and issues as they relate to the institution's mission statement, goals and objectives.

   Time frame: February – March

3. Compile Needs Assessment Forms, defining projected expenditures and revenues.

   Time frame: March – April

4. Review initial budget product with the President, Vice Presidents and other administrative personnel.

   Time frame: April

5. Finalize budget product and present to the Board of Trustees.

   Time frame: May – June

PEARL RIVER COMMUNITY COLLEGE
NEEDS ASSESSMENT

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

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

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

I	Institutional	**CT**	Career/Technical (Ex. Reimbursements in departments such as Allied Health, Business Technology)
F	Federal	**GC**	Grants/Contracts (Ex. Workforce Development, Tech Prep)

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

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

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

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

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

MINUTES

Instructional Council

September 2014

I. Career/Technical
   A. **BOT Curriculum Request** – This is for BOT 291(1-3) Supervised Work Experience. It is a course they want to add to the BOT Program.
      i. Votes
         1. Yes – 14
         2. No – 0
   B. **Welding GPA** – A request has been made to require students in the Welding Program to finish the 30 hour Career Certificate with a 3.0 GPA before being allowed to proceed into the 45 hour Technical Certificate.
      i. Votes
         1. Yes – 6
         2. No – 8
II. Academic
   A. **AMR Courses** – The Board of Trustees approved a new Army ROTC program. These are the courses that will go with the program.
      i. Votes
         1. Yes – 14
         2. No – 0
   B. **HPR 1313 –** Introduction to Health, Physical Education and Recreation. This course is part of the Uniform Couse Numbering Guide. The request is to add the course to the PRCC catalog and course offerings.
      i. Votes
         1. Yes – 12
         2. No – 1
   C. **Proposal for London Trip –**The attached proposal describes the process that will be followed and the classes that could possibly be incorporated into the study.
      i. Votes
         1. Yes – 13
         2. No – 0

The following items were voted on and approved: BOT Curriculum Request, AMR Courses, HPR 1313, Proposal for London Trip

The following items were voted on and NOT approved: Welding GPA

MINUTES

Instructional Council

February 24, 2015

I. **Career/Technical**
    A. **Occupational Safety and Health Technology** – This is a request to create the Occupational Safety and Health Technology program which would replace Advanced Construction Technology.
        i. The council agreed to move forward with this proposal.
    B. **IST Changes –** This is a request to change the course number and hours for IST 1223 and IST 2254.
        i. Motion: Lonnie Burchell, Instructor of Biology
        ii. Second: Stephen Black, Director of Honors Institute

II. **Academic**
    A. **PHY and EGR –** This is a request to add PHY 2313, PHY 2323, PHY 2333 and EGR 2433. These courses are part of the Uniform Course Numbering Guide. The request is to add the courses to the PRCC catalog and course offerings.
        i. Motion: Arlene Jones, Director of Nursing Education
        ii. Second: Christina Sumrall, Academic Counselor
    B. **MFL 2513** – This is a request to add MFL 2513. This course is part of the Uniform Course Number Guide. The request is to add the course to the PRCC catalog and course offerings.
        i. Motion: Susan Anderson, Department Chair/Instructor of Computer
        ii. Second: John Gibson, Department Co-Chair/Instructor of Construction Management Technology
    C. **ENG 0131** – This is a request to add ENG 0131. This course is part of the Uniform Course Number Guide. The request is to add the course to the PRCC catalog and course offerings.
        i. Motion: Susan Anderson, Department Chair/Instructor of Computer Programming Technology
        ii. Second: Ann Moore, Placement Director

The following items were voted on and approved: IST Changes, PHY and EGR, MFL 2513 and ENG 0131.

PEARL RIVER COMMUNITY COLLEGE

Planning and Effectiveness Committee

October 23, 2014

Location: Administration Building Second Floor Conference Room, 9:00 a.m.

Members Present: Dr. Jennifer Seal (Chair), Ms. Karen Bond, Ms. Tara Rouse, Ms. Brenda Wells

Call to Order: Dr. Jennifer Seal called the meeting to order and welcomed everyone. Dr. Seal explained that due to several schedule conflicts committee members will email revisions. These changes will be included in the final document.

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 the final document. Dr. Seal will ask writers for Goal 8, Internal Performance Indicator 6 indicating the use of results prior to sending this document to the Administrative Council on November 12.

Adjournment: There being no further business to discuss, the Committee members were thanked and the meeting adjourned at 9:45 a.m.

Respectfully submitted,

Jennifer Seal, Chair
Planning and Effectiveness Committee

PEARL RIVER COMMUNITY COLLEGE

Planning and Effectiveness Committee

January 22, 2015

Location:	Administration Building Second Floor Conference Room, 2:00 p.m.
Members Present:	Dr. Jennifer Seal (Chair), Ms. Karen Bond, Dr. Jana Causey, Mr. John Gibson, Ms. Tara Rouse, Ms. Evelyn Wallace, Ms. Brenda Wells
Call to Order:	Dr. Jennifer Seal called the meeting to order and welcomed everyone.

The Committee reviewed and discussed the 2015-2016 Mission Statement, Strategic Goals, and Internal Performance Indicators.

The Committee proposed the following revisions to the following:

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

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

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

Strategic Goal 1, 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~~, Career Certificates, Technical Certificates, and Certificates of Completion**;** to pass licensure examinations**;** and to gain employment in their chosen fields.

Strategic Goal 1, 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~~ comparable to the cumulative grade point average of students at public universities in Mississippi who have transferred from all Mississippi public community colleges.

Strategic Goal 1, Internal Performance Indicator 9: At least sixty-five percent (65%) of students who earn a grade of C or better in Intermediate Algebra will pass College Algebra within one calendar year.

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

~~At least 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.~~

Strategic Goal 2, Internal Performance Indicator 5: The College will provide qualified support staff for library and non-library support labs.

Strategic Goal 6, Internal Performance Indicator 6: The Alumni Association county chapters will provide information regarding ~~increase~~ level of funding, ~~and~~ scholarship endowment funding, and alumni activities.

Adjournment:	There being no further business to discuss, the Committee members were thanked and the meeting adjourned at 3:55 p.m.

Respectfully submitted,

Jennifer Seal, Chair
Planning and Effectiveness Committee

PEARL RIVER COMMUNITY COLLEGE

Planning and Effectiveness Committee Meeting

Minutes

June 30, 2015

Location: Cafeteria Rotary Room, 8:30 a.m.

Members Present: Dr. Jennifer Seal (Chair), Mr. Raymunda Barnes, Ms. Karen Bond,
                   Ms. Gwen Smith, Ms. Tara Rouse

Call to Order: Dr. Jennifer Seal called the meeting to order and welcomed everyone.
                   Dr. Seal explained the impact of the institutional effectiveness process
                   on the SACSCOC reaffirmation report.

                   The Committee reviewed and discussed the following:

                   - 2014-2015 Administrative Assessment Charts
                   - 2014-2015 Student Services Assessment Charts
                   - 2014-2015 Program and Course-Level Assessment Charts
                   - 2014-2015 Community/Public Services Charts

                   Charts unavailable for the meeting will be reviewed via email as soon
                   as available.

Adjournment: There being no further business to discuss, the Committee members
                   were thanked and the meeting adjourned at 11:30 a.m.

Respectfully submitted,

Jennifer Seal, Chair
Planning and Effectiveness Committee

POLICY AND PROCEDURE COMMITTEE MEETING

Tuesday, November 4, 2014

10:50 a.m.

Minutes

Members Present: Dr. Cecil Burt (Chair), Dr. Scott Alsobrooks, Mr. Raymunda Barnes,
                         Dr. Adam Breerwood, Dr. Jana Causey, Dr. Glenn Dale, Mr. Steve Howard,
                         Ms. Jacki Runnels, Dr. Jennifer Seal, Ms. Gwen Smith, Dr. Martha Lou Smith,
                         Dr. Karen Taylor, Mr. Jim Walsh

Guest Present: Ms. Tina Coleman

Minutes from the April 17, 2014, Meeting

      A motion to approve was made by Dr. Martha Lou Smith.
      The motion was seconded by Dr. Scott Alsobrooks.
      The motion was passed unanimously.

Mission Statement and Strategic Goals

      Committee members reviewed and did not recommend any changes.
      A motion to approve was made by Dr. Jana Causey.
      The motion was seconded by Ms. Gwen Smith.
      The motion was passed unanimously.

Proposed Policy and Procedures

      Sexual Misconduct
            This policy will replace the current Sexual Harassment Policy.
            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

      Calendar
            A motion to approve was made by Dr. Glenn Dale.
            The motion was seconded by Mr. Raymunda Barnes.
            The motion was passed unanimously.

      Communicable Diseases
            A motion to approve was made by Dr. Scott Alsobrooks.
            The motion was seconded by Dr. Jana Causey.
            The motion was passed unanimously.

Complaints and Grievances (Employees)
A motion to approve was made by Dr. Jana Causey.
The motion was seconded by Mr. Raymunda Barnes.
The motion was passed unanimously.

Grading
A motion to approve was made by Ms. Jacki Runnels.
The motion was seconded by Mr. Jim Walsh.
The motion was passed unanimously.

Graduation, Degrees, and Certificates
A motion to approve was made by Ms. Jacki Runnels.
The motion was seconded by Dr. Scott Alsobrooks.
The motion was passed unanimously.

Student Course Loads
A motion to approve was made by Dr. Scott Alsobrooks.
The motion was seconded by Mr. Raymunda Barnes.
The motion was passed unanimously.

Textbooks
A motion to approve was made by Dr. Scott Alsobrooks.
The motion was seconded by Dr. Adam Breerwood.
The motion was passed unanimously.

Proposed Revision of Form

Inventory Control Form
A motion to approve was made by Mr. Raymunda Barnes.
The motion was seconded by Dr. Adam Breerwood.
The motion was passed unanimously.

Other Business

Admission Policy
Dr. Alsobrooks presented needed revisions to the current Admission Policy regarding Career Pathway changes enacted by the State. Dr. Burt requested that Admission Policy revisions be forwarded to Dr. Lewis and the Cabinet for review prior to Policy and Procedure Committee action.

Dr. Burt requested a motion to adjourn the meeting.
A motion to adjourn was made by Dr. Jennifer Seal.
The motion was seconded by Mr. Jim Walsh.
The meeting adjourned at 11:50 a.m.

POLICY AND PROCEDURE COMMITTEE MEETING

Tuesday, April 7, 2015
10:50 a.m.
Minutes

Members Present: Dr. Cecil Burt (Chair), Ms. Michaela Andrews, Mr. Raymunda Barnes,
                      Dr. Adam Breerwood, Dr. Melissa Bryant, Dr. Jana Causey, Dr. Glenn Dale,
                      Mr. James Elbers, Mr. Steve Howard, Mr. Roger Knight, Ms. Jacki Runnels,
                      Ms. Angelia Ryals, Dr. Jennifer Seal, Dr. Karen Taylor, Mr. Jim Walsh

Minutes from the November 4, 2014, Meeting

      A motion to approve was made by Dr. Jana Causey.
      The motion was seconded by Dr. Jennifer Seal.
      The motion was passed unanimously.

Proposed Revisions of Procedures

      Employee Leave
            A motion to approve was made by Ms. Jacki Runnels.
            The motion was seconded by Dr. Jana Causey.
            The motion was passed unanimously.

      Students' Payments and Refunds (Tuition for Veterans)
            A motion to approve was made by Mr. Raymunda Barnes.
            The motion was seconded by Dr. Jennifer Seal.
            The motion was passed unanimously.

      Tobacco on Campus
            A motion to approve was made by Mr. Roger Knight.
            The motion was seconded by Mr. Raymunda Barnes.
            The motion was passed unanimously.

Other Business

      Dr. Burt asked Dr. Breerwood to comment on the Athletic Drug Testing policy. Dr. Breerwood stated
      that the policy and procedures were being refined. Recommendations will be presented via email or at
      the next meeting.

      Dr. Burt stated that Chuck Abadie, Director of Public Relations, was working on a Social Media policy.
      Dr. Burt asked the committee members for any thoughts regarding this new policy. Recommendations
      will be presented at the next meeting.

      Dr. Burt presented a status report regarding the Admission policy. He explained that the policy had been
      tabled at the last Administrative Council meeting. At the next Administrative Council meeting, he will
      recommend that the policy remain tabled until additional documentation has been received from the US
      Office of Education.

The meeting adjourned at 11:43 a.m.

Professional Development Committee Meeting

Minutes

September 3, 2014

Committee Members Present: *Raymunda Barnes, Rance Bedwell, Karen Bond, Cindy Boutwell, Jana Causey, Timothy Dedeaux, Cheryl Frierson, Eileen Hall, Trevor Hunt, Scott Kimball, Tiffany McCardle, Michelle Mitchell, Archie Rawls, Julie Ray, Jennifer Seal, Gwen Smith, Amy Townsend, and Brenda Wells.*

Brenda Wells opened the meeting by thanking everyone for attending and introduced Tiffany McCardle to the group. Each committee member then introduced themselves.

The first item on the agenda for discussion was the evaluation of the August Faculty and Professional Staff professional development meeting.   A summary overview of the evaluations indicated a 90 percent or better satisfaction on various components of the professional development session.   The Faculty/Staff Professional Development evaluation report for August 2014 was then disseminated to the committee members for their review.

Following review, the following comments were discussed by the committee:

- Length of the session.
- A split format would be an option
- Lunch could be used as a break and give people the option to get up and move
- Grouping together to meet as departments in the afternoon
- Need a motivational speaker for the faculty
- Split the meeting into the two locations (the cafeteria and the brownstone center)
- Possibly shuttling people in vans if there was rain

Brenda Wells stated that the Professional Development Committee would meet again in the spring semester and a decision concerning locations would be made later.

The topic of New Faculty and Staff session was discussed. Typically in this meeting new Faculty and Staff meet with Dr. Lewis and a few select administrators and introduce themselves.   The following ideas were discussed.

- Training faculty on Grades First
- Training in Canvas
- Someone to act as a tour guide and take everyone to the different areas where they might need to complete information
- Business office to get an ID#
- IT to get setup with an email account

This items are areas that needs to be addressed.

The next topic of discussion was the Support Staff Professional Development Sessions which have been planned for fall semester. Two sessions will be held at the Poplarville Campus for Poplarville and Hancock support staff and one at the Forrest County Center. Everyone was asked to encourage attendance at these meetings.

Other topics for discussion are as follows:

- AEOP also provides professional development for support staff
- Faculty Sharing Sessions, lunchtime meetings for faculty and staff sharing information
    - Usually 30-45 minutes
    - Schedule disseminated to members
    - Spring semester would have some repeat and would be expanded.
    - Most of the sessions are on Tuesday and Thursday (clinical days for nursing staff)
    - Schedule according to convenience of presenters
    - Try to offer different days in spring semester

Jana Causey addressed Professional Development on the Forrest County Campus.

- Adopted a new terminology - Lunch and Learn Faculteas
- Tea, fruit, and chocolate provided
- On September 11 Russ Willis, Law/Human Resources professor, will speak on law and topics pertaining to the law
- He is scheduled in the spring to address social security
- Dr. Jennifer Seal speak on SACSCOC
- Dr. Breerwood speak on Flight FERPA
- Gay Saxon will provide DISC profiles for faculty

Michelle Mitchell provided updates on E-learning.

- No trainer for E-Learning, so most of their training is done online
- Online Training usually during the lunch hour so it is the most accessible
- Training offered during C period to accommodate as many people as possible
- Try to provide Lab hours once every two weeks for Canvas
- Provides 20 Minute Mentor, webinars online on various subjects on education and teaching related topics

Rance Bedwell gave updates for IT

- Still setting up for this term
- Requests to do training in Hattiesburg
- Plan to spread training over two (2) semesters this year
- Plan to have IT presenters, open to anyone to present basic IT functionality
- Suggested that professional development schedule be posted on a central page and calendar

Julie Ray presented updates from Business Office as follows.

- Open enrollment is this week
- Linster financial will be here early November
- Lienster Financial can talk about anything in the financial realm
- May do a retirement planning and insurance session
- Now is the time to add/drop/change health insurance
- Will try to schedule Shannon from deferred comp
- Note that open enrollment is not private and anyone present can hear discussions

Additional comments:

- Jana Causey would like to push for an initiative to come to work and be healthy
    - Start some sort of "River Rewards" type program to encourage people to live healthier lifestyles
    - Faculty get to work out 3x's a week for 30 minutes - open this up for staff
    - Team environment -be thinking and researching to try to help the situation
- Jennifer Seal reminded people about the River Rewards program and to encourage participation
- Archie Rawls announced that there is a full season of events at the Brownstone Center

There being no further business to discuss, the meeting was adjourned at 10:28 a.m.

Professional Development Committee Meeting

Minutes

April 28, 2015

Committee Members Present: *Karen Bond, Jana Causey, Timothy Dedeaux, Cheryl Frierson, Eileen Hall, Sharman Ladner, Cheryl May, Tiffany McCardle, Michelle Mitchell, Archie Rawls, Julie Ray, Jacki Runnels, Jennifer Seal, and Brenda Wells.*

The meeting was called to order at 9:30 a.m. by Ms. Brenda Wells, Chair, who welcomed everyone and presented an outline for business to be discussed.

The first item of business discussed was the August 10, 2015 meeting, and the primary focus for the August meeting will be the upcoming SACS review.   Dr. Jennifer Seal, Vice President for Planning and Institutional Research, presented the tentative agenda for the August meeting and covered the following items:

- Dr. Joseph Silver to be keynote speaker
- Introduction of new faculty
- QEP focus
    - Skits for general assembly prior to breakout sessions
    - Breakout sessions for the afternoon focus on components of QEP
        - New component – employees will need to swipe ID's to enter
- The schedule for August 11 and 12 was also discussed

Dr. Seal introduced the plan for New Employee Orientation Day which is scheduled for Wednesday, August 5, 2015, and distributed a tentative agenda. The following items were discussed:

- Canvas and Grades First training for new faculty
- Location for Canvas training (Math Lab, Student Success Center Computer Lab, IT Training Lab). Decision was tabled until number needing training is known.
- Training for staff (payroll, River rewards, tours, etc.)
- Need for all employees to have the same training
- Need for information on business office forms

Brenda Wells indicated that all concerns would be duly noted and efforts would be made to address each one and development of the professional development activities continue. She explained that Dr. Lewis had changed her title to include professional development and that a plan is being developed to improve professional development across all campuses. This will include the continuation of the face-to-face Faculty/Staff sharing sessions, as well as development of an online component for each level of employees (Administration/Professional Staff, Faculty, and Support Staff). Faculty/Staff sharing sessions

are being planned for the fall 2015 semester so that the calendar can be provided at the August meeting.

Ms. Michelle Mitchell, Director of eLearning, provided updates concerning eLearning Professional Development. She stated that their training is focused on Canvas and moving toward the MSVCC Academy training. MSVCC training is online and is for all instructors. These offerings can be found on the eLearning website. She also has the 20 Minute Mentor available for those interested.

Ms. Julie Ray, Grants Accountant, provided an update for business/financial professional development. Leinster Financial is scheduled for April 30. Open enrollment will occur during the first part of September. New faculty and staff are required to attend.

Brenda Wells shared that the IT Training Team will be providing training and more information will be shared soon.

Professional Development for Support Staff is scheduled for September 11, 2015 for the Poplarville and Hancock Center. A session is tentatively scheduled for September 18 at the Forrest County Center.

Ms. Cheryl May, President of PRCC's Association of Educational Professionals (AEOP), provided updates from AEOP and discussed the following events that were offered this year.

- Flight FERPA
- Navigating the PRCC website
- Campus Tour
- Stress relief/relaxation techniques
- Publisher
- Graduation workshop

Ms. May requested that a table for the Association of Educational Professionals (AEOP) be available in order to provide informational materials, and the committee unanimously approved. Ms. Tiffany McCardle was introduced as the incoming president of AEOP, and stated that future training plans include mail merge and Outlook training.

There being no further business to discuss, the meeting was adjourned.

Institutional Effectiveness Newsletters

Office of Planning and Institutional Research

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 and dual enrollment/credit courses.

- 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.

August 2014 Faculty/Staff Professional Development

Dr. William Lewis welcomed faculty and staff during the opening of the General Session on August 11, 2014, and encouraged everyone to continue the good work to move PRCC from "Good to Great".

Dr. Rob Kadel with Pearson gave a presentation about Education 3.0 "Learning to Think Differently; Thinking to Learn Differently", followed by a very informative panel discussion on "Educational and Instructional Issues".

The luncheon speaker was Mr. Clyde Webber who gave an informative and humorous presentation entitled "There's Always Something Going On."

Following lunch, concurrent faculty sessions were offered for general education and career/technical faculty. Dr. Lindsey Lewis provided information about the Team Approach for Customer Service to each of these groups.

Panel Discussion a Hit

Panelists, Dr. Rob Kadel, Ms. Amy Whitten, and Officer Adam Parker, provided informative overviews and expertly fielded questions from the audience dealing with student learning, legal issues of social media, and maintaining a safe campus environment conducive to student learning.

Professional Development Sessions Scheduled for Support Staff

Professional development sessions for Support Staff are scheduled at the Poplarville Campus for Friday, September 19, 2014, at 8:30 a.m. and 10:30 a.m. in the Olivia Bender Cafeteria West Dining Room.

A session is also scheduled for the Forrest County Center on Friday, September 26, 2014, at 10:00 a.m. in Room 148 of the Allied Health Center.

Leadership Breakfast

Lee Reid is shown above speaking to faculty/staff members who participated in one of the leadership programs offered at PRCC over the past three years, which were led by him. Participants were once again afforded an opportunity to hear from Lee as he gave an inspiring charge to them "It's Not Your Title . . . People".

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.mshumanities.org/

2013-2014 Graduate Survey

Graduating students are asked to participate in an exit survey in order to provide information concerning their satisfaction with the educational experience they received at PRCC.

Results of the 2013-2014 Graduate Survey indicate that the top three reasons for selecting PRCC were as follows:

1. Convenient location
2. Good reputation of PRCC
3. Selection of courses offered

Results also indicated that 87 percent of graduating students surveyed would choose to attend PRCC again.

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 on our website at http://www.prcc.edu/files/forms/grant-proposal-approval.pdf.

PRCC employees needing information regarding grant proposals may contact Dr. Jennifer Seal. A listing of grant awards for Pearl River Community College can be found on the website at http://www.prcc.edu/institutional-research/grants.

A grant training session will be offered at the Poplarville Campus on April 22, 2015, and at the Forrest County Center on April 21, 2015.

Congratulations to the following recipients of grant awards from Lower Pearl River Valley Foundation: Dr. Ross Setze for updating the physics labs with Vernier equipment and software to enhance instruction, and The Women's Health Symposium for the annual health conference to be held on Saturday, January 31, 2015.

Quality Enhancement Plan (QEP)

Much activity has occurred in the last year in preparation for PRCC's next Quality Enhancement Plan (QEP). In the Fall 2013 semester, focus groups were conducted on all three campuses among faculty, students, and community organizations with the goal of identifying potential topics for the QEP.

In the Spring 2014 semester, Dr. Lewis appointed the QEP Topic Committee who was charged with reviewing all suggested topics . The First Year Experience (FYE) was voted as the topic of choice by the committee and received final approval by Dr. Lewis in April 2014.

Beginning October 1, 2014, Dr. Amy Townsend will begin her role as PRCC's Director of the QEP. Early in the fall semester, members of the institutional QEP committee were appointed by Dr. Lewis. This group will hold its initial meeting on October 3, 2014. During the Fall semester, research related to the FYE will be reviewed along with relevant institutional data. An action plan for the year will be developed and a draft of the QEP proposal to be submitted to SACSCOC will be completed. Moving forward, the chosen QEP topic will afford PRCC the opportunity to significantly impact student success and increase student learning.

Assessment Cycle

Email notification will be given concerning the 2014-2015 Assessment Cycle.

Please continue working on the assessment process. As a reminder, the courses taught only in the Fall semester will be assessed and submitted to the dropbox by Monday, December 15, 2014.

Mark Your Calendar!

The next Lunch and Learn is scheduled for Tuesday, November 4, 2014, at 11:30 a.m. in the Olivia Bender Cafeteria West Dining Room.

.

Speaker: Dr. Roberto Gallardo MSU Extension Service

Topic: Intelligent Communities in the Digital Age.

Tickets are $7.00 for Chamber members and $10.00 for non-chamber members.

Lunch and Learn

Ms. Lara Bowman with the Mississippi State University Extension Service Technology Outreach conducted an e-commerce Boot Camp for Chamber members during the summer.

Participating members were treated to in-depth training on ways to use social media to enhance their businesses. The sessions included information about Facebook, Twitter, Instagram, Pinterest and web page design. Additional e-commerce sessions will be offered to the community in the near future.

Upcoming Events

- Student Evaluation of Instruction

- Campus Climate Survey

- Fall 2014 Assessment Charts

- Performance Review of Supervisors

- Personnel Evaluations

- Support Staff Professional Development

OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH

SCHEDULE FOR EVALUATIONS

2014 - 2015

STUDENT EVALUATIONS OF INSTRUCTION

October 1 - Student Evaluations of Instruction begin

October 1— November 14, 2014 Student Evaluations of Instruction

January 7— Student Evaluations of Instruction reports distributed to administrators/supervisors

PERFORMANCE REVIEWS OF SUPERVISORS

January 7 - Performance Review of Supervisor links emailed to employees

January 7 - 13, 2015 - Performance Reviews of Supervisors

January 27 - Performance Review of Supervisor reports distributed to administrators/supervisors

PERSONNEL EVALUATIONS

January 27 - Personnel Evaluation forms emailed to administrators/supervisors

February 3 - Schedules for Personnel Evaluations sent to Office of Planning and Institutional Research

January 28 - March 27, 2015 - Personnel Evaluations

April 2015

Office of Planning and Institutional Research

QUALITY ENHANCEMENT PLAN UPDATE

Your QEP committee has been hard at work these past few months developing our First Year Experience (FYE) program. In November we explored the national literature and successful programs across the country seeking to identify what practices would be a good fit for PRCC based on our culture and institutional data. Through this process, four primary components were identified to define our program: ROAR (summer orientation); FYS course; Early Alert & Intervention system; and Professional Development.

The QEP team participated in the Student Success 360 workshop led by FYE content expert, Katie Lynch-Holmes in December. Here we discussed strategies and theories relative to student success, examined best practices, looked at FYE structure formats - particularly those related to our four component areas. The governance of FYE for PRCC was defined to include ongoing initiatives and taskforces necessary for the development of our program. Both an institutional and FYE definition of student success was formalized in which our QEP plan will be situated.

First-Year Experience Mission is …
The goal of the QEP is to create a first-year student experience that enriches the learning environment wherein students enhance self-efficacy skills, engage with the college culture, and establish academic goals.

PRCC Student Success Mission is...
PRCC's mission for student success is to facilitate a mutually engaging and positive learning environment where students have opportunities to become well-rounded and successful.

Aligning Student Success with First-Year Experience and QEP

PRCC Student Success Mission

First-Year Experience Mission

QEP Learning Outcomes and Strategic Goals

ROAR | First-Year Seminar | Professional Development and Training | Early Alert and Intervention

ellucian.

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 and dual enrollment/credit courses.

- 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.

QEP—Continued

In January four sub-committees were formed to fully develop each of the designated components. These teams held meetings throughout February and March. These proposals include best practices for the specific component, an outline of program specifics, and development of student learning outcomes and assessment measures. A marketing taskforce is also underway to identify strategies for promoting and branding the QEP.

An Early Alert & Intervention workshop was conducted February. Representatives across all sectors of the college were invited to participate as the group sought to identify which of our students, based on institutional data, are at risk and why, best practices for creating any Early Alert program designed specifically for PRCC, and outlining the goals and outcomes of the Early Alert program. This workshop was also led by Katie Lynch-Holmes.

It is exciting to see all the energy surrounding our First Year Experience program. Voices across the campus are confirming FYE was indeed the correct topic for our institution. Our institution is fortunate to have such dedicated committee members who recognize the value of developing a solid FYE based on research and best practices all the while adding their creative touch.

Much will be shared with our faculty, staff, students, and community in the upcoming months. If you see one of your committee representatives, give them a pat on the back!

QEP Committee Members:

Dr. Amy Townsend (chair)	Dr. Martha Smith	Dr. Amanda Parker	Dr. Jana Causey
Missy Graves	Michelle Wilson-Stokes	Sharmiraca Williams	Rudy Gatlin
Craig Carrigee	Maghan James	Tim Dedeaux	Deana Holifield
Karen Bond	Michele Mitchell	Casey Rawls	Ken Royston
Delana Harris	Christina Sumrall	Robin Nix	Trevor Hunt
Carol Williams	Greg Underwood	Susan Anderson	Tim Pulver
Shana Breerwood	Michaela Andrews	Jaime Missimer	Kaylea Saucier
Dr. Jennifer Seal (ad hoc)	Dr. Adam Breerwood (ad hoc)	Raymunda Barnes (ad hoc)	

Upcoming Faculty/Staff Sharing Sessions—Poplarville Campus

Topic	Presenter	Date	Time	Location
QEP	Dr. Amy Townsend	Thursday, April 9	12:15 p.m.	IT Training Room
Grants	Dr. Jennifer Seal Mr. Ernie Lovell	Tuesday, April 21	11:00 a.m.	IT Training Room

Upcoming FaculTeas—Forrest County Center

Topic	Presenter	Date	Time	Location
QEP	Dr. Amy Townsend	Tuesday, April 14	12:15 p.m.	Multi-purpose Room
Grants	Dr. Jennifer Seal Mr. Ernie Lovell	Thursday, April 23	12:15 p.m.	Multi-purpose Room

Campus Climate Results

Results from the Campus Climate Survey provide important information about the student level of satisfaction with various services offered by the College. Data collected is analyzed and shared with select College administration and faculty.

Student Experience	Campus Location			Overall
	FCC	HC	Pop	PRCC
Satisfied with student experience at PRCC	96.0	94.2	96.8	96.4
Would recommend PRCC to others	90.2	88.5	87.8	88.6
Treated fairly-equitably	91.5	84.8	91.5	91.2

The survey responses pertaining to academic environment and instruction are shown below and reflect responses of students who **agree** or **strongly agree**.

Academic Environment/Instruction	FCC	HC	Pop	PRCC
Technology in Classrooms/labs	94.2	83.8	92.9	92.9
Timely feedback from instructors	92.6	87.5	89.3	90.4
Classroom environments	92.3	94.2	92.9	92.8
Academic achievement stressed	90.9	86.5	91.6	91.0
Availability of instructors outside class	92.1	88.3	93.8	92.6
Class size	96.4	95.2	94.7	95.2
Quality of Instruction	93.3	89.2	93.3	93.1

Student satisfaction with the condition of classrooms, lab facilities, and the overall appearance of the campuses is shown in table below. Percentages represent **satisfied** or **very satisfied** responses.

Facilities	FCC	HC	Pop	PRCC
Classroom	93.8	90.5	92.0	92.7
Labs	91.3	81.7	91.3	90.9
Campus appearance	88.5	86.5	93.7	91.4

Overall, the top five support offices according to student respondents are as follows:
Library
Learning Lab
Bookstore
Admissions
Counseling, Advisement and Placement

Mark your calendar!

Upcoming Lunch and Learn Sessions

- **Tuesday, June 2**
  mCommerce: Mobile Phones & Your Business

- **Tuesday, September 1**
  Taking a Closer Look at Poplarville

- **Tuesday, November 3**
  Economic and Workforce Development Trends Influence Small Business and Entrepreneurship Growth

LUNCH AND LEARN

The first Lunch and Learn session of 2015 was hosted at Pearl River Community College on March with approximately 40 chamber members in attendance. John O'Hara, Chief Executive Officer of the Better Business Bureau of Mississippi, was the featured speaker and is pictured below. His presentation focused on Consumer Trust in Business.

"Integrity and performance rank above price but customers have lost faith in business," John O'Hara told members of the Poplarville Area Chamber of Commerce. Businesses that want to create trust can do things as simple as answering every telephone call or email and "doing what you say you're going to do," O'Hara said.

According to O'Hara, complaints to the BBB have gone up for six consecutive years, and much of the decrease in trust and increase in complaints can be traced to the 2008-2009 economic downturn when businesses cut employees and services.

The Lunch and Learn session was sponsored by *Wells Insurance, LLC* in Poplarville.

Performance Reviews and Evaluations

Performance Reviews of all Supervisory Personnel were completed in February and March.

Personnel Evaluations (by supervisors) are in progress and are scheduled to be completed by April 30.

Program Performance Indicators and Measures

```
┌─────────────────────────┐
│  ┌───────────────────┐  │
│  │  Mission Statement │  │
│  │        and         │  │
│  │  Strategic Goals   │  │
│  └───────────────────┘  │
└─────────────────────────┘
```

2014-2015

Mission Statement

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

Strategic Goals

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

2. To provide quality student services.

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

4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.

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

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

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

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

Commitment Statement:

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

Internal Performance Indicator 1

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

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

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

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

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

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

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

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

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

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

Internal Performance Indicator 2

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

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

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

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

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

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

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

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

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

Source of Documentation: Office of Information Technology

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

- **Assessment Results 2013-2014:**

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

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

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

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

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

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

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

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

Source of Documentation: Office of Information Technology

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

- **Assessment Results 2014-2015:**

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

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

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

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

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

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

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

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

Source of Documentation: Office of Information Technology

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

Internal Performance Indicator 3

One hundred percent (100%) of programs participating in program accreditation will receive full accreditation/reaccreditations in accordance with appropriate time schedules.

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

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

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

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

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

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

- **Assessment Results 2014-2015:** All programs participating in accreditation are fully accredited.

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

Use of Assessment Results: Pearl River Community College considers the accreditation of individual programs critical to student success and will continue to support programs that undergo reviews.

Internal Performance Indicator 4

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

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

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

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

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

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

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

- **Assessment Results 2014-2015:** Placement in jobs or military for Poplarville and Hancock County career and technical completer/graduates was 83%. Placement in jobs or military for the completers/graduates at the Forrest County Center was 84%. Those placement percentages include neither the graduates who continued their education nor those who were unemployed, deceased, or incarcerated. Placement in all locations exceeds the State requirement of 82%.

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

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

Internal Performance Indicator 5

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

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

  Source of Documentation:

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

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

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

  Source of Documentation:

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

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

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

- **Assessment Results 2014-2015: Refer to the Chart attached as Appendix A**

   Source of Documentation:

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

   Use of Assessment Results: All programs at both locations requiring licensure or certification met the required State passing rate with the exception of Barbering. Looking at the success rates in the past three years, the overall success rate would be over 70 percent. This program will continue to be monitored to ensure improvement in success rates. Collaboration between the program supervisors and the faculty members are conducted annually to improve student performance on the examinations. Test preparation seminars are conducted by instructors, and professional consultants will be scheduled when budgets and availability permit.

Internal Performance Indicator 6

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

- **Assessment Results 2012-2013:**

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

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

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

- **Assessment Results 2013-2014:**

	FY 2011	FY 2012	FY 2013
PRCC transfer Term GPA	2.98	2.97	3.04
CJC transfer Term GPA	3.08	3.08	3.11
IHL Term GPA	3.05	3.06	3.08

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

Use of Assessment Results: Department chairs are exploring the potential causes for the disparity between PRCC transfer GPA and that of the Native university students.

- **Assessment Results 2014-2015:**

	FY 2012	FY 2013	FY 2014
PRCC transfer Term GPA	2.97	3.04	3.06
CJC transfer Term GPA	3.08	3.11	3.12
IHL Term GPA	3.06	3.08	3.09

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

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

Internal Performance Indicator 7
The percent of full-time students enrolled at Pearl River Community College during the prior three years (cohort as defined by the State Report Card) who complete an Associate in Arts degree, an Associate in Applied Science degree, or a certificate will increase each year.

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

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

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

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

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

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

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

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

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

Internal Performance Indicator 8

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

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

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

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

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

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

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

- **Assessment Results 2014-2015:** General Education, Career, and Technical Student Learning Outcomes are assessed using the subject specific charts that are provided by the various departments. Student learning outcomes have been developed from each area and can be found in the 2014-2015 Institutional Planning and Effectiveness Fall Document and the end of year Strategic Planning documents.

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

  Use of Assessment Results: Student learning outcomes for new courses are planned for Fall 2015 (for example, BIO 2413, Field Zoology). All student learning outcomes are reviewed by the Vice President for Poplarville Campus and Hancock Center, Vice President of General Education and Technology, the Vice President for Forrest County Operations, the Vice President for Community and Economic Development, and the Planning and Effectiveness Committee. Revisions can be made at each stage of review.

Internal Performance Indicator 9

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

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

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

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

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

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

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

  Source of Documentation: Office of Information Technology

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

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

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

  Intermediate Reading – 264 students earned a grade of C or better within the 2012-13 AY. Of the 264, 136 (52%) earned a passing grade (A,B,C,D) in a Social Science or Humanities course through the 2013-14 AY.

  Source of Documentation: Office of Information Technology

  Use of Assessment Results: The developmental sequence is changing effective Fall 2014. Intermediate English and Intermediate Reading were combined into the five hour course – ENG 1025 Intermediate English and Reading.

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

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

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

  Source of Documentation: Office of Information Technology

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

Internal Performance Indicator 10
The number of students who transfer to a university will increase by 5% each year.

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

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

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

Goal 2: To provide quality student services.

Commitment Statement:

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

Internal Performance Indicator 1

At least 70% of students participating in an annual campus climate survey will indicate that they are satisfied with the campus climate.

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

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

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

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

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

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

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

- **Assessment Results 2014-2015:** The Annual Campus Climate Survey was administered during the 2014 Fall Semester. Survey results indicate that students are so satisfied with Pearl River Community College that they would recommend PRCC to others who are interested in attending college (88.6 percent overall; 90.2 percent at the Forrest County Center; 88.5 percent at the Hancock Center; and 87.8 percent at the Poplarville Campus).

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

  Use of Assessment Results: A Focus Group Committee met to discuss any item from the Campus Climate survey that received a less than 70 percent satisfaction level. The issue of student complaints was addressed and recommendations for improvement were discussed by the committee. The committee discussed the need to emphasize positive customer service in student service areas at all campuses.

Internal Performance Indicator 2
The Pearl River Community College Libraries will work with instructional leaders to select appropriate materials for the library collection including access to online resources.

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

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

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

All Three Campuses

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

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

Source of Documentation: Office of Director of College Libraries

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

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

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

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

- **Assessment Results 2013-2014:** The library, Curriculum Enhancement Center (CEC), and learning lab staff members work closely with the instructional leaders at the college to select appropriate materials for student use. Several methods are used to accomplish this goal. The library subscribes to Choice magazine, a publication of the Association of College and Research Libraries, a division of the American Library Association, which provides written reviews of college level library materials in the magazine. Each year Choice magazine publishes The List of Outstanding Academic Titles. The list is used to purchase books for the library. In addition, the library, CEC, and lab staffs send out regular emails to the faculty asking if they have requests for materials that the instructors would like to have purchased. Because of the expense of Audio Visual (AV) items, most all of the AV items are purchased upon teacher request. For the print collection, on the Hancock campus, because the collection is small with many needs, approximately 75% of the purchases are made upon teacher request while on the Poplarville and Forrest County campuses with their larger collections, there are not as many requests from instructors. Faculty and students also have access to the statewide MAGNOLIA project that provides online access to thousands of periodical titles in addition to the six databases to which the college subscribes.

Poplarville Campus

GHJ Items	Adds	Total
Books	104	56,882
B. Periodicals	0	7,419
Microform	0	7,043
Cassettes	0	21
CD-ROMS's	1	407
Computer Disks	0	126
DVD's	26	1,179
Kits	0	4
Manuals	0	407
Slide Sets	0	6
Sound Disks	0	73
Transparencies	0	2
Videocassettes	1	2,077
TOTAL	**132**	**75,646**

Forrest County Center

FCC ITEMS	Adds	Total
Books	97	7,037
B. Periodicals	0	107
CD-ROM's	3	142
Computer Disks	0	0
DVD's	0	335
Kits	0	4
Manuals	0	33
Slide Sets	0	0
Sound Disk	0	16
Videocassettes	0	398
TOTAL	**100**	**8,072**

Hancock Center

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

All Three Campuses

PRCC ITEMS	Adds	Total
Books	215	68,263
B. Periodicals	0	7,526
Microform	0	7,043
Cassettes	0	21
CD-ROM's	4	586
Computer Disks	0	126
DVD's	26	1,787
Kits	0	10
Manuals	0	443
Maps	0	4
Slide Sets	0	6

Sound Disks	0	90
Transparencies	0	2
Videocassettes	1	2,501
TOTAL	**246**	**88,408**
EBSCO, eBooks		167,647
Recorded Books, eAudio		822
Ebrary, eBooks	5,364	35,876
G. TOTAL	**5,610**	**292,753**

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

Source of Documentation: Office of Director of College Libraries

Use of Assessment Results: Instructor response from individual emails for requested materials was found to be very effective. Individual emails will continue to be sent to each instructor from the Director of College Libraries requesting materials for purchase. The library will also continue to order from the Outstanding Academic Titles from Choice magazine. Interlibrary loans that have been processed during the year will also be ordered, thus providing another source of materials selection. The library will evaluate these results and the methods by which we reach the instructors to determine if there is a more effective way to encourage teacher participation in the selection of the materials for the labs and libraries. The previous chart provides the statistics of items added to the library collection during the 2013-2014 year. The following chart provides orientations conducted and numbers of students and classes served.

The Libraries/Learning Labs provided the following services in 2013-2014 to faculty and students.

Totals for Individual Campuses 2013-2014	Johnston Library 2013-2014	Forrest County 2013-2014	Hancock Center 2013-2014	Totals for All 2013-2014
Total # of Library/ Lab Orientations	130	108	22	260
Total # of Classes in Library	170	39	160	369
Total # of Classes in Lab	682	444	160	1,286
Total # CEC/Learning Lab Computer Usages	22,606	13,388	4,415	34,292
Total # Door counts	76,960	48,879	4,415	130,254
Total # Online Tests	5,557	4,150	0	9,707

- **Assessment Results 2014-2015:**

  The library, CEC, and learning lab staff members work closely with the instructional leaders at the college to select appropriate materials for student use. Several methods are used to accomplish this goal. The library subscribes to Choice magazine, a publication of the Association of College and Research Libraries, a division of the American Library Association, which provides written reviews of college level library materials in the magazine. Each year Choice magazine publishes The List of Outstanding Academic Titles. When needed, the list is used to purchase books for the library. In addition, the library, CEC, and lab staffs send out regular emails to the faculty asking if they have requests for materials that the instructors would like to have purchased. Because of the expense of AV

items, most all of the AV items are purchased upon teacher request. For the print collection, on the Hancock campus, because the collection is small with many needs, approximately 75% of the purchases are made upon teacher request while on the Poplarville and Forrest County campuses, with their larger collections, there are fewer requests from instructors. Faculty and students also have access to the statewide MAGNOLIA project that provides online access to thousands of periodical titles in addition to the six databases to which the college subscribes.

Poplarville Campus Hancock Center

Forrest County Center

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

All Three Campuses

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

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

- **Source of Documentation:** Office of Director of College Libraries

- **Use of Assessment Results:** Instructor response from individual emails for requested materials was found to be very effective. Individual emails will continue to be sent to each instructor from the Director of College Libraries requesting materials for purchase. The library will also continue to order from the Outstanding Academic Titles from Choice magazine when needed. Interlibrary loans that have been processed during the year will also be ordered, thus providing another source of materials selection. The library will evaluate these results and the methods by which we reach the instructors to determine if there is a more effective way to encourage teacher participation in the selection of the materials for the CEC, labs and libraries. The above chart provides the statistics of items added to the library collection during the 2014-2015 year. The following chart provides orientations conducted and numbers of students and classes served.

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

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

Internal Performance Indicator 3
At least 70% of students participating in an annual campus climate survey will indicate they are satisfied with the services provided by various offices on campus.

Admissions Office

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

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

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

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

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

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

- **Assessment Results 2014-2015:** The annual Campus Climate Survey was administered in the 2014 Fall Semester. Satisfaction levels for the personal attention given by the Office of Admissions were as follows: 84.6 percent overall, 79.3 percent at the Forrest County Center, 75.9 percent at the Hancock Center, and 88.5 percent at the Poplarville Campus.

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

  Use of Assessment Results: For the 2015-2016 year, the Admissions Office is focusing on the "student first" platform: phones have dedicated person to answer calls, phone requests answered immediately, letters are mailed to potential students timely notifying of admissions status, students are notified of the next step of the registration process.

Bookstore

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

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

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

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

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

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

- **Assessment Results 2014-2015:** The annual Campus Climate Survey was administered in the 2014 Fall Semester. Satisfaction levels for the personal attention given in the Bookstore were as follows: 84.9 percent overall, 86.2 percent at the Forrest County Center, 61.2 percent at the Hancock Center, and 85.9 percent at the Poplarville Campus.

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

  Use of Assessment Results: The overall satisfaction level for the Bookstore was lower than in previous years. Several positive changes were planned for the 2015-2016 school year. The Bookstore surveyed students and instructors regarding what merchandise and materials should be available in the Bookstore. The Bookstore made plans to focus more on student needs. The Bookstore planned to offer more variety of merchandise, including mobile devices as well as school supplies. Additional supplies and merchandise will be made available online as well to better serve the students at the Hancock Center. The Forrest County Center Bookstore will carry more specific supplies needed in the various departments, based on instructor requests. The Poplarville Bookstore will add two additional registers in an effort to reduce students' wait time in the Bookstore.

Counseling Center

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

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

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

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

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

• **Assessment Results 2014-2015:** The annual Campus Climate Survey was administered in the 2014 Fall Semester. Satisfaction levels for the personal attention given in the Counseling Center were as follows: 81.8 percent overall, 78.2 percent at the Forrest County Center, 72.8 percent at the Hancock Center, and 85.1 percent at the Poplarville Campus.

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

   Use of Assessment Results: With the satisfaction rating decreasing slightly, the Counseling Center intends to focus more on students' needs. Several training sessions will be held on behavioral issues, advisement, mental health and school safety.

Financial Aid Office

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

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

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

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

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

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

- **Assessment Results 2014-2015:** The annual Campus Climate Survey was administered in the 2014 Fall Semester. Satisfaction levels for the personal attention given in the Financial Aid Office were as follows: 73.5 percent overall, 66.7 percent at the Forrest County Center, 67.3 percent at the Hancock Center, and 78.2 percent at the Poplarville Campus.

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

    Use of Assessment Results: Pearl River Community College has continued to implement the 15 to Finish program. This initiative will be emphasized during the upcoming ROAR sessions, and flyers will be posted in key areas around campus. To better service students, additional personnel will be sent to the Forrest County Center and to the Hancock Center to help address student issues. Additionally, online information will be updated to better service students and answer student questions.

Learning Resource Center (now Library)

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

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

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

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

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

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

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

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

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

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

Security

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

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

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

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

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

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

- **Assessment Results 2014-2015:** The annual Campus Climate Survey was administered in the 2014 Fall Semester. Satisfaction levels for the personal attention given by Security/Campus Police were as follows: 73.8 percent overall, 73.1 percent at the Forrest County Center, 78.8 percent at the Hancock Center, and 73.8 percent at the Poplarville Campus.

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

    Use of Assessment Results: Several measures are planned to increase safety and security at Pearl River Community College. In the dormitories, a new access control will be put in place in the upcoming semester. A new camera/surveillance system will be installed on campus as well as a campus lighting plan. The college will also deploy a new mass notification system, LYNX, as a means for communicating with students and faculty during an emergency.

Internal Performance Indicator 4
The College will designate at least six percent (6%) of the Education and General Budget for instructional support expenditures (libraries and learning labs).

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

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

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

- **Assessment Results 2013-2014:** The combined Library/Learning Lab budget (Instructional Support budget) for FY 2014 was 3.19% or $1,124,449.00 of the College's unrestricted general support budget. This figure compares to the FY 2013 budgeted amount of $1,170,542.00, or 3.46% of the unrestricted general support budget. A closer examination of the FY 2014 fiscal year end unaudited Education & General Expenditures (E&G) actuals demonstrates an expenditure level of $1,516,377.00, or 4.0% of the institution's E&G expenditures in the Instructional Support area for the institution, an increase of 0.81% or $391,928.00, over the budgeted amount for FY 2014. During the FY 2014, the Department of Finance Bureau of Buildings provided an additional $259,983.00 to fund a re-roofing project of the library building located on the Poplarville campus. A review of the College's Enlargement and Improvement (E&I) budget confirms no E&I funds designated for the Instructional Support function during FY 2014.

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

  > **Use of Assessment Results:** The College will continue to strive for the 6.0% goal of the E&G budget for the Instructional Support function of the institution. The trend of decreased enrollments has created a challenge in that effort, as well as the increase in fixed costs to the institution.

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

  Source of Documentation: Vice President for Business and Administrative Services

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

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

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

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

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

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

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

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

Assessment Results 2014-2015: The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President of Hancock Center, Director of Admissions and Records and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

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

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

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

Commitment Statement:

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

Internal Performance Indicator 1

Retention in online classes will increase by 2% each semester. (*This indicator previously read: Distance learning classes provided through the Mississippi Virtual Community College will increase by 10% for each one of the next two years (2011-2012, 2012-2013).*

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

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

Source of Documentation: MSVCC Enrollment Assessment Report

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

- **Assessment Results 2013-2014:**

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

Source of Documentation: MSVCC Enrollment Assessment Report

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

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

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

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

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

Internal Performance Indicator 2

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

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

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

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

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

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

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

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

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

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

Internal Performance Indicator 3
During the course of a fiscal year, a total of 15 or more classes will be offered in an alternative schedule design

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

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

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

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

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

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

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

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

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

Internal Performance Indicator 4

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

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

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

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

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

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

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

- **Assessment Results 2014-2015:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President for Hancock Center, Admissions Specialist and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

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

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

Goal 4: To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.

Commitment Statement:

Pearl River Community College will employ well-qualified faculty and staff, provide them with a competitive salary and benefit package, and invest in their professional development.

Internal Performance Indicator 1

Faculty salaries will remain among the top one-third of community colleges in Mississippi.

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

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

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

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

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

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

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

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

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

Internal Performance Indicator 2

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

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

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

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

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

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

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

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

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

Source of Documentation: Office of Information Technology

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

- **Assessment Results 2013-2014:**
  <u>Fall 2013:</u> There were 775 classes with three (3) or more credit hours (no virtual) offered in Fall 2013 as follows: 506 academic classes; 226 technical classes; 43 career classes. For the academic classes, 411 (81.2%) were taught by full-time instructors; 225 (99.5%) of technical classes were taught by full-time instructors, and 41 (95.3%) of career courses were taught by full-time instructors. Eighty-seven percent (87%) of classes in Fall 2013 with three (3) or more credit hours were taught by full-time instructors.

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

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

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

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

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

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

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

Source of Documentation: Office of Information Technology

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

- **Assessment Results 2014-2015:**
  Fall 2014: There were 800 classes with three (3) or more credit hours (no virtual) offered in Fall 2014 as follows: 526 academic classes; 212 technical classes; 62 career classes. For the academic classes, 438 (83.3%) were taught by full-time instructors; 212 (100%) of technical classes were taught by full-time instructors, and 59 (95.2%) of career courses were taught by full-time instructors. Eighty-nine percent (89%) of classes in Fall 2014 with three (3) or more credit hours were taught by full-time instructors.

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

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

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

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

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

  The Forrest County Center offered 244 classes with three (3) or more credit hours as follows: 169 academic classes; 69 technical classes; 6 career classes. For academic classes, 139 (82.2%) were

taught by full-time instructors. One hundred percent (100%) of technical classes were taught by full-time instructors. For career classes, four (4) (66.7%) were taught by full-time instructors. Overall, 83% of classes offered at the Forrest County Center in Spring 2015 with three (3) or more credit hours were taught by full-time instructors.

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

> **Source of Documentation:** Office of Information Technology

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

Internal Performance Indicator 3

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

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

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

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

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

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

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

- **Assessment Results 2014-2015:** Based upon SACSCOC guidelines for instructors, as well as the Qualifications Manual for Postsecondary Career and Technical personnel, all faculty members meet the appropriate qualification standards.

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

Use of Assessment Results: In order to insure compliance, hiring practices will continue to follow SACSCOC guidelines and The Qualifications Manual for Postsecondary Career and Technical Personnel. General Education applicants will continue to be required to demonstrate a lesson plan as part of the interview process.

Internal Performance Indicator 4
At least 90% of faculty and professional staff will participate in the annual faculty/staff orientation/professional development program.

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

  Source of Documentation: Office of Planning and Institutional Research

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

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

  Source of Documentation: Office of Planning and Institutional Research

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

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

  Source of Documentation: Office of Planning and Institutional Research

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

Internal Performance Indicator 5
At least 95% of faculty and professional staff will participate in professional development activities annually in addition to annual faculty/staff orientation/professional development program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  Source of Documentation: Office of Planning and Institutional Research

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

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

  Source of Documentation: Office of Planning and Institutional Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

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

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

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

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

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

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

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

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

- **Assessment Results 2014-2015:** The Campus Climate Survey was administered in Fall 2014 Semester with an 81 percent overall satisfaction level regarding the personal attention given students in various offices. The satisfaction levels for each campus as outlined below:

Forrest County Center	Hancock Center	Poplarville Campus	PRCC Overall
78%	73%	83%	81%

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

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

Internal Performance Indicator 2

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

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

    Source of Documentation: Buildings and Grounds Report

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

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

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

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

Source of Documentation: Buildings and Grounds Report

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

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

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

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

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

Internal Performance Indicator 3

According to the comprehensive technology strategic plan, improvements will be made in telecommunications, Internet services, website services, and key service areas. *(Indicator previously read: Improvements will be made in telecommunications, Internet services, website services, and key service areas.)*

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

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

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

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

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

Source of Documentation: Office of Information Technology

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

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

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

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

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

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

Source of Documentation: Office of Information Technology

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

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

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

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

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

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

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

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

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

    Use of Assessment Results: Funding is being sought in order to begin implementation of the recommendations that were part of the final report of the overall IT situation. This funding along with

the new Technology Strategic Plan will guide Pearl River through future technology upgrades to include Banner (SIS), wireless, networking, and Instructional Technology needs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Assessment Results 2014-2015:**

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

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

Foundation Scholarships funded during 2014-2015 fiscal year:

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

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

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

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

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

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

Source of Documentation: Office of Director of Wellness Center.

Use of Assessment Results:

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

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

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

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

Source of Documentation: Office of Director of Wellness Center

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

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

- **Assessment Results 2014-2015:** In order to assist in improving the personal health and fitness of the citizens in this area of the State, at least one community-wide wellness program will be offered annually.

    1. Women's Health Symposium
    2. Silver Sneakers Program for Senior Citizens
    3. Blue Cross & Blue Shield (BCBS) Discount Program
    4. Classes: Zumba, Pilates, Cardio Training, Strength Training, Circuit Training, Yoga, Relaxation, Kung Fu, Fitness Walking and Running, Spinning,
    5. Food Drives
    6. Toy Drive
    7. Pre/Post Fitness Assessments for Wellness Center Members
    8. Incentive Programs
    9. American Heart Association Heart Walk
    10. Stress Management at your desk
    11. Food Donations for Brother's Keeper
    12. Turkey Trot
    13. 5k Blueberry Jubilee Run/Partnership with the Rotary Club of Poplarville for scholarships for PRCC students

14. Think Pink Day to raise money for cancer research/Partnership with ADN Department
15. First Aid and CPR Instructor Trainer Course
16. Hosted Motivating Mississippi Keys to Living Healthy

Source of Documentation: Office of Director of Wellness Center

Use of Assessment Results:

Plans have been made to continue offering all programs listed above so that we may continue improving the health and well-being of the citizens in this area of the State It was determined that there is a need to extend the hours and days that the Wellness Center is open each week. Plans have been made to extend the hours and days starting Fall 2014
It was determined that there is a need for shade trees around the new outdoor walking track for the safety of our participants
It was determined that additional fit stations, benches, and trash cans were needed around the outdoor walking track
It was determined that additional security cameras were needed inside and outside the Wellness Center. We have received quotes to install additional security cameras. We plan to have additional security cameras in place by next year
It was determined that we will implement a healthy "Wildcat Wellness Initiative" to improve the culture of health and wellness on campus that will extend into the community. A grant will be submitted to the Blue Cross and Blue Shield of Mississippi Foundation to help us implement this initiative that will include a summer camp for kids ages 6-8 and 9-11, outdoor exercise equipment, a bike program, low ropes course, healthy vending machine policy, healthy cooking demonstrations, and fun run/walks on campus and in the community.
Completed: Results
Complete: We are now staying open two hours later Monday-Friday and are opening the center for 3 hours on Sunday afternoon
Complete: Shade trees have been planted
Complete: Additional fit stations, benches, and trash cans have also been installed around the outdoor walking track
Not Complete: We are still working on additional security cameras
Not Complete: "Wildcat Wellness Initiative" Blue Cross and Blue Shield of Mississippi Foundation Grant

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

Commitment Statement:

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

Internal Performance Indicator 1
The campus community will be informed of activities through print and digital formats.

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

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

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

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

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

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

- **Assessment Results 2014-2015:** The Drawl newspaper, published three times each during the 2014 fall semester and 2015 spring semester, included an upcoming calendar of events for all campuses. The Drawl is posted on the PRCC website, as well as the school's Facebook page. The Office of Public Relations distributes the River Rewards calendar report weekly to all faculty, staff, and students through email and PRCC social mediate sites. A current calendar of events appears on the front page of the school website. The Riverside publication, which includes a calendar of events, is mailed to students and alumni during the fall semester. A Twitter feed has been established providing information about athletic events and all student activities. A flyer of events is continually distributed to all student housing units. The PRCC Facebook account is updated daily.

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

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

Internal Performance Indicator 2

Planning documents for the College will be made available to the community by means of an updated website and various other methods.

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

Source of Documentation: Office of Planning and Institutional Research

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

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

  Source of Documentation: Office of Planning and Institutional Research

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

- **Assessment Results 2014-2015:** Documents prepared by the Office of Planning and Institutional Research can be found online on the Office's website and in printed editions located in specific offices. The website for the Office of Planning and Institutional Research is updated frequently and provides information regarding all areas of the College. Cards with the Mission Statement and Strategic Goals were made available to College personnel and others.

  Source of Documentation: Office of Planning and Institutional Research

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

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

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

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

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

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

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

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

- **Assessment Results 2014-2015:** Faculty from all locations met on the Poplarville campus on August 11, 2014. Topics discussed included national trends regarding technology in education, along with a panel discussion on safety and legal issues in the classroom. Departmental meetings were also conducted at the Poplarville Campus/Hancock Center and at the Forrest County Center during the semester, and a variety of topics were discussed which included ebooks, assessment cycles, and various tools for the classroom.

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

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

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

- **Assessment Results 2012-2013**

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

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

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

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

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

- **Assessment Results 2013-2014:**

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

	September 25, 2013		March 31, 2014	
Department of Occupational Therapy Assistant Technology – FCC	August 23, 2013	November 7, 2013	January 7, 2014	January 10, 2014 January 17, 2014
Department of Occupational Training Technology – FCC	August 12, 2013	December 2, 2013	January 6, 2014	May 1, 2014
Department of Occupational Training Technology – POP	August 19, 2013	November 5, 2013 November 15, 2013	January 22, 2014	April 16, 2014
Department of Physical Therapist Assistant Technology – FCC	August 8, 2013	November 4, 2013	January 7, 2014	May 1, 2014
Department of Practical Nursing – FCC	November 15, 2013	December 5, 2013	May 9, 2014	June 3, 2014 June 5, 2014 June 24, 2014
Department of Practical Nursing – POP	November 15, 2013	December 5, 2013	May 9, 2014	June 3, 2014 June 5, 2014 June 24, 2014
Department of Respiratory Care Technology – FCC	August 6, 2013	September 2, 2013	January 8, 2014	March 19, 2014 May 14, 2014
Department of Science, Mathematics, and Business – POP	August 5, 2013 August 6, 2013 September 16, 2013	October 3, 2013 October 29, 2013	February 11, 2014 February 18, 2014 February 19, 2014 February 25, 2015	April 8, 2014 April 24, 2014 May 12, 2014 May 14, 2014
Department of Mathematics and Business– FCC	August 6, 2013 September 17, 2013	December 9, 2013	January 6, 2014	March 31, 2014
Department of Science and Health – FCC	August 5, 2013	December 5, 2013	January 7, 2014	April 1, 2014
Department of Surgical Technology – FCC	September 25, 2013 September 26, 2013 September 27, 2013 October 7, 2013	October 18, 2013 October 29, 2013 November 6, 2013 December 5, 2013	January 3, 2014 January 6, 2014 January 7, 2014 February 3, 2014	February 14, 2014 February 21, 2014 February 28, 2014 March 7, 2014

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

Use of Assessment Results: Topics discussed included: Grades First, professional development, student learning outcomes, schedules, implementation of the 30/45/60 curriculum, program accreditation, faculty handbook, faculty hours, counseling students, credentialing results from class of 2012, summer forum, student critical thinking, fieldwork, advisory meeting, equipment maintenance, administrative duties, inventory, recruitment, 5-year fiscal plan, catalog revisions, student resources, Title III, advisory committee meeting, graduation, recruitment high school visits, career technical conference, Dropbox, graduate exit interviews, Honor Society, pinning ceremonies, certification results, state and national accreditation, committee assignments, Brown Bag sessions, lab equipment, Carl Perkins, budget, Prep U, financial aid, building and equipment security, program mission, program philosophy, program goals, program admission, and CEUs. Department meetings developed for 2014-2015 will be based on feedback from the 2013-2014 department meetings.

- **Assessment Results 2014-2015:**

Department of Business and	August 12, 2014 September 19, 2014	December 2, 2014	January 7, 2015	May 4, 2015

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

Department of Practical Nursing – POP	August 12, 2014	October 24, 2014	April 16, 2014	Chair retired midsemester
Department of Respiratory Care Technology – FCC	August 14, 2014	December 4, 2014	January 7, 2015	May 4, 2015
Department of Science, Mathematics, and Business – POP	August 13, 2014 September 22 – 24, 2014	November 3, 2014 November 18, 2014	January 15, 2015	March 17, 2015
Department of Mathematics and Business– FCC	August 13, 2014 October 6, 2014	November 17, 2014	January 7, 2015	April 9, 2015
Department of Science and Health – FCC	August 13, 2014	December 9, 2014	January 6, 2015	May 4, 2015
Department of Surgical Technology – FCC	August 13, 2014 August 14, 2014 September 16, 2014 September 30, 2014	October 7, 2014 October 10, 2014 November 14, 2014	January 23, 2015 January 28, 2015 February 5, 2015 February 9, 2015 February 20, 2015	April 9, 2015 April 10, 2015 April 13, 2015 April 14, 2015 May 1, 2015

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

Use of Assessment Results: Topics discussed included: policy changes, faculty responsibilities, lab equipment, professional development opportunities, student learning outcomes, schedules, Brownstone Center schedule of events, enrollment, implementation of the 30/45/60 curriculum, program accreditation, faculty hours, student critical thinking, fieldwork, advisory meeting, equipment maintenance, administrative duties, inventory, recruitment, 5-year fiscal plan, catalog revisions, student resources, graduation, recruitment high school visits, career technical conference, Dropbox, graduate exit interviews, Honor Society, pinning ceremonies, certification results, state and national accreditation, committee assignments, Brown Bag sessions, lab equipment, budget, Prep U, financial aid, building and equipment security, program mission, program philosophy, program goals, program admission, and CEUs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Assessment Results 2013-2014:**

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

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

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

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

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

- **Assessment Results 2014-2015:**

6/30/2015 Hancock County	Marion/Jeff Davis Counties	Forrest/Lamar Counties	Pearl River County
$13,056.92	$33,212.06	$39,202.69	-0-
(+1,012.56)	(+4,531.25)	(+4,951.69)	-0-

Source of Documentation: Results are documented in the minutes of the foundation board meetings. The annual foundation audit, and in the editions of the "Riverside" magazine which is the college alumni publication. Other documentation is included in monthly alumni emails sent out by the college foundation staff.

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

Internal Performance Indicator 7
The College will sponsor or assist with a minimum of 12 special events annually, which will provide quality educational activities, information, and/or resources to those living in our district.

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

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

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

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

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

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

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

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

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

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

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

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

Commitment Statement:

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

Internal Performance Indicator 1
All high schools in the Pearl River Community College district will be represented in the student body.

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

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

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

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

  Source of Documentation: Office of Institutional Research, college data

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

- **Assessment Results 2014-2015:** Residence information indicates enrollment of students from all public high schools and most private schools within PRCC's district. This includes 18 public high schools and five private schools.

  Source of Documentation: Office of Institutional Research, college data

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

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

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

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

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

- **Assessment Results 2013-2014:** Fall enrollment data indicates that 4494 students were enrolled at the end of late registration with 4272 remaining enrolled at the end of the 6th week (95% percent of students who enrolled remained enrolled through the six week period). Spring 2014 showed 4072 students enrolled at the end of late registration, with 3871 remaining enrolled at the end of the 6th week (95% percent of students who enrolled remained enrolled at the end of six weeks.

  Enrollment remains a critical issue at Pearl River Community College with a shrinking pool of traditional applicants and an unstable economic situation. Retention continues to be a challenge, as many students leave school without a degree or formal award. Nationally only one in five community college students earns a degree in two years.

  Source of Documentation: Enrollment reports, IPEDS

  Use of Assessment Results: Emphasis on preparedness and developmental education has been increased through the Student Success Center in an attempt to assist students who are considering withdrawing from Pearl River Community College. In order to increase retention of students, faculty and professional staff members will continue to conduct individual and small group advisement and registration sessions. Career and Technical faculty and professional staff members will meet or exceed the State requirement for retention. In an effort to increase retention, emails are sent

to **all** PRCC students when they are absent and those students are advised to see an instructor and/or a counselor for corrective action. Tutoring sessions are provided in the Student Success Centers and by the Student Support Services Program.

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

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

  Use of Assessment Results: Emphasis on preparedness and developmental education has been increased through the Student Success Center in an attempt to assist students who are considering withdrawing from Pearl River Community College. In order to increase retention of students, faculty and professional staff members will continue to conduct individual and small group advisement and registration sessions. Career and Technical faculty and professional staff members will meet or exceed the State requirement for retention. In an effort to increase retention, emails are sent to **all** PRCC students when they are absent and those students are advised to see an instructor and/or a counselor for corrective action. Tutoring sessions are provided in the Student Success Centers and by the Student Support Services Program.

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

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

  Source of Documentation: College enrollment reports

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

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

  Source of Documentation: College enrollment reports

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

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

    Source of Documentation: College enrollment reports

    Use of Assessment Results: Continued planning for retention and completion efforts. Faculty has been instrumental in providing more emphasis in retention. Program assessment charts include retention data and improvement strategies. New student ROAR orientation sessions educate students on attendance and enrollment policies.

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

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

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

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

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

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

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

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

- **Assessment Results 2014-2015:** During the 2014-2015 school year, the recruitment staff made push to contact more potential students making contact with more than 6,000 prospective students by attending college fairs and high school events throughout PRCC's district, hosting on-campus events (Poplarville Campus Wildcat Fest, High School Junior/Senior Football Game Night, GED College Day, Forrest County Center Allied Health Tour Day, Career/Technical Student Conference, and Hancock Center Spring Fest), providing personalized Poplarville campus tours upon request, awarding students with ACT/CTE based scholarships at the district high schools' senior nights, and by mailing/emailing/calling prospective students on an individual basis. These prospective students are from all of the public high schools, seven of the private schools, and several non-traditional student organizations located in PRCC's district.

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

    Use of Assessment Results: The success of on-campus events is evident based on personal feedback and survey collection. The Recruitment Office will continue to host these on-campus events (Poplarville Campus Wildcat Fest, High School Junior/Senior Football Game Night, GED College Day, Forrest County Center Allied Health Tour Day,
    Career/Technical Student
    Conference, Hancock Center Spring Fest, and private Poplarville campus tours upon request) during the 2015-2016 year. These events target audiences from academic and career/technical backgrounds as well as traditional high school students and non-traditional adult learners. The recruitment staff is working to expand its private campus tours by developing a way to provide private campus tours at the Forrest County Center in addition to the Poplarville campus. Through interaction with prospective students at various events and by analyzing survey data collected from campus tours, the Office of Recruitment has determined that students have a wide variety of interests, backgrounds, and goals. The best way to recruit such a variety of students is to attempt to understand each student individually and strive to customize messages sent to each student according to their individual needs and goals. The Recruitment Office will continue to utilize postcards, mailed information packets, social media, and email newsletters as the primary forms of communication with prospective students. All of these forms of communication can be personalized and customized to fit each student's interests individually.

Internal Performance Indicator 5

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

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

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

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

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

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

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

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

- **Assessment Results 2014-2015:** Approximately 88% of career and technical students who entered or returned to a program on the Poplarville campus from the previous reporting year remained in the program and earned passing grades.   Approximately 91% of career and technical students who entered or returned to a program at the Forrest County Center from the previous reporting year remained in the program and earned passing grades.

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

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

Internal Performance Indicator 6

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

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

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

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

- **Assessment Results 2013-2014:** Data indicates that 985 full-time first semester general education students were enrolled after six weeks in Fall 2012 and 535 returned in Fall 2013 (54%). Extended registration dates have provided additional opportunities to allow students to register. Students were given nearly six weeks of additional registration time through lengthened summer dates, increased online registration opportunities, and additional small group sessions.

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

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

- **Assessment Results 2014-2015:** Data indicates that 1,808 full-time first semester general education students were enrolled after six weeks in Fall 2013 and 57% returned to Fall 2014. Extended registration dates have provided additional opportunities to allow students to register. Students were given nearly six weeks of additional registration time through lengthened summer dates, increased online registration opportunities, and additional small group sessions.

    Source of Documentation: Office of Vice President for General Education and Technology and IPEDS, Enrollment Reports, school registration calendar

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

Internal Performance Indicator 7

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

- **Assessment Results 2012-2013:** Revised cohort used for graduation rates was 1701 with 342 completing a program in 100% of time. 609 students completed a program within 150% of time. 612 students completed within 200% of normal time. Total completes within 200% of time is 36%.

    Source of Documentation: IPEDS

Use of Assessment Results: Assessment Results are used to begin a concentrated effort to get students to apply for graduation as early as practical. One of the reasons graduation rate is low is that many students do not apply for a degree, opting instead to transfer to a 4-year college.

- **Assessment Results 2014-2015:** The Fall 2011 cohort of full time college students was 1872. Of this cohort the completion rate (within three years) was 601. The overall graduation rate for full time, first time students is 32%. Additional procedures are in progress through efforts by the Vice-President of General Education to identify students who have earned a degree or formal award but have not applied for the awarding of such.

    Source of Documentation: IPEDS

    Use of Assessment Results: Assessment Results are used to begin a concentrated effort to get students to apply for graduation as early as practical. One of the reasons the graduation rate is low is that many students do not apply for a degree, opting instead to transfer to a 4-year college. Email and flyers have been produced to promote the 15 to Finish initiative. Emphasis has been stressed through ROAR.

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

Commitment Statement:

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

Internal Performance Indicator 1

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

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

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

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

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

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

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

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

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

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

> **Use of Assessment Results:** The total number of trainees in Workforce funded projects represents a 35% increase over FY 2013. This increase seems to trend with local labor economics; as the unemployment rate trends down, non-credit training demand seems to trend up.

- **Assessment Results 2014-2015:** PRCC developed and managed 60 projects funded by various funding sources made available through the Mississippi Community College Board; with a total number of 14,115 duplicated trainees. The total amount of funds management equated to $1,639,602.51 for Workforce Education, Adult Basic Education, Dual Enrollment Practical Nursing and Advanced Technology Projects. The South Mississippi Planning and Development District grant funded a continuation of the computer training program and workforce coordinator program in partnership with the local WIN Job Centers. The WIN Job Center offered Office Technology Training to 282 individuals with numerous course completions. A total of 837 adult and dislocated workers were served under the Workforce Coordinator Program. In fiscal year 2015, PRCC, over 100 WIA students enrolled in 30 different Career, Technical, Allied Health, and Workforce programs.

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

  > **Use of Assessment Results**: The total number of trainees in Workforce funded projects represents a 6% increase over FY 2014. This increase seems to continue to trend with local labor economics; as the unemployment rate trends down, non-credit training demand seems to trend up.

Internal Performance Indicator 2

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

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

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

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

- **Assessment Results 2013-2014:** Each county in PRCC's district is currently provided with an Adult Education program.

  Source of Documentation: Adult Basic Education Director

    Use of Assessment Results: All sites are fully operational.

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

  Source of Documentation: Adult Basic Education Director

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

Internal Performance Indicator 3

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

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

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

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

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

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

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

  Source of Documentation: Vice President of Economic and Community Development

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

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

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

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

Internal Performance Indicator 4

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

- **Assessment Results 2013-2014:**

Adult Basic Education Data			
	December 2012	**December 2013**	**June 2014**
Total Served	478	548	831
Completed Educational Level	62	194	406
Students retained	329	389	533 full year
Educational level gains	24	34	74
GED graduates enrolled in PRCC	536	485	541

  Source of Documentation: Adult Basic Education Director

  Use of Assessment Results: PRCC continues to grow the enrollment of the ABE Program with a specific emphasis on recruitment into college after earning a GED.

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

  Source of Documentation: Adult Basic Education Director

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

Internal Performance Indicator 5

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

- **Assessment Results 2013-2014:** FY 2014 data not yet available through NSPARC

    Source of Documentation: Vice President of Economic and Community Development

    Use of Assessment Results: Data will determine the use of assessment results.

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

    Source of Documentation: Mississippi State NSPARC

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

Internal Performance Indicator 6

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

- **Assessment Results 2013-2014:** The Mississippi Education Achievement Council released the first round of Accountability measures, known as Report Cards, for each college. The wage and earnings data of students participating in workforce training at PRCC indicated a wage of $30,178 prior to training and a wage of $33,262 after training; a 10.2% increase.

    Source of Documentation:
    http://www.mccb.edu/pdfs/ReportCards/2012/PearlRiverReportCard2012.pdf

    Use of Assessment Results: This data indicates wage increases for those that attend workforce training and education programs offered by PRCC. Since this is the first year Indicator 6 has been measured, it has been decided to continue to monitor future data.

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

    Source of Documentation: Mississippi State NSPARC

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

Internal Performance Indicator 7

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

- **Assessment Results 2013-2014:** For the 2013-2014 program year, PRCC gained 78 new WIA students and achieved a 90% (43 out of 48) completion rate. The completion rate increased by 3% from the previous year. Due to Federal Budget Sequestration, we had 116 WIA students throughout the year, which is a 20% decrease from the previous year.

  Source of Documentation: PRCC Dislocated Worker Coordinator

  Use of Assessment Results: The original goals for this year were not met due to federal budget sequestration. The assessment results show us the direct correlation between funding and performance. Funding has been increased for the upcoming year which will allow us to easily meet or exceed these goals for the 2014-2015 program year.

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

  Source of Documentation: PRCC Dislocated Worker Coordinator

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

Appendix A
PRCC LICENSURE PASS RATES

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

State reports generally run one year behind schedule.

Annual Report

June RiverSide 2015

GRADUATION RETURNS TO POPLARVILLE

2015 President's Report

ACHIEVING GREATNESS

RiverSide
President's Report
2015

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

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 complete a degree or certificate program and to be successful in careers for which they have 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.

On the cover:
Family and friends filled the new Marvin R. White Coliseum to overflowing for graduation on May 14. The ceremony was the first commencement held on the Poplarville campus since Hurricane Katrina destroyed the old coliseum in 2005.

www.prcc.edu
Find us on:

Board of Trustees

The 2014-15 Board of Trustees is, seated from left, attorney Martin Smith*, Dr. William Lewis, Tony Waits of Prentiss, Teresa Stafford of Carriere, Frank Ladner of Bay St. Louis, Herbert Ray Nobles of Petal, secretary M.L. 'Sonny' Knight of Poplarville, Al Brooks of Columbia; chairman Dale Purvis of Sumrall, Dr. Gale Harris of Poplarville; standing, Jefferson Davis County superintendent Will Russell of Prentiss, Don Welsh of Carriere, Forrest County superintendent Brian Freeman of Hattiesburg, vice chairman; Pearl River County superintendent Alan Lumpkin of Carriere, Hancock County superintendent Alan Dedeaux of Kiln, P.W. Polk of Picayune and Marion County superintendent Craig Robbins; inset, Lamar County superintendent Tess Smith. * Martin Smith passed away on Feb. 26.

Board hires Picayune law firm

The PRCC Board of Trustees hired the Picayune law firm of McDonald, Patch and Bryan Law, PLLC, at its May meeting. Members of the firm are Claiborne "Buddy" McDonald IV, Gerald Patch and Manya Creel Bryan.

The board's long-time attorney, Martin Smith of Poplarville, passed away Feb. 26.

"We are fortunate to have secured the services of such an outstanding law firm to represent the college," PRCC President Dr. William Lewis said. "We look forward to our relationship with Buddy McDonald, Gerald Patch and Manya Bryan and are grateful for the opportunity to be represented by this talented group of attorneys.

"This firm is especially experienced in education law which was extremely important to us."

Breerwood is president-elect

The board named Dr. Adam Breerwood president-elect to succeed President William Lewis upon his retirement. Lewis has not announced retirement plans.

Breerwood, 40, serves as vice president for the Poplarville Campus and Hancock Center. He came to PRCC as an employee in 1997 as assistant baseball coach. He played baseball at PRCC in 1994-95.

"Dr. Breerwood has demonstrated the leadership abilities that the board feels are necessary to assure that Pearl River Community College continues to grow and be successful," said Dale Purvis, board chairman. "Electing Dr. Breerwood to this position assures the college of a smooth transition when Dr. Lewis retires."

Boards of Supervisors in PRCC's six-county district

Forrest County	Hancock County	Jeff Davis County	Lamar County	Marion County	Pearl River County
David Hogan	David Yarborough	Macon Holliman	Mike Backstrom	Charles R. Dyess	Anthony Hales Sr.
Charles Marshall	Kenny Hoda	Charles Wayne Reid	Warren Byrd	Terry Broome	Malcolm Perry
Burkett Ross	Lisa Cowand	John Thompson	Joe Bounds	Tony Morgan	Dennis Dedeaux
Roderick Woullard	Steve Seymour	Michael Evans	Phillip Carlisle	Raymon Rowell	J. Patrick Lee
Chris Bowen	Tony Wayne Ladner	Bobby Rushing	Dale Lucus	Calvin Newsome Sr.	Sandy Kane Smith

3

Dr. William A. Lewis, president

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

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

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

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

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

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

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

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

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

2014-15 Highlights

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

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

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

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

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

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

♦ The PRCC Singers were part of the world premier of The Prodigal, by Mack

Wilberg, conductor of the Mormon Tabernacle Choir. The oratorio was commissioned by the University of Southern Mississippi.

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

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

PTK chapters, advisors bring awards back to PRCC

The Iota Mu chapter in Poplarville and the Beta Tau Gamma chapter in Hattiesburg were awarded 5 Star Status, the top ranking, at the regional conference in Baton Rouge.

Beta Tau Gamma placed first in the Honors in Action Project with a theme of "Space" and sixth in College Project. The chapter was a top 10 finalist for Most Distinguished Chapter.

David Failla, an Iota Mu member, and Phillip Bedwell from Beta Tau Gamma received the Golden Key Awards for students who best exemplify the four hallmarks of PTK - scholarship, fellowship, leadership and service.

Beta Tau Gamma member Evan Thornton was elected as regional webmaster.

Dr. Ryan Ruckel, Beta Tau Gamma advisor, was named regional coordinator and received the Continued Excellence Advisory Award.

Dr. Terri Ruckel, also a Beta Tau Gamma advisor, received the Benny Warren Outstanding Advisor Award and was elected associate regional coordinator.

Beta Tau Gamma advisor Doug Donohue received Paragon Advisor and Regional Horizon awards.

Stephanie Lee advises Iota Mu and Dr. Justin Williams is co-advisor.

Dr. Terri Smith Ruckel received the John and Suanne Roueche Excellence Award at the League for Innovation in the Community College Conference.

The Excellence Awards celebrate outstanding contributions and leadership. Ruckel was the only recipient from Mississippi.

When asked by the League for Innovations to supply a statement about her teaching, Ruckel wrote: "The underlying philosophy in my teaching comes from a fundamentally optimistic view. I see each student as capable of success."

Ruckel is Honors Coordinator and Honors and English instructor at PRCC's Forrest County Center. She also is advisor for Sigma Delta Kappa English honor society.

Ernie Lovell, executive director the Development Foundation, received the 2015 PTK Distinguished College Administrator Award during the national convention April 16-18 in San Antonio, Texas.

The award is given to college vice presidents, deans or other administrative leaders who have demonstrated a strong level of support for Phi Theta Kappa during their tenure.

Lovell was nominated by the Beta Tau Gamma chapter.

A 1977 graduate of PRCC, Lovell earned bachelor's degrees in marketing and distributive education from Mississippi State University. He worked as a program director and executive with the Boy Scouts of America for 23 years in Picayune, Hattiesburg, Ardmore, Okla., and Tuscaloosa, Ala., before joining the PRCC Development Foundation in August 2006.

All-Mississippi team

Jessalyn Bisesi, top left, and David Failla, both of Picayune, represented the Iota Mu chapter on the All-Mississippi Community College Academic Team. Bradford Moore of Hattiesburg, bottom left, and Matt Steen of Kosciusko represented the Beta Tau Gamma chapter.

Belle Failla of Picayune signs a banner pledging to complete college, part of PTK's C4 Initiative. On hand to explain the pledge are Iota Mu officers, from left, Levi Herrin of Picayune, Hunter Nelson of Purvis, Joshua Matthews of Hancock and Jessalyn Bisesi of McNeill.

Beta Tau Gamma members Michael Byron of Petal and Keegan Hall of Hattiesburg donate a young adult book - Crater Trueblood and the Lunar Rescue Company - to N.R. Burger Middle School librarian Natasha Terrell Stewart. At right is advisor Dr. Ryan Ruckel.

Development Foundation/Alumni Association

Ernie Lovell, executive director

The PRCC Development Foundation has had a great year of growth and has provided support for many student and college needs throughout the year.

The foundation has increased assets of $1,182,308 in the last 36 months through growth in our scholarship funding and in investments. Foundation assets as of April 30, 2015 are $5,998,394. We have experienced great growth in scholarship endowment support during this fiscal year.

For information on how to establish a scholarship or to support foundation activities, contact Ernie Lovell, Executive Director, PRCC Development Foundation/Alumni Services, P.O. Box 5389, Poplarville, MS 39470; (601) 403-1191.

Eleven teams participated in the Forrest-Lamar Alumni Chapter golf tournament The first-place team, which shot a 57, was, right photo from left, Joe Drennan, Allen Anderson, David Rogers and Charlie Devrow. The tournament raised money for full tuition for four students from Forrest and Lamar counties.

Golfers, left, register for the Hancock County Alumni Chapter tournament which raised almost $11,000. The first-place gross score team, sponsored by Coast Electric, included Doug Mooney, Richard Dossett, Gil Arceneaut and Gordon Redd. The first-place net-score team, sponsored by State Sen. Philip Moran of Kiln, included Don Necaise, Kerry Gallagher, Rodney Ladner and Mike Sheffield.

Spence new alumni coordinator

Traci Comesana Spence has returned to her alma mater as coordinator of alumni services and Development Foundation administrative assistant. Spence earned an associate's degree from PRCC in 2005 and a marketing degree from Louisiana State University.

She worked for the Girl Scouts of Greater Mississippi for five years and is a volunteer for the Girl Scouts' Gold Award Committee. She and her husband, Josh Spence, have an infant daughter, Journi, and live in Carriere.

As alumni coordinator, Spence succeeds Candace Mooney Harper, who is now director of bookstore services at PRCC.

Theater instructor Chris Flynn, above, draws laughs from music instructor Pamela Jones at the annual Employee Appreciation Dinner. A train, right, was a highlight of the Homecoming Carnival.

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

2014-15 Highlights

♦ The foundation awarded $275,451 in tuition scholarship support for 323 students through the generosity of individuals, business, and corporate donors.

♦ More than $300,000 has been committed to the Honors Institute in scholarship and program support as well as the development of the White Hall facilities.

♦ The Alumni Association has grown to its largest number of paid members in the history of the organization.

♦ The 2015-16 college year should reveal continued growth in the foundation services to students and the college. Two $100,000 gifts - from Southern Mississippi Planning and Development District and foundation investments - have been committed for scholarship support beginning this fall.

♦ The foundation has funding campaigns set for the Fellowship of Christian Athletes chapter; the Wildcat Booster Club and the Honors Institute in addition to our 2015-2016 Annual Campaign.

♦ Make your plans to join us for Homecoming 2015 on Saturday, Oct. 17. Northeast Mississippi CC will be the opponent.

Lifetime Achievement Hall of Fame

Pearl River Community College inducted five outstanding alumni into the Lifetime Achievement Hall of Fame on April 30 at Southern House and Gardens in Hattiesburg.

They are:

John W. Hall of Metairie, La. He retired as business development director for ACS Gulf State Operation Office after 38 years with USDA. He attended Pearl River in 1956-58.

Dr. Carole Holden Lund of Mandeville, La. She retired as chair of the graduate nursing program at Southeastern Louisiana University. She attended Pearl River in 1962.

Maj. General James I. Pylant of Purvis. "Ike" Pylant retired as assistant adjutant general for Mississippi after 42 years in the Mississippi Army National Guard. He attended Pearl River in 1964-66.

Martin T. Smith of Poplarville. Smith, who passed away in February, practiced law for 56 years, many of them as the PRCC Board of Trustees attorney, and served 20 years in the Mississippi Senate. He attended Pearl River in 1952-54.

Dr. C. Mike Walters of Terry. He spent 31 years in public education before founding JBHM Education Group in 2000. He attended Pearl River in 1966.

Alumni inducted into the Pearl River Community College Lifetime Achievement Hall of Fame are, from left, Maj. Gen. James I. "Ike" Pylant of Purvis, Dolores Smith of Poplarville, who accepted on behalf of her late husband, Martin Smith; Dr. Mike Walters of Terry, Dr. Carole Holden Lund of Mandeville, La.; and John Hall of Metairie, La.

Ike Pylant and his sister, Betty Rose Breazeale

Carole Lund, 2014 honoree Howell Purvis, Mary Ann Purvis, Dan Lund

Gwen Grant, Debbie Burt, Janet Gale Lewis

Maggie Smith, Ben and Elaine Smith

John Hall and Buddy Moody

2013 honoree Floyd Furr and P.W. Polk

7

General Education, Technology Services

Dr. Martha Lou Smith, vice president

Pearl River Community College has made a continued commitment to provide timely Information Technology services to both students and employees. After careful consideration and evaluation, the decision was made to outsource PRCC IT services to Ellucian, a company which provides higher education software, services and analytics.

Since Nov. 1, the IT Team has been working to help manage the day-to-day campus business processes making these processes faster and more effective. A thorough evaluation of data collection and reporting processes have been an integral component of the first months of the venture. In addition, IT personnel have visited with a variety of college employees and offices to ascertain IT needs and to plot a roadmap to take the college to the next level for ongoing student learning.

The IT team is led by Robert "Bob" Stack who serves as the college's chief information officer. He came to Pearl River from the University of Montevallo (Ala.) where he served as the CIO. With more than 25 years of management and leadership experience in multiple industries, Stack is known for formulating creative solutions to complex business and technology issues.

Ellucian has been in business for more than 40 years and serves 2,400 institutions in 40 countries.

Honors Institute students excel

The 2015 Honors Institute graduates received their medallions May 4 at White Hall. They are, seated from left, Samuel "Eli" Bedwell and Phillip Bedwell, both of Sumrall; Michael Byron of Seattle, Wash.; Ashley Calcote of Ocean Springs, Kaitlin Cooper of Picayune, Timothy Keegan Hall of Hattiesburg, Levi Herrin of Picayune, Cameron Howard of Oak Grove; standing, David Failla of Picayune, Joshua Matthews of Pass Christian, Stephen Miller of Sumrall, Raygan Necaise of Kiln, Kerri Pace of Petal, Caridae Pittman of Picayune, Alec Rivera of Petal, Brantley "Matt" Steen of Kosciusko, Mason Stokes of Petal, Leslie Terrell of Purvis and Shamiraca "Shay" Williams of Oak Grove. Not pictured is Jenesis Kelly of Hattiesburg. The graduates received more than $300,000 in scholarship offers.

♦ PRCC Honors students and Mississippi State University graduate students have worked together to enter the Environmental Protection Agency's Campus RainWorks Challenge. Three of landscape architect and graphic design or engineering students from MSU and PRCC Honors students took part; two worked on design improvements to sites on the PRCC campus and one worked to put together a campus master plan, The Honors Institute has several on-going projects with the EPA, including an internship with the Gulf of Mexico and a program to monitor ground water quality, also in collaboration with MSU.

♦ Honors students and faculty attended the Mississippi Honors Conference in February at Mississippi University for Women. PRCC will host the conference in 2017.

General Education, Technology Services

2014-15 Highlights

♦ Algebra instructor Shelby Harriel was named Humanities Teacher of the Year and presented a public lecture on "Forbidden, Hidden and Forgotten: Women of the Civil War." She holds a bachelor's degree in history with a mathematics minor and a master's degree in education with emphasis in math and history. She earned both degrees at the University of Southern Mississippi. A PRCC alumnus, Harriel has taught at her alma mater since 2007.

♦ Selected by audition for the Mississippi Community College All-State Band were Ali Catoire of Carriere, flute; Sarah Nelson of Poplarville, clarinet; Chris Fletcher of Columbia, trumpet; Michael Thrash of Poplarville and Devin Boothe of Lucedale, tuba. The clinic and concert were at USM in February.

♦ The Office of eLearning received a $10,000 Innovated Learning and Design (MILD) grant from the MS Virtual Community College. The money was used for kiosks for the proctoring centers at the Forrest County Center and the Poplarville campus.

♦ PRCC dedicated the Dr. Thomas J. and Patricia Malone Honors Institute Library during Homecoming. The

Malones, who met while attending Pearl River, are generous supporters of the Honors Institute and established the Dr. Thomas J. and Patricia Malone Family Honors Scholarship. He is retired as senior executive vice president of Deering Milliken. They live in LaGrange, Ga.

♦ PRCC again hosted the Junior High Math Competition and, for the first time, hosted the Science Olympiad for secondary students.

ABC Primetime co-anchor John Quiñones presented the Honors Lecture sponsored by the Lower Pearl River Valley Foundation on Oct. 9. He spoke on The Power of Education.

♦ The Fall Choral Concert on Nov. 13 in the Brownstone Center for the Arts featured a variety of modern choral music by the PRCC Singers choir and eight area high school choirs.

♦ English instructor Marjory Thrash was named the MS Virtual Community College Instructor of the Year. Thrash, who started teaching online in 2000, received the award and $1,000 at the Creating Futures Through Technology conference. She and her husband, Bobby Thrash, have been at PRCC since 2002.

♦ Forrest County Center instructor Christie Brady and Hancock Center instructor Craig Carrigee attended the Lamplighter Conference hosted by Coahoma Community College at the Isle of Capri and Casino Resort.

ETHEL HOLDEN BROWNSTONE CENTER FOR THE ARTS
PEARL RIVER COMMUNITY COLLEGE

Fall Performances

Oct. 15, 7 p.m. Performing Your Life: An Evening with Jeffrey Tambor
Oct. 19, 7 p.m. Philip Fortenberry: The Man at the Piano
Nov. 5, 7 p.m.: Fall Choral Concert, featuring PRCC Singers and area high school choirs
Dec. 3, 7 p.m. Christmas at the River
Dec. 5-6 The Nutcracker ballet

Ticket information: 601 403-1180
www.brownpapertickets.com

Top left: Universities lined the Great Hall in Crosby Hall in October to give students information on transferring. Right: Ron Jewell performs his one-man show, Mark Twain at Large, on Feb. 10 at the Brownstone Center. A grant from the Lower Pearl River Valley Foundation allowed the show to be presented twice without admission charges. Left: Counselor Christina Sumrall talks to high school seniors during Wildcat Fest.

9

Poplarville Campus and Hancock Center

Dr. Adam Breerwood, vice president

One of the newest examples of PRCC's committment to excellence arrived on campus in November with the delivery of a Steinway Model D concert grand piano for the Brownstone Center for the Arts.

Piano instructor Hope Bass (pictured) and choral director LaDona Tyson traveled to the Steinway & Sons Factory in Queens, N.Y., to personally select the piano.

"The model D is handcrafted and takes about one year to complete from start to finish," Bass said. "Steinway pianos are unsurpassed in quality, and they are known for their superior sound and responsive touch."

The piano is PRCC's last major Hurricane Katrina replacement, replacing the grand piano ruined when the roof blew off the old Moody Hall auditorium.

2014-15 Highlights

♦ Through a $113,500 grant from the Lower Pearl River Valley Foundation, PRCC is renovating the former commercial truck driving building into a resource center for Poplarville's Excel by 5 program. Poplarville received its certification as an Excel by 5 community in May.

Excel by 5 aims to improve a child's overall well-being by age 5 through standards involving parent training, community participation, childcare and health. The primary goal is to have children ready to learn when they start school.

♦ Freshman Lady Wildcat soccer player, Hailey Furlan was one of seven princesses at the 2014 Mississippi Deep Sea Fishing Rodeo and will reign over the 2015 rodeo as queen.

♦ The Road Less Traveled, a documentary produced by the PRCC film production class was screened in the inaugural FestivalSouth® Film Expo in Hattiesburg. Students under the direction of Ronn Hague spent two years making the documentary about six people whose lives took unusual turns. The Road Less Traveled premiered in May 2014. Max Peril, a film written and directed by PRCC alumnus Frank Ladner of Poplarville, was selected as Best Feature in the festival and Ladner won the Best Actor award.

♦ The Poplarville campus observed Black History Month for the first time in recent years on Feb. 24. Clyde Dease, retired NASA scientist, spoke on "Remembering the 20th Century while Writing the 21st."

♦ Class favorites in Poplarville are, seated from left, sophomore class favorite Larke Bickham of Poplarville, Miss PRCC Michaela Andrews of Foxworth and freshman class favorite Asia Thibodeaux of Gulfport; standing, Mr. PRCC Jerrod Newson of Columbia and freshman class favorite John Cornish of Olive Branch. Not pictured is Adam Smith of Pascagoula, sophomore class favorite.

♦ President William Lewis was inducted into the Alumni Hall of Fame at the University of Southern Mississippi during homecoming the weekend of Nov. 7 and 8. He holds the master's and doctoral degrees from USM.

♦ Legendary coach Bobby Bowden was the guest speaker for the PRCC Fellowship of Christian Athletes.

♦ Leadership Forum student Hunter Nelson of Purvis pitches during the benefit softball tournament for Bryan Johnson, son of criminal justice instructor Randy Johnson. The tournament raised $1,000 for Bryan, who is undergoing treatment for cancer.

♦ Kaitlin Amanda Cooper of Picayune was crowned Miss PRCC Wildcat following competition Jan. 29.

♦ Mississippi Community College Creative Writing Association's awards went to Sheila Smith of Poplarville, third place in short fiction; Katie Johnson of Poplarville, second place in one-act play; Karen Lopez of Picayune, third place in poetry and honorable mention in one-act play; Brett Russ of Poplarville, honorable mention in literary essay.

Pearl River hosted the 2015 creative writing conference on April 9 and 10.

Hancock Center class favorites are, from left, freshman favorites Maranda Bennett of Pearlington and Brandon Ellis of Bay St. Louis. sophomores David Hale of Waveland and Wendy Scelson of Bay St. Louis.

Hancock Center Highlights

♦ New faculty included Kira Arthurs, sociology, and Tourquos Webb, psychology.

♦ Students and employees wore pink for breast cancer awareness on Oct. 1.

♦ A canned food drive supported the Hancock County Food Pantry.

♦ The first Hancock Center Fall Fest was held Oct. 30 with a variety of activities and food.

♦ Assistant vice president Raymunda Barnes was keynote speaker for the Martin Luther King Day observance in Bay St. Louis.

♦ Welding students helped build display cases for the Ground Zero Katrina Museum in Waveland. Raymond Jarrell is welding instructor. The center will play a major role in the grand opening.

♦ The Hancock Center began offering physical science I and II.

♦ Spring Fling on April 28 was enjoyed by all.

♦ Work on a new computer lab was finished.

The homecoming court is, from left, freshman maids Caroline Cooper and Alexia Leleux, both of Picayune; sophomore maid Jamie Davis of Wiggins; Forrest County Center freshman maid Marissa Lee of Hattiesburg; queen Larke Bickham of Poplarville; Forrest County Center sophomore maid Jelea Williams of Hattiesburg; Hancock Center maid Shekinah Lewis of Waveland; sophomore maid Kaitlin Cooper of Picayune; and freshman maid Ashton Whitfield of Carriere.

Who's Who

Who's Who in American Community Colleges from the Poplarville campus are Peyton Perreira, Taylor Walker, Bridgett Patterson, Will Parish, John Houston III, Bethany Berryman, Tiffany Mitchell, Emily Fleming, all of Carriere; Michael Byron, Rebecca Ferguson, Kerrie Pace, Mason Stokes, Garren Berry, Hannah Holloway, all of Petal; Ruby Graham, Sarah Trombley, Linzy Hudson Kline, Taylor Arseneaux, Christina Seale, Mary Cross, all of Picayune; Derrick Cagins, Phillip Bedwell, Samuel Bedwell, Hannah Brock, Lauren Moree, all of Sumrall; Kelly Rigney, Larke Bickham, Zachary Kirschenheuter, Lauren Gentry, all of Poplarville; Curtis Peters, Rachel Pierce, Jerrod Newson, all of Columbia; Leslie Terrell, Adam Nicolosi, Philip Bedwell, all of Purvis; Raygan Necaise and Jake Pettigrew, both of Kiln; Amanda McKeny and Kimberly Arnold, both of d'Iberville; Desmond Edmondson of Quitman, Ashley Calcote of Biloxi, Ethan Martin of Pisgah, Lane Stewart of Gulfport, Hunter Nelson of Purvis, Kinsey Dean of Foxworth, Garrett Bourgeois of Waveland, Jamie Davis of Wiggins, Adam Smith of Pascagoula and Trevor Miley of Bogalusa, La.

♦ Hancock Center students named to Who's Who are Summer Pack of Pearlington, Quoc Nguyen of Pass Christian and Wendy Scelson of Bay St. Louis.

Economic and Community Development

Dr. Scott Alsobrooks, vice president

PRCC continued its participation in the Retraining the Gulf Coast Workforce through Information Technology (IT) Pathways Consortium - a four-year project funded by the Department of Labor's Round Two Trade Adjustment Community College (TAACCCT) grants program. Bossier Parish (La.) Community College is the lead grant recipient.

PRCC's primary goals are to establish a Health Information Technology (HIT) AAS degree program and to develop integrated career pathways using the evidence based Integrated Basic Education and Skills Training (I-BEST) model.

The HIT Program has been approved by the PRCC Board of Trustees, the MCCB and SACS and has enrolled freshmen. A total of 202 students have entered to date, exceeding the goal of 148; 277 credentials have been earned by students; exceeding the goal of 204; 125 students have earned college credit hours, exceeding the goal set at 44. PRCC has also enhanced social support services for students through Student Support Services Navigators - Tina Coleman in Poplarville and Carol Byrd-Brown at Forrest County Center.

The Aspen Institute Workforce Strategies Initiative (Aspen-WSI), in collaboration with the Ray Marshall Center for the Study of Human Resources at the Lyndon B. Johnson School of Public Affairs at the University of Texas Austin is conducting an implementation study and a quasi-experimental impact analysis to assess the effectiveness of the project. Aspen-WSI is the lead for the implementation study and The Ray Marshall Center is the lead for the impact analysis. The work of the consortium is being analyzed at the student, institution and state (Louisiana and Mississippi) levels. The report and data will be available to the public at the conclusion of the grant.
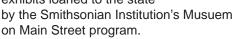
2014-15 Highlights

♦ Josh Carlan and Corey Willis, both of Picayune, and Jessica Theriot and Destin Bridgers, both of Poplarville, attended the Collegiate DECA national conference in Orlando, Fla. They were accompanied by sponsor Delana Harris, marketing instructor.

♦ PRCC hosted the state Skills USA high school competition for hundreds of secondary students.

♦ Connections, the National Career Pathways Network newsletter, featured an article by Terri Clark, adult education counselor. Clark wrote about PRCC's success in moving adult learners through the GED program and into college-level courses, especially in career-technical education.

She detailed the JumpStart to Career Pathways program and the annual Adult Education College Day which gives GED students a first-hand look at programs on the Poplarville campus.

♦ Columbia Block and Brick donated $1,110 worth of supplies - 1,040 bricks and 540 blocks in three sizes along with mortar - to the brick, block and stone-masonry program.

♦ The annual Career-Technical Education Conference brought hundreds of high school students to campus for up-close looks at CTE programs.

♦ Twelve outstanding associate degree nursing students were inducted into the Beta Mu chapter of Alpha Delta Nu Honor Society of Nursing in December. Fourteen were inducted in May. Fifty two ADN students graduated and received pins in December; 59 graduated and were pinned in May.

♦ Personnel from Kohler Engines in Hattiesburg visited PRCC twice to recruit new employees.

♦ The associate degree nursing students and faculty dedicated a bench and tree in memory of student Whittney Elizabeth Fairley, who was killed in a December 2013 auto accident. The bench, assembled and installed by Boy Scouts in Troop 28, is located between the Nursing Building and the walking track.

♦ The Mississippi Humanities Council commended commercial truck driving instructor Daniel Smith and his students for transporting three traveling exhibits loaned to the state by the Smithsonian Institution's Musuem on Main Street program.

♦ Five students graduated from the barbering program and 14 from cosmetology on June 29.

♦ The Homebuilders Association of Pearl River County and Coast Electric Power Association hosted a crawfish boil in March to encourage students in the building trades programs to join the student chapter.

♦ Nursing students began using a simulation lab that was purchased with a $150,000 grant from the Lower Pearl River Valley Foundation. The computerized lab includes an anatomically-correct mannequin that "talks" with the help of an instructor wearing a microphone. Vital signs are projected onto a large screen so that the entire class can see them.

♦ Miranda Woodruff of Lumberton placed first in welding sculpture in state Skills USA competition. Second place finishers were Matt Bedwell of Hattiesburg, Brett Steiner of Bay St. Louis and Jonathan Woodruff of Lumberton, welding fabrication; Jacob Bulluck of Hattiesburg, architectural drafting; Justin Kistler of Carnes and helper Justin Allen of Poplarville, masonry. Placing third were Chelsey Dawsy of Pearlington and model Amanda Ramsey of Hattiesburg, cosmetology nails; and Joseph Cuevas of Hattiesburg, welding.

♦ Dr. Scott Alsobrooks has been elected to a two-year term on the National Council of Workforce Education.

♦ Students in the heavy equipment operators program cleared land for two volunteer fire departments in Pearl River County and the PRCC softball fieldhouse and worked on the Pearl River Central softball field.

Woodruff turns welding into art

Miranda Woodruff of Lumberton spent about 300 hours creating the piece that won her first place in the welding art/sculpture at state Skills USA competition.

"It started out as a tattoo design," she said. "I knew I wanted a dream catcher and the magnolia flowers." Deer antlers keep the Mississippi and Native American themes and serve as a hanger for the dream catcher.

"Now that I know how to make it, it would be a lot easier," she said.

Woodruff is the only woman in this year's welding program. She and her husband, Jonathan Woodruff, are in the second semester and will finish their associate's degrees during the fall 2015 semester. She spent a year taking basic and business courses before deciding she preferred a more hands-on career.

"My grandfathers on both sides are welders and the majority of my uncles are welders," she said. "I like being in the shop - the atmosphere of it. The guys are all like brothers."

Woodruff was allowed to display her winning sculpture at national competition but had to make a new piece - a detailed turkey.

The welding art/sculpture competition is relatively new and Woodruff is the first PRCC student to place in it, instructor Leland Kennedy said.

Miranda Woodruff and her sculpture

Vets' services enhanced

The newly formed Office of Veterans' Services, staffed by coordinator Gloria Wasmund has assisted several hundred veterans, service members and their families since last summer. More than 400 certifications have been processed for FY15.

Newly implemented procedures have aided in streamlining the application process. In combination with that effort, students are now sent a newsletter, The River's Vet Gazette, each semester prior to early registration. It includes critical information, application reminders, certification do's and don'ts, military transcript information.

PRCC has hosted the Mobile Vet Center on the Poplarville campus and at the Forrest County Center.

PRCC has come into compliance with two programs endorsed by President Obama - The Principles of Excellence reinforces our commitment to veterans and their families and the Veterans Access, Choice and Accountability Act of 2014 allows out-of-state veterans to be considered in-state residents for tuition purposes. PRCC has once again been named a Military Friendly School by Victory Media, Inc.

Sixty adults earn GED certificates

More than 500 adult learners were served by Adult Basic Education throughout PRCC's district in 2014-15. Classes are offered in Poplarville, at the Forrest County Center and Hancock Center and at satellite facilities in Prentiss and Columbia.

Of these five hundred learners, 60% gained an Educational Functioning Level or grade level, based on the Test of Adult Basic Education assessments.

As of June 1, more than sixty ABE students have earned their high school equivalency diploma (GED)

This was the first year under the new 2014 GED Test. It replaced the 2002 test series and aligned with the College and Career Readiness standards. The new comprehensive exam ensures that an adult's GED signifies he or she has the skills and knowledge necessary to take the next critical steps in their education or career.

Seventy-five students earned a Workforce certificate while working towards the GED. ABE partnered with Workforce education in the "JumpStart to a Career Pathway" program to provide training projects designed to blend academic, workforce and work-readiness skills.

2014-15 Workforce Highlights

♦ Three Certified Nursing Assistant courses completed in Poplarville with average of five students per class.
♦ NCCER Welding classes in Poplarville average 10 students enrolled with average of eight completing.
♦ Certifications offered in forklift (15 classes), NCCER Heavy Equipment (2 classes) and 10 Hr OSHA (12 classes).
♦ Approximately 250 students com-

pleted Microsoft Computer classes in Columbia, Prentiss and Hattiesburg
♦ NCCER Electrical and NCCER Welding courses were added at the Jefferson Davis County Voc Tech in the fall of 2014. Electrical averages five completers and welding averages nine completers.
♦ Workforce classes at Stennis Space Center and Hancock Center included 26 Microsoft Office classes, 239 students;

six Geographic Information Services classes, 76 students; two semester-long night welding classes, 16 students; two summer maritime structural fitter classes,12 students.
♦ Existing industry training at Stennis and Hancock Center included customer service, CPR/First Aid, hazardous material handling, forklift operator and emergency response.

Retirees begin new chapters in life

Archie Rawls, third from left, holds the gift he received from the fine arts faculty at his final PRCC concert. They are, from left, Dr. Kyle Hill, Mike Bass, LaDona Tyson, Chris Flynn, Trevor Hunt and Hope Bass. Rawls taught at PRCC for 35 years.

2014-15 Retirements

Computer programming instructor Susan Anderson
FCC practical nursing chair Susan Bedwell
Police officer Mike Berner
FCC psychology instructor Christy Brady
FCC vice president Dr. Cecil Burt
Barbering instructor Ola Carpenter
FCC maintenance supervisor Ricky Draughn
Physical plant employee Steve Easterling
Drafting and design instructor Eddy Gammel
Nursing education secretary Carlene Hague
ADN instructor Belinda Holden
FCC financial aid secretary Kay Holston
Biology instructor Ladeen Hubbell
Information technology assistant director Alicia Kimball
Admissions specialist Ann Lewis
Bookstore assistant manager Sylvia Lord
FCC welding instructor James Patterson
ADN instructor Ella Mae Penton
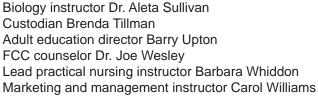FCC developmental Englsih instructor Julie Pierce
System analyst Joe Polk
Fine arts and communication chair Archie Rawls
Bookstores manager Frances Rawls
Curriculum planning specialist Elaine Smith
Career technical education director Gwen Smith
ADN instructor Melinda Spiers

Biology instructor Dr. Aleta Sullivan
Custodian Brenda Tillman
Adult education director Barry Upton
FCC counselor Dr. Joe Wesley
Lead practical nursing instructor Barbara Whiddon
Marketing and management instructor Carol Williams

Dr. Aleta Sullivan dressed for "high tea" at the British-themed Employee Appreciation Dinner and danced to Beatles' songs with Micah Eastridge of Carriere. She taught at PRCC for 20 years.

Retirees ... continued

Career technical retirees are Gwen Smith (8 years) Carol Williams (26.5 years), Susan Anderson (32 years), Ola Carpenter (15 years), Eddy Gammel (32 years).

Dr. Cecil Burt reacts to his retirment gift.
He worked at PRCC for 43 years.

Sharing a laugh are Dr. Jana Causey, Dr. Joe Wesley, Dr. Cecil Burt, Dr. Andrea Wesley at the reception marking Dr. Joe Wesley's 38 years at PRCC.

Forrest County Center

Dr. Cecil Burt, vice president

Occupational therapy assistant students at the Forrest County Center spent three days in the July heat at Abbie Rogers Civitan Camp.

The camp served 100 adults with cognitive disabilities at Camp Ita Kana. Volunteers - 75 staff and 40 high school-age counselors - made camp a vacation for the campers.

For the OTA students, camp gave them a different perspective than they get through clinical or classroom work, program director Tim Pulver said.

"The best therapy involves fun," he said. "Being involved with that at camp, you get that mentality. This is what I call an idealized environment - everybody is treated equally rather than based on ability. That transforms students' thinking."

He has been bringing third-semester students to Civitan Camp since 2004. OTA student Kristian Wilson first came to camp as a volunteer counselor in 2009. The experience brought her to the OTA program.

"It was my entire decision," she said. "Being around them made me know what it was I wanted to do."

During a break from play rehearsal, camper Regina Young of Hattiesburg rushed up to hug Wilson and invite her to come back for the performance.

"She's been my best friend in the whole world," Young said.

PRCC student Kristian Wilson, camper Regina Young

2014-15 Highlights

♦ The Board of Trustees named Dr. Jana Causey in May to succeed Dr. Cecil Burt as vice president for Forrest County Operations, effective July 1.

♦ All PTA graduates in 2014 passed the national licensure exam on the first attempt. Nationally, only 86% of graduates pass on the first attempt.

♦ Sigma Kappa Delta English honor society hosted birthday celebrations for William Faulkner in the fall semester and William Shakespeare in the spring.

♦ The respiratory therapy program had 100% pass rate on national board exams for the 2014 and 2013.

♦ Greg Underwood, English instructor and chair, will attend the 2015-16 Mississippi Community College Leadership Academy.

♦ Dental hygiene graduates had 100 percent passage on the Mississippi and Louisiana State Clinical Exams and the State Jurisprudence Exams and 93 percent pass rate on national board and prometric exams.

♦ Kirk Powell, former math instructor, became the FCC Veterans/Disabilities Coordinator.

♦ Abbey Lowry of Brooklyn won the fourth PRCC Tuition Giveaway co-sponsored by Hattiesburg Coca-Cola, SL100 and Wild 106 radio stations.

♦ Freshmen and sophomore PTA students and director Dr. Patti Scuderi assisted at the Special Olympics Fall Games held in October at Camp Shelby.

♦ Michelle Wilson came to FCC from the Hancock Center as Technical Education Special Populations Coordinator.

♦ The FCC Science Club floated the Okatoma Creek to get the year off to a fun start.

♦ Matt Steen of Kosciusko received a $1,000 Coca-Cola Leaders of Promise scholarship.

♦ More than 400 high school students took part in annual Allied Health Tours during the fall semester.

♦ The surgical tech program held a fundraiser at Newk's for the Debbie Hinton Memorial Scholarship.

♦ Col. Mark Prine, deputy commander of the Mississippi National Guard 184th Expeditionary Sustainment Command and adjunct PRCC instructor, was the Veterans Day speaker.

♦ Creative writing students hosted Poetry Cafes during both semesters.

♦ Mu Alpha Theta member Mason Stokes of Petal received $4,000 in scholarships.

♦ Lamar County Sheriff Danny Rigel was guest speaker for the spring Criminal Justice Banquet.

♦ FCC donated 5,690 non-perishable food items to the Salvation Army as part of Fall Fest. Dr. Joe Wesley is the long-time food drive chairman.

♦ Dr. Amanda Parker (left photo) and Shannon Farmer of Richton were the HEADWAE

honorees from PRCC. Higher Education Appreciation Day, Working for Academic Excellence honors academically talented students and faculty.

Parker is chair of the science and health department at FCC where she teaches microbiology, anatomy and physiology and Zumba. Farmer, a mother of two, is taking prerequisities to enter the PRCC ADN program.

♦ Occupational therapy students went to Jackson for the Mississippi Occupational Therapy Association's Legislative Day.

♦ Beverly Lewis, FCC student services director, and Melissa Bryant, practical nursing chair, earned doctoral degrees from the University of Southern Mississippi.

Forrest County Center

Woodall Center celebrates 10 years

The Lowery A. Woodall Advanced Technology Center began serving the area's workforce training and conference needs 10 years ago.

Dr. William Lewis welcomed local business and industry leaders to an an anniversary luncheon on Nov. 13. Dr. Scott Alsobrooks spoke about future trends in workforce training and Lee Bell talked about currrent services at the Woodall Center.

The Pine Belt Works Basic Manufacturing Skills Course was added during the spring semester. A local advisory committee devised a curriculum designed to teach the skills necessary to enter and be successful in the manufacturing sector.

Participants receive 80 hours of training in areas such as CPR/First Aid, OSHA 10 hour, shop math, precision measurements, blue print reading, SPC and Lean Manufacturing as well as employability modules. The course is funded and supported by PRCC, Southern Mississippi Planning and Develpment District, Twin Districts Workforce Area, Hattiesburg ADP and Mississippi Power.

Chandler Toney, right, shows his concern as FCC dental hygiene student Anna Wren of Long Beach cleans Solomon Powell's teeth during the annual Give Kids a Smile event.

Workforce Highlights

♦ NCCER Welding Level 1 students' employment rate at Forrest County Center is about 70 percent with starting wages of $12 to $17 per hour.

♦ NCCER Electrical Level 1 training will be offered again in July.

♦ PRCC supports training projects for Mississippi Power-Hattiesburg Plant.

♦ New equipment purchases totaled more than $200,000 and include 79 new computers, 28 laptops, three SmartBoards, five printers, one Polycom System, welding machines and ment needed to offer Confined Space and Hazmat training.

♦ Existing industry training at Woodall ATC focused on the healthcare field. Projects were conducted for Forrest General Hospital, Wesley Medical Center, Hattiesburg Medical Plaza and Pine Belt Mental Healthcare Resources.

♦ New industry focus in Hattiesburg is Green Bay Converting.

♦ Emergency medical technician training at Woodall ATC graduated 21 in December 2014 and 10 in June.

Forrest County Center class favorites are, seated from left, freshman Gabriela Garza of Sumrall and sophomore Lauren Link of Hattiesburg; standing, freshman John Graves of Bassfield and sophomore Dominique Cole of Hattiesburg.

Who's Who

Who's Who in American Community Colleges from the Forrest County Center are Ishimine Goins, Timothy Keegan Hall, Cameron Howard, Bradford Moore, Stephanie Shoja, Jelea Williams, Shamiraca Williams, Jessica Lowery, Carvenna Maddox, Jeffrey McLelland, Ktryka Smith, Lynessa Best, Marlee Cameron, all of Hattiesburg; Ashlynn Carr, Gonzalo Cordova, Jessica Davis, Jennifer Williamson, all of Sumrall; Megan Mathias and Lindsey Howell, both of Purvis; Cheyenne Ladner and Hannah Falls, both of Picayune; Maria Cooper of Carriere, Brandy Ladner of Ellisville, Alex Howarth of Columbia, Kayla Walley and Megan Peak, both of Petal; Kailey Anderson of Foxworth and Brantley Matt Steen of Kosciusko.

The FCC surgical tech department dressed up as Forrest Gump, Lt. Dan and the Misfits for Fall Fest. They are, front row from left, Mori Moran of Kiln, director Tammy Allhoff, Dawn Bowers of Petal; back row, Yolanda Moore of Ellisville, courtney Kelly of Brooklyn, LeAnne Cuevas of Columbia, instructor Brittney Hawkins and Winter Whiddon of Lumberton.

Planning and Institutional Research

Dr. Jennifer Seal, vice president

PRCC received a favorable response to the reaffirmation report to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Committee.

The Off-Site Committee - faculty and administrators familiar with community colleges similar to PRCC - reviewed the report. in April The committee identified some minor points to be addressed in a focused report that will be submitted later this summer.

Dr. Cleve Cox visited all three PRCC campuses on May 5-6. He is president of Pamlico Community College in Grantsboro, N.C. and will lead the On-Site visit Oct. 27-29.

Accreditation by SACSCOC signifies that the institution (1) has a mission appropriate to higher education, (2) has resources, programs and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers and indicates whether it is successful in achieving its stated objectives.

2014-15 Highlights

♦ The college received more than $2,700,000 from numerous federal and state grants during the 2014-2015 school year. Grants were received from the U.S. Departments of Education and Labor, Mississippi Development Authority, Southern Mississippi Planning and Development District, Mississippi Department of Education, Mississippi Community College Board.

♦ The Lower Pearl River Valley Foundation provided the college with grants of $113,500 for an Excel By 5 resource and referral center, $17,000 for the Women's Health Symposium and $13,000 to purchase physics lab equipment.

♦ Pearl River Community College coordinated the Excel By 5 certification process. Poplarville achieved Certified Community status in May and became the 20th certified community in Mississippi.

♦ Quarterly Lunch and Learn sessions focusing on needs of small businesses and the community were offered by PRCC in cooperation with the Poplarville Area Chamber of Commerce. Lunch and Learn sessions are being planned for 2015-2016 on the Poplarville campus and at the Hancock Center.

♦ A variety of professional development activities were provided throughout the year and included presentations for faculty, staff, and administrators.

The ninth Women's Health Symposium brought approximately 500 women to campus for free health screenings, such as cholesterol tests by MLT students (above), sessions on health-related topics and a luncheon. At right, Earline Smith and her daughter, Sharon Fink, react with pleasure to the black pearl necklace each participant received. The 2016 Symposium will be held on Jan. 30. Tickets will be available beginning Nov. 2.

River Rewards prizes awarded

River Rewards is a program to encourage employees to support student activities, such as athletics and fine arts. Those who submit their attendance are eligible for monthly and grandprizes.

Monthly winners were:
♦ April - Emily Carlisle, restaurant gift certificates
♦ March - Julie Ray, restaurant gift certificate
♦ February - Kaycee Hairston, luggage
♦ January - Dr. Ross Setze, luggage
♦ December - Sonya Hunt, digital camera
♦ November - Cheri Adler, pearl ball jewelry
♦ October - Robbie Shaw, heater
♦ September - Leland Kennedy, coffee brewer

Grand prize River Rewards winner Emily Carlisle (with Dr. Lewis) won a two-night stay at Island View resort. Julie Ray won a Yeti cooler as first runner-up, and Cheri Alder got a TV as second runner-up.

Business and Administrative Services

Roger Knight, vice president

The Board of Trustees approved the FY16 budget at its June meeting. The board also voted to freeze student tuition at last year's level - $1,325 for a full-time student (12 hours or more). The hourly rate for in-state students (less than 12 hours) remains at $115. A major portion of the expenditure increase is a two percent salary increase for employees

Unrestricted funds FY16

Revenues		Increase (Decrease)	Expenditures		Increase (Decrease)
Student fees	13,422,768	(696,329)	Instructional - academic	9,476,222	49,313
County support	3,104,587	0	Instructional - career/tech	5,722,695	(107,609)
State support	18,190,275	465,685	Instructional - part-time &		
Federal support	364,208	(18,655)	adjuncts	2,277,401	0
Private support	490,745	69,747	Instructional support - library	1,147,936	19,844
Investment income	30,184	(11,903)	Student services	4,515,611	152,190
Sales and service	187,822	39,554	Institutional support	9,536,989	1,223,369
Other sources	1,674,832	1,517,564	Operation of plant	4,788,567	28,556
	37,465,421	1,365,663		37,465,421	1,365,663

Quality Enhancement Plan

Dr. Amy Townsend, director

The Quality Enhancement Plan is a significant part of PRCC's reaffirmation by SACSCOC, and PRCC has been developing its QEP since the fall 2013 semester when focus groups began identifying possible topics.

The QEP committee identified The First Year Experience, Passport to Success, as the topic. The plan is built on four well researched FYE strategies: pre-term orientation, first-year seminar course, early alert and intervention program, and professional development and training.
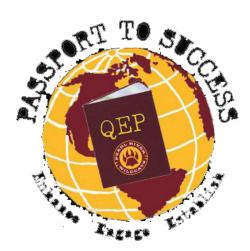
The mission is to "enrich the learning environment wherein students enhance self-efficacy skills, engage the college culture and establish academic goals.".

Two overarching learning goals have been established for the FYE program:

♦ Students will understand and apply skills needed to achieve academic success.
♦ Students will understand and apply motivations for success in college.

Each component of our QEP is based on best practices as documented in the national literature for first-year programs. Institutional capability for implementing our QEP is demonstrated through a well-defined action plan aligned with college resources to include an organizational structure/management plan and a strategic assessment plan for all components of our FYE program - Passport to Success.

The Passport to Success logo was designed by Cynthia Schafer, library media specialist. Students Katherine Johnson of Tylertown and Amanda Bolin of Purvis came in second and third, respectively, in the logo design contest.

In memory of

Many friends, alumni and employees of Pearl River Community College passed away during the 2014-15 academic year, including:

♦ Dr. Ted J. Alexander, Pearl River president from 1986 to 2000, died July 2, 2014, in Hattiesburg. He was 78.

Alexander served as PRCC president during a time of tremendous growth in students, course offerings and physical facilities, including the Allied Health Center and its programs at the Forrest County Center.

The administration building on the Poplarville campus bears Alexander's name as does the Ted J. Alexander Leadership Scholarship established by friends of Alexander in lieu of retirement gifts.

He is survived by wife, Barbara Alexander of Hattiesburg; two sons and twin granddaughters.

♦ Mrs. Earlora Holden died Nov. 18, 2014, at her Poplarville home. She was 105 years old.

Mrs. Holden came to Pearl River in 1948 with her husband, the late coach Dobie Holden, and two young children. She enrolled in classes at the age of 40, completed her education at the University of Southern Mississippi and began teaching business courses at Pearl River. She soon became department chair, a position she held until her retirement in 1974.

The PRC Board of Trustees named a women's residence hall in her honor in 2010 and she and her family endowed the Dobie Holden Memorial Scholarship.

She is survived by her son, Dr. Thomas Holden of Grenada; her daughter, Dr. Carole Lund of Mandeville, La; seven grandchildren and 17 great-grandchildren.

♦ Alumnus and board attorney Martin T. Smith died Feb. 26 at his home in Poplarville. He was 80 years old. Smith served as PRCC's attorney for approximately 30 years. He served in the state Senate for 20 years and as attorney for the City of Poplarville for the past 24 years.

Smith attended high school on the PRJC campus, graduated from the college in 1954 and furthered his education at the University of Mississippi. His expertise was instrumental in PRCC receiving funds from the estate of Ethel Holden Brownstone that financed the bulk of the college's new performing arts center - the Ethel Holden Brownstone Center for the Arts. The center's auditorium is named for Smith and his wife.

He was the first chairman of the PRCC Development Foundation which awards a scholarship in the Smiths' name annually.

He is survived by his wife, Dolores Thomas Smith; a son and three grandsons.

♦ Mitch Deaver, a fixture along the sidelines of PRCC's athletic fields and courts, died June 1, at his Purvis home. He was 62.

Sports information director at PRCC, he was known throughout the state for his cooperation and his outstanding photos.

He graduated from Pearl River and worked for newspapers in Lamar and Pearl River counties before returning to PRCC in 1996. He played with several South Mississippi bands, including Early Times and Tequilla Junction.

He is survived by a brother, Mac Deaver of Madison; three sisters, Michele Slade of Purvis, Melissa Bourn of Columbia and Melanie Hanlin of Jackson; and a number of nieces and nephews.

♦ Nursing alumnus Mattye Foster Alderman of Picayune died Jan. 11, 2015.

♦ Karen Anderson, wife of assistant football coach Scott Anderson, died June 19, 2015, in a traffic accident.

♦ Alumnus Annita Roberts Applewhite, 87, of Bassfield, died June, 9, 2015.

♦ Retired nursing instructor Patty Allen Austin, 56, of Petal died May 10, 2015.

♦ Johnny Dewayne Berry, 30, of Picayune, who played on the 2004 national championship football team, died Aug. 17, 2014.

♦ Alumnus Randolph "Randy" L. Braddy Jr., 58, of Picayune died Aug. 24, 2014.

♦ Cosmetology graduate Sue Carter, 79, of Purvis died Jan. 15, 2015.

♦ Alumnus Alden L. "Monty" Clark, 80, of Carriere died Aug. 26, 2014.

♦ Alumnus Aubery Don Clark of Gulfport died Aug. 12, 2014.

♦ Alumnus Jerry Cole, 78, of Carson died-Oct. 11, 2014.

♦ Computer science technology

alumnus Felicia Dixon, 36, of Picayune died Dec. 7, 2014.

♦ Alumnus and football player David Farrell of Picayune died Sept. 13, 2015.

♦ Retired biology instructor Charles (Charlie) Riggs Ferguson Sr., 80, died May 24, 2015. He was married to PRCC English instructor Julia Ferguson.

♦ Student Andrew C. "Drew" Flores, 19, of Picayune died April 18, 2015 in a traffic accident. He played trombone in the Spirit of the River marching band.

♦ Alumnus Jobie Sam Foxworth, 82, of Columbia, died Jan. 6, 2015.

♦ Dean Garland, 78, of Picayune, former food services manager and Hancock Center police officer, died June 20, 2015.

♦ Retired science and math instructor Arthur Lavonne Gilmore, Jr., 93, of Hattiesburg, died April 8, 2015.

♦ Alumnus David Graham, 63, of Picayune died Feb. 23, 2015.

♦ Alumnus Jesse M. Guess, 86, of Hatties-

burg, formerly of Poplarville, died Jan. 29, 2015.

♦ Alumnus Stephen Chadwick "Chad" Hall, 41, of Santa Monica, Calif., died May 5, 2015.

♦ Alumnus and football player Dupree Harris, 25, of Hattiesburg, died April 25, 2015, in a Jeff Davis County traffic accident.

♦ Retired maintenance employee Hilton C. Herndon Sr., 74, of Poplarville died Nov. 20, 2014.

♦ Retired diesel mechanic instructor Carl Leroy Hicks, 73, of Poplarville, died Aug. 4, 2014.

♦ Alumnus and PRCC Lifetime Achievement Hall of Fame member Mickey Hudson, 71, of Ellisville died Dec. 27, 2014, of injuries from a Dec. 23 tornado in Columbia.

♦ Retired nursing instructor Barbara C. Johnson, 85, died Jan. 29, 2015, in Oklahoma City, Okla.

Alumni Tailgating 2015

Tailgating starts at 6 p.m.
Sept. 10, Sept. 24
and Oct. 22
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 tspence@prcc.edu
Paid alumni members eat free. Guest plates are $5.

Talley drafted by MLB

Former Wildcat Christian Talley of Diamondhead was drafted by the Colorado Rockies.

Talley, a right-handed pitcher, started his professional career with the Grand Junction Rockies in the Pioneer League.

Following his PRCC career, Talley played at the Universtiy of Southern Mississippi.

Holden book coming soon

"Spirit of the Pearl," a biography of legendary PRCC coach Dobie Holden, will be released this summer.

The book was written by his daughter, Dr. Carole Holden Lund, and a former player, Dr. Thomas Malone. They will sign copies during tailgating activities on Sept. 10.

Photos and excerpts from the book can be seen at www.spiritofthepearl.wordpress.com. Pre-orders can be placed at the same website.

Reconnect with Alumni Association

The Alumni Association is updating its system and wants you to take a minute to fill out an alumni update online form.

The form will help you keep up with college events, free seminars, athletic events, fine arts performances, reunions, networking and much more! And it will help the association keep track of you and your successes.

To access the form, go to http://goo.gl/forms/M95VueoBhI

MACJC honors J. Larry Ladner

J. Larry Ladner of Kiln was inducted into the Mississippi Junior and Community College Sports Hall of Fame on April 28.

A graduate of Kiln High School, he played basketball for the Wildcats in 1955-57. He graduated from Louisiana College in 1960 and was inducted into the Louisiana College Sports Hall of Fame in 1997.

He coached basketball at Picayune Memorial High School from 1960-71 where he had a record of 263-82. He was a Mississippi Coaches Hall of Fame inductee in 1994. Ladner, twice named South Mississippi's Coach of the Year, coached the 1969 North-South All-Star game.

Ladner, Dr. William Lewis

Ladner was assistant professor and basketball specialist in the University of Southern Mississippi Department of Coaching and Sports Administration from 1971-91.

He was a charter inductee into the PRCC Sports Hall of Fame in 1988 and a charter member of the Development Foundation board. He has served as president and vice president of the Alumni Association and was named Alumnus of the Year in1977. He also served on the PRCC Museum board.

Ladner and his wife, Peggy, have four children and four grandchildren. She is also a

(Continued from page 20)

♦ Cosmetology alumnus Amy M. Lee, 42, of Picayune, died Sept. 22, 2014.

♦ Alumnus Marsee LaKeya "LuLu" Lee, 27, of Columbia, died Aug. 8, 2014.

♦ Alumnus Myrtice A. Leonard, 88, of Wesson died Feb. 2, 2015.

♦ Alumnus Rita Edna Lutz, 66, of Diamondhead, died Nov. 12, 2014.

♦ Nursing alumnus Jean Etta McGee died in July in Nashville, Tenn.

♦ Alumnus Clifford Boyd Mitchell, 81, of Picayune died Jan. 18, 2015.

♦ Student Jacob "Jake" Farron Moeller, 18 of Picayune, died in a traffic accident July 15, 2014.

♦ Miriam Russell of Leander, Texas, widow of former football coach John Russell, died June 21, 2015.

♦ Former BSU director Edith Seal, widow of PRCC Dean Enoch Seal, died in March 2015.

♦ Leta Slade, 107, of Poplarville died Oct. 17, 2014. Believed to be the oldest alumnus, she was a former dorm mother.

♦ Alumnus and PRCC Sports Hall of Fame member James "Snuffy" Smith, 61, of Bay St. Louis died Dec. 10, 2014.

♦ Retiree J.W. Sones, 95, of Sones Chapel died Nov. 22, 2014.

♦ Charles Speed of Hattiesburg died Oct. 2, 2014. He served 42 years on the PRCC Board of Trustees. His wife, Patricia Ramey Speed died Jan. 18, 2015.

♦ Alumnus David Stephens, 77, of Oakvale, died Jan. 29, 2015.

♦ Alumnus Kenneth Stephens, 68, of Prentiss died Dec. 27, 2014.

♦ Huey Pierce Stockstill Sr., 79, of Picayune, died Feb. 4, 2015.The Huey Stockstill Sr. Construction and Transportation Training Center at PRCC recognizes his support of the construction equipment operators' program.

♦ Alumnus and Lady Wildcat softball player Amber Owens Sumrall, 33, of Columbia was killed Dec. 23, 2014, in a tornado in Columbia.

♦ Alumnus Bertie Lou Morris Tims, 84, of Poplarville died July 6, 2014.

♦ Alumnus Herbert Kevin Travis, 56, of Poplarville died April 26, 2015.

♦ Alumnus Mazie Amacker Tynes, 85, of Bogalusa, La., died Oct. 22, 2014.

♦ Alumnus Robert L. "Dino" White III, 44, of Slidell, La., died Oct. 3, 2014. He earned welding and carpentry certificates.

Campus news

Hammills retire after century in education

Norma Jean and Miller Hammill of Brookhaven have retired after a combined 100 years in education.

More than half of those years were spent at Pearl River where he was basketball coach and dean of student affairs for 34 years and she taught biological sciences for 32.

Norma Jean retired this year after teaching at both Southwest and Copiah-Lincoln community colleges after leaving PRCC. Miller retired last year after serving as Bookhaven Academy headmaster and part-time math teacher at Bogue Chitto Attendance Center and Parklane Academy.

Pirates draft Taylor

The Pittsburgh Pirates drafted sophomore Jacob Taylor of Picayune in the fourth round of the Major League Baseball draft.

Taylor, a right-handed pitcher, signed a letter of intent with Louisiana State University during the fall semester.

PRCC in art exhibitions

Student Christine Bandera of Carriere had a watercolor painting in the Louisiana Watercolor Society's 45th International Exhibition at the New Orleans Academy of Fine Arts.

Instructor Anna Holston had a painting in the Mississippi Collegiate Art Faculty Juried Exhibition at the Lauren Rogers Museum of Art in Laurel.

Twist and Shout

Instructors Camille Soulier, left, and Robin Nix show off their moves to a Beatles tune at the Employee Appreciation Dinner. Entertainers are, from left, Robert Perry of Petal, Micah Eastridge of Carriere and Ethan Martin of Pisgah.

Bookstores change name to Wildcat Den

The PRCC bookstores in Poplarville and at the Forrest County County have new names - Wildcat Den - and new merchandise and services.

"We have rebranded the store to focus on a retail driven atmosphere that caters to the needs of not only our Wildcat family and students, but also our surrounding communities," said Candace Harper, director of bookstore services. "The Wildcat Den will offer merchandise from Nike, Vera Bradley, Mud Pie, Jansport and many more exciting vendors."

New at Wildcat Den are monogramming and vinyl services for personalized apparel, accessories, and gifts.

The new Employee Pride email will include information about PRCC work wear for employees for under $29.99 and other specials.

Dollar General gives PRCC literacy grant

PRCC has received an $8,000 grant from the Dollar General Literacy Foundation to support adult literacy.

Adult basic education at Pearl River serves approximately 800 adults annually throughout Lamar, Forrest, Jefferson Davis, Hancock, Marion, and Pearl River counties through free classes preparing them for the GED examination.

Supporting literacy within basic education is a foundational goal of the program.

"This grant will allow our staff to integrate much needed literacy curriculum in the ABE classrooms," said Terri Clark, director of adult education.

Since its inception in 1993, the Dollar General Literacy Foundation has awarded more than $100 million to nonprofit organizations.
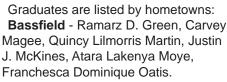
www.prcc.edu
Find us on:

Governor to graduates: Find your heroes

Gov. Phil Bryant told graduates of Pearl River Community College to follow the example of Superman as they make their way in the world.

Bryant, the first of his family to graduate from college, spoke May 14 as almost 400 students participated in the first graduation to be held in Marvin R. White Coliseum on the Poplarville campus since Hurricane Katrina destroyed the old facility.

He reminded the graduates and their families that Superman fought against adversity, including kryptonite which could destroy his extraordinary powers.

"Kryptonite exists in all our lives," Bryant said. "We just have to figure out what it is and stay away from it."

The governor paid tribute to Hattiesburg Police Officers Benjamin Deen and Liquori Tate who were killed in the line of duty on May 9, saying they dedicated their lives to good.

"They showed us what heroes could be," he said. "Heroes are also teachers, coaches, moms and dads. The world needs more heroes that we can look up to and emulate. Find your heroes today. Find your true inner strengths. You have the capacity to do great things.

"There's a little bit of Superman in us all."

Graduates are listed by hometowns:

Bassfield - Ramarz D. Green, Carvey Magee, Quincy Lilmorris Martin, Justin J. McKines, Atara Lakenya Moye, Franchesca Dominique Oatis.

Bay St. Louis -Kristy Lynn Biddle, Jesse Amos Bourgeois, Timothy Edward Brister, Shannon Marie Buehler, Rose Rita Duryea, Harli Rebecca Favre, Ashley T. Flood, Kolby Austin Foret, James D. Gaude, Wendy A. Geisel , Jessie E. Herron, Devin Travelle Jackson, Marie A. LaFrance, Ethan McLain, Christie Lynn Nobles, Kayla M. Overal, Daniel P. Rutledge, Wendy Marie Scelson, Bret Joseph Steiner, Jason Lee Trowbridge, Haley Lillian Weaver, Laketha D. Williams, Tonya Williams, Vy Trvong Vo, Wlliam C. Wyly.

Beaumont - Hayley M. Herring, Tristen C. Herring, Deborah N. Parker, Kristin Nicole Pipkin, Jaime Nicole Sylvester.
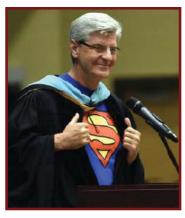
Benton - Robin A. Chisholm.

Biloxi - Heather Ann Allred, Ashley Danielle Calcote.

Bogue Chitto - Chynna Louise Coghlan.

Brandon - Addie N. Brooks, Jody D. Smith.

Brooklyn - Cassie M. Cochran, James N. High, Jaime Lee Massie, Kayla Renee McLendon.

Carriere - Billie J. Alexander, Jackie S. Anderson, Ty Robert Anderson, Taylor Lynn Autin, Mark Allen Bales, Brec M. Barnett, Surariha B. Berg, Kevin Vincent Berges, Alexander D. Bernard, Brittany T. Black, Joshua Michael Blanchet, Vena Viola Bliss, Justin A. Bourlet, Jonathan L. Brockhaus, Tanner Clark Bryan, Sara Danielle Burks, Brett Thomas Campbell, Eric Daniel Castleberry, Leighton R. Cheramie, Jessica Kathleen Cox, Kathy Darnell, Hannah C. Debruler, Joseph Monroe Dodd, Amy Renee Fletcher, Michael Gauthier, Rachel Elizabeth Givens, Sable R.Haden, Barbara Annette Haralson, Keegan D. Hawkins, Tammy Daniel Hawthorne, Collene Michelle Haynes, Alexander W.Heck, Stephen Charles Heck, Amber Hewlett, Felicia Lavigne Holden, Alyssa M. Holifield, Whitney Lynn Humphries, Colton Shavis Jackson, Heather M. James, Ashley P. Jordan, Corey J. Lee, Courtney B. Lee, Cassidy M. Maillet, Wade Leonard Manning, Thomas Keith Martin, Michaela D. Matherne, Kenneth E. Mauldin, Jessica M. McDonald, Evan Nathaniel McElroy, Gregory A. Mecomber, Sarah C. Mitchell, Sarah Rachel Nelson, Will T. Parish, Jessica D. Penton, Peyton P. Perreira, Adam S. Perronne, CaSondra D. Pittman, Jill F. Poletti, Victoria S. Quave, Kacie Dodd Reed, Ritchie R. Reed, Michele F. Richard, Stephanie Rene Rivas, Ramesh Roy, Shelby Kaitlyn Sampson, Caleb B. Smith, Kathryn Smith, Brittney K. Spence, Jordan D. Spence, Allen Taylor, Bradley A.Tyree, Taylor E. Walker, Aaron Michael Wasmund, Meghan M. Werner, Lisa L. Wilson.

Carson - Adam Mikell Williamson.
Centreville - Mallory Anne Knighton.
Clarksdale - Terry Hopson.
Clinton - Kourtney Olivia Banks.
Collins - Barbara R. Carroll.
Columbia - Myah Aaron, Derek Wayne Aultman, Terrionce Divonte` Aultman, Cody Seaborn Bass, Patrick Lee Baughman, Malik Dionte Belton, Benjamin Joshua Broom, Renee N. Broom, Janea Ra'Shun Burton, Taylor G. Crosby, Elijah Malik Dampier, Rebekah G. Felber, Sherman C. Fletcher, Courtney L. Fortenberry, Kayla R.Fortenberry, Zach M. Hartzog, Shana R. Howard, Ashley N. Jefferson, Brenda Ilean Johnson, Daymond Chavez Johnson, Shaquetta Monique Johnson, Hayley C. Knight, Jualissa A. Knight, Sabrina E. Lee, Austin Sao Lods, Garrett Daniel Magee, Michael Daryn McArthur, Lillian B. McLendon, Trena Yvonne Mikell, James R. Montgomery, Jocelyn Cora Morris, Tracey N. Neal, KeDeidra J.Newson, Ian Cole Parkman, Shannon Peavy, Jacy L Pendarvis, Michael Peters, Shantrice G. Peters, Jerri S. Pounds, Katarina Lanea Powell, Kyle Allen Singley, Thomas Brydon Terrell, Antron Markey Watts, Adam G. Weatherford, Jill Weber, Regina Whalum, Matthew R. Wisecup.

Diamondhead - Kate A. Gossett, John B. Mirrick, Lori L. Moran, Alexander James Rushing, Zachary Ryne Yanez.

Graduates continued

Ellisville - Brandy R. Ladner, Yolanda R. Moore.

Enterprise - Haley Brooke Smith.

Florence - Amber Nicole McMorris.

Forest - Johntae Tomas Body.

Foxworth - Sandra Lea Anthony, Jessica P. Bedwell, Annie L. Dickerson, Stefanie Paige Forbes, Aleshia M. Griffis, Natalie D. Johnson, Taylor N. McKenzie, Ashten L. Reagan, Caitlin J. Smith, Charles W. Stogner, Jasper L. Stringer, Leah M. Terrell, Karen M. Turnage, Samuel S.Williamson.

Goodman - Warren Justin Thompson.

Greenville - Virginia Caroline Cochran.

Gulfport - Janiece Lashan Carter, Chauncey Leon-Davis Fuqua, Courtney M. Greenwood, Cassandra J. Hill, Brandon R. McClendon, Sylvia J. Preston.

Hattiesburg - Clifford Taylor Allen, Keia Shonae Amones, Chadwick Anderson, Christan H. Andrews-

Brady Cerniglia, son of electronics technology instructor Vic Cerniglia.

Ramona Backman, Jalisa Badon, Kristi L. Ball, Matthew Ryan Bedwell, Quill C. Berry, Courtney A. Berthold, Charity C. Blackman, Steven M. Bracey, Pamela Sue Breazeale, Michael E. Breland, Courtney Brinson, Deanna Denise Brown, Miracle A. Bryant, Jacob Randolf Bullock, Ashley Marie Burke, Betty J. Burton, Carolyn Brookins Carney, Judy Johnson Carter, Latonya Katrice Chambers, Lalescha Mayshay Chapman, Colin Andrew Christopher, Lace Georgianne Clark, Nadia S. Clark,Thaddieus J. Cooper, Ben Covan, Joshua Crane,

Tim Layden Dail, Fatina Daniels, Rachel M. Danner, Hunter E. Davisson, Courtney L. Dawson, Jennifer Elaine Dews, Molly T. Dirr, Aretina L. Dixon, Jodie C. Dixon, Jennifer Dreager, LaSondra Duncan, Nikki D. Duncan, Sabrina Duncan, Sjhon Carlton Gabriel Elliott, Elizabeth A. Ellis, Jeonghee Englert, Ashley Adair Ferrell, Kelian LeroyFerrill, John Fisher, Sean W. Flavin, William David Fox-Lear, Samantha G. Franks, Angel M. Freed, Jonathan J. Frisch, Tonyanike K'wan Gaines, DeAngelo R. Gales, John Christopher Giles, Amerial F. Glenn, Maria L. Godbolt, Ishimine Monique Goins, Rosland Co Graves, Ashton L. Green, Robert Lee Green, Jamie D. Hall, Timothy Keegan Hall, Daffena Ariel-Marcel Hamilton, Ollie Victor Harding, Harold Eugene Harris, Eric D. Hayes, Maurice D. Henton, Karley Katherine Hill, Colton L. Holder, Morgan C. Horne, Cameron S. Howard, Kayla Marie Howard, Stephanie Mary Howard, Kathryn Louise Howell, Santana Alesha Howze, John Arnett Hudson, Deja D. Hullum, Kevin M. Husband, Jasmine R. Jackson, Kendria Jackson, Stacey M. Jackson, Testiny N. Jackson, Lucile Jefferson, Jalisa Donshay Johnson, MarlonieRaJae Johnson, Demarcus Devonte Jones, Rico LeCharles Kennedy, John L. Kent, Benita S. Lang, Quoc C. Le, Roman J. LeJeune, Courtney LeAnn Lee, Shandra Carter Lee, Kristin Layne Lindsey, Nakia Lindsey, Sherry L.Lindsey, Bradley L. Lott, Cara Leigh Lott, Otis L. Lucas, Brianna Najahray Luckett, Kellie Michelle Macnevin, Lucas Byran Martin, Takia Minnete Mays, Marley Erin McCardle, Zyquona McGill, Emily C. McIntyre, Benjamin Cody McMahon, Cornelius Raishaun McWilliams, Kelli K. Meggs, Nicole Marie Mitchell, Bradford Morgan Moore, Mallory G. Morgan, Liselle P. Nuckols, Jamia D. Odom, Michael Antonio Patterson, Rachel Christina Payton, Hannah Lauren Pittman, Alexander Logan Pizarras, Brieanna M. Pollock, Donovan Presley, Timothy Kane Quesinberry, John Ramee, Thomas C. Reed, Janessa Danielle Reynolds, Ryne Riggs, Akia Dorsha Rupert, Precious Simmons, Sarah A. Smalley, Audrey Denise Smith, Ktryka Twiggy Smith, Russell Smith, Kayle E. Spears, Sara Beth Spicer, Brantley Matthew Steen, Sasha M. Stefenko, Alkennia Reshae Stokes, Ameila A. Taylor, Kenyora Danyelle Todd, Christal Deon

Dr. Cecil Burt waits to lead his final graduation procession before retirement. Behind him are Gov. Phil Bryant, from left, PRCC President Dr. William Lewis, PRCC vice presidents Dr. Adam Breerwood and Dr. Scott Alsobrooks.

Tonumaipea, Jacob T. Tran, Dana Tribble, Jakarus Omar Turner, Bingham A. Waldron, Joseph J. Wallace, Mertis L. Washington, Alliyah Zole Watson, Naqwyla Williams, Shamiraca La'trice Williams,Veronica M. Williams, Hannah Noel Williamson, Kristian Aleese Wilson, Sarabeth Faith Windham, Kesha M. Wrenn, Destiny R. Yates, Megan A. Young.

Jackson - Malcolm Tyler Ewing, Cordarius Lamonte Robinson.

Jayess - Ashley Danielle Farnum.

Kiln - Bailee R. Brewer, Joseph Alan Cuevas, Latisha L.Cuevas, Tiffany M. Cuevas, Samantha M. Harvey, Brittany LaFontaine, Lauren Marie Ladner, Kyle J. Lizana, Magan Leann McClellan, Brett Edward Monju, Colleen M. Necaise, Raygan Lamar Necaise, Jake M. Pettigrew.

Kokomo - Alex N. White.

Lakeshore - Shelby Serio.

Laurel - Myah Amos, Lakeisha Barber, Megan R. Bartran, Alexandria S. Carpenter, Hanh Thi Duong.

Lucedale - Mollie R. Fallon, Carley F. Merritt.

Lumberton - Chelsea R. Bates, Stephanie R. Bond, Shelly Jean Spiers Brown, Tamatha Brown, Jake A. Cameron, Brady V. Cerniglia, Julie N. Chambliss, Garrett Chiasson, Christian Lane Corley, Katora Latrell Gray, Julie E. Hightower, Devon Hilburn, Sydney L. Jackson, Justin K.James, Justin W. Kistler, Ross M. Koop, Sarah Joelle Ladner, Christine M. Lanier, Matthew Keith Lee, Jade C. McKean, Melissa R. McNabb, Charles Edward Moore, Hunter L. Nelson,

24

Graduates continued

Andrew C. Ramsdell, Brandy M. Rester, Caleb Seal, Dakota S. Seal, Roxanne Angelica Shannon, Shannon C. Smith, Justin Taylor, Paige Underwood, Larry T. Vowell, Ethan L. Wangerin, Winter LeAnne Whiddon, Hilliard D. Williams, Jonathan Lee Woodruff , Miranda L. Woodruff.

Cody Bass, son of assistant band director Michael Bass

Madison - Jennifer Robyn King.
Magee - Stephen Bradley Ambrosier.
McComb - Taron Savonta Divens.
McNeill - Kandise M. Snider.
Mendenhall - Jeremy Duckworth.
Meridian - Kendaisia Heidelberg.
Mize - Christina K. Bishop, Brittney Danielle Brown, Dorothy Nicole Lunn.
Monticello - Jessie D. Lambert, Breanna Patrice Peyton.
Moss Point - Tchaikovsky Catlett, Jennie Shalmice Fairley.
Mount Olive - Hope Hubbard, Yolanda R. Jones.
New Augusta - Darryl C. Bolton, Katherine Judith Clark, Samantha Katelen Hartfield.
New Hebron - Yvette P. Stephens.
Ocean Springs - Kristie X. Cao, Jamarl Shaquille Holloway, Gerrad McLaurin.
Pascagoula - John Ladareen Armstead, James Chad Daggett, Deric Dontae Daughtry, Tracy Lamont Hadley, Rachel M. Jacobson, Shemedria D. Johnson, AnFernee Armon Novell-Lawson, Carlos Glendale Lott.
Pass Christian - Beth A. Brown, Joshua John Matthews, Zabrina Z. Smith
Pearlington - Chase D. Bosarge, Emma Breanne Giveans, Summer Rose Pack.
Pelahatchie - Erica Jean Cornelison,

Ethan Cole Martin.
Perkinston - Alena Danette Ladern, Amber L. Mayor, Shyann M. Odom, Alan Wayne Peterson, Lindsey C. Shaw, Ashley Eric Spell.
Petal - Garren Michael Berry, LaNeisha D. Bowser, Teresa C. Brannan, Michael David Byron, Stephanie Nicole Collier, Keshia S. Coulter, Laken Dunn, Nelly I. Emodo, Rebecca Lynn Ferguson, Kimberly N. Freeman, Paul L. Freeman, Justin R. Hill, Angela Crystal Taylor Holifield, Hannah Holloway, Brandy A. Lindsey, Erin Little, Jenna Marie Lowery, Jarrell D. McGee, Kristine Michelle Montgomery, Shanquia C. Newsome, Chelsea L. Page, Constance M. Reed, Alec Mikhail Rivera, James J. Roberts, Jeanne` Marie Saavedra, Corrie B. Sanders, Tasha Nicole Sanford, Brendon Charles Schmidt, Carrie M. Stewart, Mason E. Stokes, Stephens R. Taylor, Tyanna M. Townsend, Azline Kadejiah Walker, Brooke Lachelle Ward.

Garren Berry, son of speech instructor Laura Berry

Picayune - Ronee Marie Addison, Kaleb Keith Bailey, Timothy D. Balch, Kaitlynn Alyssa Bales, Adilene Barrera, Susan R. Baudoin, Rachel Olivia Beebe, Jessalyn Marie Bisesi, Sandra K. Borecki, Kresean Bowens, Krislyn L. Branford, Kimberly D. Brewington, Amanda M. Britt, Kristal R. Burch, Casey Glen Burge, Joshua R. Carlan, Amber Coello, Christine L.Collier, Kaitlin A. Cooper, Abbilee Marie Cousins, Brandon A. Couture, Ashley D. Craft, Courtney M. Cuevas, Joshua David Daughdrill, Kelli Marie Davison, Mallory Rebecca Dawsey, Ami Leigh Delaune, Kennesha Janay Ducre, Nicole E. Ducre, Deona Nelson Earl, Samantha M. English, Houston Abigail Erwin, Eden S. Ferrill, DShanal Willesha-Sha Fowler, Heather M. Fullilove, DaQuain D. Gilmore, Ceatarrio C. Goggins,

Ruby Katrina Graham, Serina E. Gray, Melissa Margaret Gutierrez, Holley A. Hahn, Bettie B. Hart, Levi Cole Herrin, Leslie A. Holliman, Joseph R. Holloway, Elvender Holt, Charles R. Huesmann, Christina L. Irving, Kymetria S. Jackson, Mitchell B. Jacobs, Amanda M. Polanco Johnson, Victoria L.Jurich, Stephanie R. Kuhn, Bonnie P. LaChute, Jarrod P. Lajaunie, Kristi Elizabeth Landry, Brandon K. Lee, Ashlyn M. Loveless, Julie Makamson, Chelsea Renee Matheson, Ricky McCloud, Bridget R. McCormick, Jerry Mitchell, Alyssa C. Moody, Ranee L. Morgan, Amanda Musmeci, Kaitlyn N. Nichelson, Mary M. Odle, Magan Chantil Parker, Semeecha C. Patrick, Caridae H. Pittman, Lauren K. Poche, Heather Marie Pomes, Alexander P. Porche, Kayla B. Prater, Julie C. Rester, Albert David Richard, Angelia M. Robinson, Christina V. Seale, Jennifer Sue Simmons, Joshua Brian Smith, Pam M.Smith, Robert Kurt Smith, Melinda Rae Speights, Bomani R. Spikes, Mahogany Marie Stephens, Stephen Aaron Stewart, Kasey Amanda Stockstill, Ronda Kay Strickland, Paula J. Stubbs, Jennifer Elizabeth Tatman, Jessica Marie Thompson, Sarah Marie Trombley, Dylan T. Watts, Taylor David Welch, Judith L.Wells, Hannah M. Williams, Matilde M. Williams, Shauna Marie Williams, Ashanti Deonne Wright.
Poplarville -Dana E. Allen, Shaley L. Ashley, Diane F. Bayhi, Sullivan M. Bell, Todd Allen Bergeron, Angela Larke Bickham, Rachel Bond, Kendrell S. Bowden, Shawna L. Brady-Handley, Allen Hunter Braswell, Brianne Celeste Burge,Tarah N. Codington, Breana M. Deem, Lorin Elizabeth Duncan, Kaitlyn A. Dupont, Ernest Duval, Ben E. Fayard, Ashtyn Taylor Folse, Sarah Madison

Dental hygiene instructor Donna Lunn and daughter Dory Lunn

Graduates continued

Fox, Chezly Delores Fulks, Asa Alyssa Goins, Ashlea Elizabeth Goodwin, Alyssa M. Graeter, Linda Kay Pitts Graham, Delilah June Grant, Margaret Thompson Guenther, Kendra L. Hall, Blaine Michael Hebert, Breanna A. Herndon, Hannah E. Herndon, Michele L. Herndon, Rachel Hickman, Victoria A. Hines, Andrew Daniel Hollander, Braden L. Holmes, Danna S. Jackson, Jonathan Kelly, Nevada J. King, Shaynna King, Raymond B. Kong, Eric Anthony Ladner, Jordyn L. Ladner, Kathy M. Ladner, Rachael Ladner, Benjamin Henry Lewis, Daniel J. Magee, Madison V. Mathis, Albert Keith McBride, Ralonda Rojunae Moon, Abby Parker Morris, Amanda G. Necaise, Ashley Lauren Norris, Gabrielle L.Nuccio, Bridget Michelle Orr, Lisa Deanna Owens, Michael Damian Peavy, Whitney S. Polk, Kelsey E. Poole, Tori D. Pullen, Doil E. Pullens, Daiquari Shairese Raine, Kelly Renay Rigney, Robert Anthony Roy, Brittany Y. Sellier, Robert Earl Shaw, Austin W. Slade, Shanna K. Slade, Stuart Andrew Slade, Ashlee R. Smith, Ashley Alexandria Smith, Brice M. Smith, Emily P. Smith, Nicholas Joseph Smith, Regan Amanda Smith, Samantha A. Temple, Donovan James Touchet, Milton T. Travis, Kristen E. Turner, Destiny Rochelle Tyson, Shane Anthony Verret, Erik T. Waller, Caitlin L. Warner, Kayla Michelle Wascom, Katherine E.Whitworth, McKenzie Michelle Williams.

Port Gibson - Larry Londell.

Prentiss - Leanne E. Griffith, CaTre Lampton, Lindsay A. Peregoy, Michelle Smith.

Purvis - Jimarez Alonso, Mia Majoria Bell, Steven Blake Bush, Francine H. Clemons, Cynthia C. Cuevas, Candace M. Dement, Crystal Margaret Dewease, Shelby Taylor Dilmore, Lindsay R. Dunaway, Donna E. Etheridge, Jordan M. Ford, Kimberly A. Franklin, Dennis Paul Greenawalt, Patrick Hauk, Eric B. Jones, Amber Keith, Courtney Page Kelly, John Hunter Kohnke, Austin L. Korbe, Andrew Lacina, Courtney W. Lawson, Philip D. Lawson, David E. Lee, Shonna B. Lee, Brian Mitchell, Alexandra G.Moore, Adam Nicolosi, Rachel Marie Nicolosi, Travis A. O'Steen, Michael Gregory Prince, Bradley G. Rayborn, Leighton Bryn Smith, Gabriel Luke Sones, Shaun C. Statham, Christopher Reese

Hannah and Breanna Herndon, twin daughters of athletic secretary Donna Herndon

Stephens, Aaron James Stuart, Leslie L. Terrell, Matthew Levi Thacker, Frankie N. Varnado, EmilyPaige Waits, Christopher Shane Whiddon.

Quitman - Desmond E. Edmonson, Robin Kaci Sisson.

Raymond - Tamera Williams.

Richton - Robert L. Beech, Mackenzie R. Henderson, Kalon M. Hillman, Carevy V. Lee, Darion L. Mathews, Regan Brooke Morris.

Roxie - Parnell Lee Shell.

Ruth - Sarah Elizabeth Burke.

Sandy Hook - Latoya Santana Green, Abigail M. Hoey, Misty E. Thomas, **Rakeem M. Watson.**

Saucier - Danielle B. Barton, Heath Ladner, Stacey S. Paige, Michelle H. Phillips.

Seminary - Alaina L. Emmons, Trest Alan Underwood.

Shannon - Brittany Marie Harris.

Shubuta - Djonte Monquise Arring, Theodore De'untae Jones.

Silver Creek - Tia M. Tyler.

Soso - Jessica Nichole Shows.

Starkville - Katerria Brunner.

State Line - Kristen T. Bivens.

Summit - Ashley Nichol Bickham.

Sumrall - Phillip N. Bedwell, Alicia Michelle Britt, Brooke A. Buras, Derrick Devonte Cagins, Markieta R. Christopher, Courtney D. Cooper, Amanda L. Courtney, Samantha Tess Creel, Leanne Cuevas, Jessica Lane Davis, Jennifer M. Ehret, Amanda C. Emerson, Charlie Graves, Jacentha Hammond, Korey MarQuan Deon Hathorn, Todd A. Hatten, Michael C. Holland, Alesha B. Ingram, Joshua Scott Landrigan, Christopher Michael Lee-Moss,

James S. Miller, Kristian Nicole Novem, Britany Nicole Pope, Hunter W. Rainey, Joseph Kennith Speights, Kelli Ann Sproles, Austin I. Watts, Deral Devontea Watts, Heather Foster Williamson, Jennifer D. Williamson.

Taylorsville - Reuben Savate McInnis.

Tunica - James Tyrone Northern.

Tylertown - DeLora R.Cox, Morgan A. Cutrer, Kelly Gaudet, Cassie M. Hannond, Kaneisha L. Holmes, Markeisha S. Hosey, Jameson E. Magee.

Union - Paula Danielle Pierce.

Waveland - Ashley Lynn Ard, Garrett Keith Bourgeois, Kavonna Monique Bradley, Kendall Ryan Ferrell, Leo Ray Hawkins, Michelle Marie Herron, Nicholas A. Lambeth, Katherine L. Mallini, Ashley Mayley, Calvin Moore, Suada Shera, Taylor Victoria Thames, Jarrod Robert Wilson.

Waynesboro - Jenesis D. Kelly.

West Point - Sara Adelaide Hale.

Wiggins - Caressia Denise Brown, Lakita Sharisse Brown, Danny T. Corbett, Annie Sue Hudson, Christy L. Jones Ingram, Victoria L. Lott, Tehrah Sheree Mays,Travis Wade Moore, Maria Michelle Morrison, Michelle A. Ramey.

Woodville - Mary Claire Netterville.

Gordo, Ala. - Destiny LaShae Sanders.

Riverdale, Ga. - Andrew C. Bailey.

Suwanee, Ga. - Katie L. Williams.

Manhattan, Kan. - Erica J. Cave.

Angie, La.-Tina E. Hall.

Bogalusa, La.- Kyle D. Boulware, Richard Logan Emmons, Anthony Jarrett Hemphill, Trevor Miley, Anderson Scott Russell, Caitlyn M. Terrell, James Edward Williams.

Covington, La.- Renee` Nichole Jourdan.

Franklinton, La.- Caleb Tanner Jenkins, Brandon Keith Thomas.

Kenner, La. - Timothy Pierre O'Quinn.

Laplace, La.- Desten Douglas Brock.

New Orleans, La.- Devin Shaquille Wiltz.

Slidell, La.- Sean Victor Judice, Ashley Michelle Maples.

Violet, La.- Gabrielle Sampere Guitierrez.

Kansas City, Mo. - Timothy Darryll Brownlee.

Fletcher, Nettles to lead women's basketball

Scotty Fletcher was named women's basketball coach in April.

Fletcher, 31, played on the PRCC 2002-03 state championship basketball team after graduating from Petal High School.

He has been assistant men's basketball coach and junior varsity head coach at William Carey University since 2011. He served as director of Carey's Fellowship of Christian Athletes chapter and taught English at PRCC's Forrest County Center.

Fletcher holds both bachelor's and master's degrees from Carey where he played two years of basketball.

He has also been an assistant coach at Ole Miss and at Jacksonville State in Alabama.

Shakira Nettles, a Mobile, Ala. native, will be Fletcher's assistant coach at Pearl River Community College.

Nettles played college ball at the University of South Alabama, and most recently was an assistant coach at Paris (Texas) Junior College.

She also coached at Pensacola (Florida) State College.

She earned her bachelor of science degree in 2010 from USA where she was a four-year letter-winner and three-year starter for the Lady Jaguars.

2014-15 Records
Baseball 14-29
Football 5-4
Men's basketball 25-4
Men's soccer 12-4-1
Softball 24-24
Women's basketball 8-12
Women's soccer 12-5-1

2015 Football Schedule

All games at 7 p.m. unless noted

Thursday Aug. 27 at Coahoma

Thursday Sept. 3 at Holmes

Thursday Sept. 10 **host** Hinds

Thursday Sept. 17 at Jones
.
Thursday Sept. 24 **host** Southwest

Saturday Oct. 3 at Co-Lin *

Thursday Oct. 8 at Gulf Coast

Saturday Oct. 17 **host** Northeast **

Thursday Oct. 22 **host** East Central

* 2:30 p.m. ** 2 p.m. Homecoming

Wildcats earn post-season honors

All-Region 23
♦   Basketball center Darrlyn Willis of Madison, Wisc.
♦   Freshman soccer player Hailey Furlan of Bay St. Louis
♦   Sophomore soccer player Elijah Troutman of Ocean Springs

All-Region 23
Left: Infielder Derrick Mount of Saucier
Above: Guard Cortez Mitchell of Jackson

All-MACJC South Division
♦   Baseball pitcher Jordan Hayes of Taylorsville
♦   Softball pitcher Rachel Hickman of Poplarville
♦   Softball shortstop Hannah Holloway of Petal
♦   Defensive back Quartavius Smith of McComb
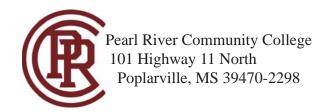♦   Linebacker Richard Thomas of Meridian

All-MACJC Second Team
♦   Outfielder Jalen Haskins of Oak Grove
♦   Pitcher Jacob Taylor of Diamondhead

♦   Offensive lineman Cyrus Ekgwum of Jackson
♦   Defense back Xavier Grindle of Columbia
♦   Defensive lineman Noah Jones of Ft. Lauderdale, Fla.
♦   Wide receiver Bryant Magee of Foxworth
♦   Punter Cody Mikell of Poplarville
♦   Wide receiver Austin Watts of Sumrall

All MACJC Honorable Mention
♦   Basketball guard Malik Clements of Madison, Wisc.

HONORING PRCC CHAMPIONS

Head coach Richard Mathis, center, and the Wildcat basketball team were honored by the Mississippi Legislature for winning PRCC's seventh state championship under Mathis.

Men's soccer coach Paul Martin, left, and assistant women's coach Emmaleigh Davis accept a resolution from Rep. Jeramey Anderson, a former PRCC soccer player, honoring the 2014 men's and women's state championship teams.