

**PEARL RIVER COMMUNITY COLLEGE**

**PROGRAM REVIEWS**



**COLLEGE LIBRARIES  
GENERAL EDUCATION**

**2012 - 2013**

# **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.**
- 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.**
- 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.**
- 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.**
- 7. To recruit and retain students from a diverse population.**
- 8. To provide 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 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 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 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.

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 Presidents, 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 Southern Association of Colleges and Schools Commission on Colleges representatives.**

**Program review is a self-review process through which a program area is examined. It entails analyzing data, drawing conclusions, arriving at and implementing recommendations, and assessing the outcomes following implementation.**

**Included in this document are the College Libraries and General Education Program Reviews. Faculty and staff members in these areas are to be commended for the job they did in preparing these program reviews. Their efforts and resulting report can only strengthen these already fine programs.**

**Documentation supporting these program reviews is on file in the office of the Director of College Libraries and the chairperson for each department represented in this report. On file are course syllabi, faculty evaluations, course descriptions, etc.**

Pearl River Community College offers equal education and employment opportunities. The College does not discriminate on the basis of race, religion, color, sex, age, national origin, veteran status, or disability. For inquiries regarding the non-discrimination policies or to request accommodations, special assistance, or alternate format publication please contact Tonia Moody, ADA/Civil Rights Coordinator, at P.O. Box 5118, Poplarville, MS 39470 or 601-403-1060.

**PEARL RIVER COMMUNITY COLLEGE**

**COLLEGE LIBRARIES DEPARTMENT**

**2009-2012 PROGRAM REVIEW**

**PEARL RIVER COMMUNITY COLLEGE  
COLLEGE LIBRARIES DEPARTMENT**

**A. Description/Purpose/History**

PURPOSE

The purpose of the Pearl River Community College Libraries, composed of the Libraries, Learning Labs, and Media Services, is to support the College in its educational and cultural endeavors by providing primary and secondary materials, both print, non-print, and online to meet the needs of the curriculum, students, and faculty. Every effort is made to make these materials available and easily accessible in an atmosphere that is conducive to good work and study habits.

GOALS

1. To select, acquire, and organize print, non-print, and online materials that will meet the needs of faculty, staff, and students in an atmosphere that encourages learning.
2. To provide comprehensive, current collections of diverse materials and formats purchased in compliance with sound selection guidelines.
3. To provide appropriate technology in order to enhance learning, instruction, and information retrieval.
4. To adequately staff College Libraries facilities on all three campuses with qualified individuals and to serve users in a professional manner.
5. To maintain and develop College Libraries services that meet the educational needs and interests of the college community.
6. To provide resources to the distance education learner as well as the traditional learner.
7. To serve as an extension of the classroom by providing an orientation program that teaches effective use of the College Libraries' resources and encourages the use of all materials.
8. To provide media services to faculty and staff in order to support them in their teaching and presentations.
9. To cooperate with other institutions, libraries, and agencies in the sharing of resources throughout the state.

HISTORY

Pearl River Agricultural High School opened its doors to students in 1910 with a very limited budget for books and supplies. For the next twelve years the books for reading were obtained as gifts from friends of education. There was no definite assigned place to house them so they were kept in the various classrooms.

Through the efforts of some influential citizens of the county, the Board of Trustees, and Superintendent J.A. Huff, the school applied for junior college status and received it in 1922. The first order of books was approved by the board in April, 1922. Since the school had received junior college status, administrators

strived for higher goals for the college and hired the first librarian. On December 7, 1926, the Board of Trustees authorized Superintendent S.L. Stringer to take all steps necessary to meet requirements to secure full membership in the All-Southern Association of Junior Colleges. At this time the library was given a permanent location which was a small room upstairs in the High School Administration Building. At the board meeting in April, 1927, the Trustees authorized the superintendent to buy more books and the necessary equipment to establish an accredited library.

During the spring of 1945, the Board of Trustees authorized the school authorities to remove the seats from the high school auditorium and replace them with tables and chairs, incident to converting the auditorium into the library. After World War II, Pearl River received books from Camp McCain and Camp Shelby libraries when they were distributed among the schools of the state. In 1949 in order to extend library services to the students, the Board asked that the library be kept open two hours each night during the week.

Since the Southern Association of Junior Colleges in their evaluation had recommended new library facilities for the college, the administration began to look for ways to receive help in this area. In 1965 Pearl River Junior College was able to receive library grants as well as NDEA matching funds to increase the book holdings, instructional materials, and equipment needed for the library. During the 1966-1967 school session an architect was hired to draw plans for a library building. The new library was occupied in 1968. Disaster struck the area in the form of Hurricane Camille in 1969. Much of the glass in both the front and back of the library was blown out. The library lost all current magazines, but luckily no books; half of the ceiling was blown out; the air conditioning unit was damaged, and most of the furnishings were damaged by water. Despite all of this, school opened only one week late, making the best of the inconveniences until all repairs could be made.

In 1973, a 5,000 square foot media center was added to the library where students could view filmstrips, listen to records and audiocassettes, or read periodicals and newspapers using microfilm readers and a reader/printer. A media librarian was hired for the center, and in 1974, a third librarian was added to the staff. Subsequently, videocassettes and players were added to the center's collection. Library assistants were added as needed to support the growing needs of the Library.

A 5,000 square foot learning assistance laboratory was added to the library in 1990-1991. The lab began with twenty-five networked computers and the audiovisual hardware and software from the previous media center. By November 1994, the lab was staffed with a coordinator, two instructors, and a lab assistant. A second lab assistant was added in January, 2003, to facilitate online testing. The college's first media specialist was hired, in September 1994. In the fall of 1995 the first librarian was hired for the Forrest County Center, and a clerical staff member was added in August 2003. The library on the Poplarville campus was named for former president Dr. Garvin H. Johnston in the fall of 2003.

Disaster struck in the area again when Hurricane Katrina hit on August 29, 2005. The Garvin H. Johnston Library took in water at perimeter walls but luckily lost no books or other materials and only six pieces of equipment. The Forrest County Center Library sustained no damage. The Hancock Center, where the library was located in the Center's conference room, was damaged beyond repair, and the students were moved to the Stennis International Airport to continue classes. All staff returned to work two weeks later, and the college opened for students three weeks after the storm.

At the Forrest County Center a new Library and Learning Lab were completed during the summer of 2006. Three new staff members were hired: a lab coordinator/instructor, a lab instructor, and a lab clerical staff member.

The Hancock Center Library/Learning Lab moved from the center's conference room to their own location in the summer of 2008, and a part-time staff member was hired. This new facility was occupied in the Fall of 2008, and the Library/Learning Lab was moved again in the summer of 2010 to a larger room within the Hancock Center.

The Pearl River Community College Libraries have been able to sufficiently meet the needs of the college's students. With the expanded growth of the college from year to year, the College Libraries will grow in each type of media to enrich the knowledge of the students.



## **B. Curriculum/Instruction**

The staff of the College Libraries strives for the Libraries/Labs to be a true extension of the classroom. Orientations in the libraries and the learning labs are provided to classes and faculty and point-of-use-instruction to individuals as they complete assignments and research projects. Library orientations are held each semester for ENG 1113, ENG 1123, SPT 1113, HIS 1163, EDU 1423, and PHI 1133. Library orientations are provided for other classes upon faculty request. Learning Lab orientations are held for all developmental English and Reading classes in addition to other classes upon faculty request. Classroom orientations are provided by the lab staff for specific courses across the curriculum.

All developmental English and Reading classes meet in the GHJ Lab at least once a week during class time. Instructors across the curriculum regularly make library and lab assignments to be completed after regular class time. Online chapter quizzes are administered for HIS 1163 World Civilization I and HIS 1173 World Civilization II using lab software. Instructors also allow students to work on extra credit assignments in the lab in American (ENG 2223 and 2233), World (ENG 2423 and 2433), and British Literature (ENG 2323 and 2333), and English Composition I and II (ENG 1113 and 1123).

Despite the fact that students can access the library catalog, eBooks, eAudiobooks, and many magazines and journals from outside the library, student usage of the College Libraries facilities continue to steadily increase. At some point in the future this trend may reverse due to increased access through the Internet. The following chart indicates the number of various orientation sessions presented and the door counts and computer usage for each entity within the College Libraries. In addition to working with students on course content, the library and lab staff members are continuously helping students upgrade their computer skills.

	2009-2010	2010-2011	2011-2012
<b>GHJ Library Orientations</b>	87	85	68
<b>GHJ Lab Orientations</b>	96	88	82
<b>FCC Library Orientations</b>	33	22	36
<b>FCC Lab Orientations</b>	64	72	66
<b>HAN Library Orientations</b>	8	5	5
<b>HAN Lab Orientations</b>	8	5	5
<b>GHJ Library Class Meetings</b>	201	242	152
<b>GHJ Lab Class Meetings</b>	1,046	815	693
<b>FCC Library Class Meetings</b>	64	51	12
<b>FCC Lab Class Meetings</b>	484	444	424
<b>Han Library and Lab Class Meetings</b>	108	140	138
<b>GHJ Lab Computer Usage</b>	32,759	27,120	22,219
<b>FCC Lab Computer Usage</b>	14,298	15,013	12,828
<b>HAN Lab Computer Usage</b>	2,006	4,733	4,035
<b>GHJ Library/Lab Door count</b>	113,846	101,247	91,844
<b>FCC Library/Lab Door count</b>	80,736	75,424	68,543
<b>HAN Library/Lab Door count</b>	3,897	4,733	4,035
<b>GHJ Lab Online Tests</b>	3,351	4,569	5,121
<b>FCC Lab Online Tests</b>	3,276	3,840	4,157
<b>HAN Lab Online Tests*</b>	284	3	5
<b>GHJ Lab Pretest/Post Tests &amp; Test Out Tests</b>	1,554	2,598	2,604
<b>FCC Lab Makeup Tests</b>	386	224	161
<b>Total # of Orientations</b>	296	277	262
<b>Total # of Class Meetings in Libraries and Labs</b>	1,903	1,692	1,419
<b>Total # Lab Computer Usages</b>	49,063	46,866	39,082
<b>Total # Door counts</b>	198,479	181,404	164,422
<b>Total # Tests of All Types</b>	8,851	11,234	12,048

\*Online testing was discontinued at the Hancock Center due to inadequate facilities and staffing. The three tests in 2010-2011 and the five tests in 2011-2012 were special circumstances approved individually by the office of eLearning.

Listed below are the usage statistics for the Garvin H. Johnston Library and Lab, the Forrest County Center Library and Lab, and the Hancock Library.

### GARVIN H. JOHNSTON STATISTICS

Year	Library Books	Library eBooks	Library Periodicals	* Online Periodicals	Library Reserves	Classes in Library
2009-2010	3,076	3,701	941	128,783	460	201
2010-2011	3,812	2,466	777	(925,943)	371	242
2011-2012	2,060	15,656	1,149	798,619	364	152

\*Includes online journal/database searches for both campuses.

YEAR	Lab AV	Lab Equipment	Computer Software	Lab Orientations	Classes In Lab	Lab MSVCC Tests	Other Tests
2009-2010	759	18	32,759	96	1,046	3,351	1,554
2010-2011	888	17	27,120	88	815	4,569	2,606
2011-2012	741	14	22,219	82	693	5,121	2,607

### FORREST COUNTY CENTER LIBRARY CIRCULATION STATISTICS

YEAR	Library Books	Library Periodicals	Library Reserves	Library AV	Library Equipment	Classes in Library
2009-2010	1,423	94	0	72	40	64
2010-2011	1,089	91	344	42	11	51
2011-2012	903	169	145	133	6	12

YEAR	Lab Computer Software	Lab Orientations	Lab MSVCC Tests	Other Tests	Classes In Lab
2009-2010	14,298	64	3,276	386	484
2010-2011	15,013	72	3,840	224	496
2011-2012	903	66	4,157	161	424

### HANCOCK CENTER LIBRARY CIRCULATION STATISTICS

YEAR	Library Books	Library Reserves	Computer Usage	Library Period.	Lab AV	Library Equip.	Computer Software	MSVCC Tests*
2009-2010	91	0	3,897	0	0	0	3,897	284
2010-2011	3,875	0	4,733	0	0	0	4,733	3
2011-2012	300	0	4,035	13	50	0	4,035	5

\*Online testing was discontinued at the Hancock Center due to inadequate facilities and staffing. The three tests in 2010-2011 and the five tests in 2011-2012 were special circumstances approved individually by the office of eLearning.

## **C. Staffing**

### PROFESSIONAL DEVELOPMENT

All staff members both professional and support staff, attended various staff development programs to enhance job performance.

#### 2009-2010

- All professional staff members attended a workshop titled “From Mediocre to Marvelous” by Deborah Tierce.
- All support staff attended a workshop titled “Live, Laugh, and Leave a Legacy” by Deborah Tierce.
- The College Libraries Director and the GHJ Public Services Librarian attended online database training for Credo Reference I, World Book I, Wilson Web Enhancements, and Credo Reference II.
- The GHJ Public Services Librarian and the GHJ Public Services Assistant attended Wildcat Web Training.
- The GHJ Public Services Assistant attended Campus Security Training.
- The GHJ Public Services Librarian and the Media Specialist attended training on Camtasia by Kimberly Ellis.
- The state Creating Futures Through Conference was attended by an instructor from the GHJ and FCC Learning Labs.
- Blackboard Training was attended by the GHJ Learning Lab Coordinator, one GHJ Learning Lab instructor and one FCC Learning Lab instructor.
- The GHJ Media Specialist attended “Technology Tools for Instructors” by Kimberly Ellis, the Mississippi Community College Creative Writing Association Spring Meeting, and a Desktop Publishing Class by Kimberly Ellis.
- The FCC Learning Lab instructor attended “Social Networking” by Dr. Steve Yuen.
- The FCC Learning Lab Coordinator attended “CPR/AED” by David Armstrong.

#### 2010-2011

- All professional staff members attended a workshop of a discussion of the Campus Client Survey results at the beginning of the school year.
- All support staff members attended a workshop entitled “United We Stand, Divided We Need Excedrin” by Janie Walters.
- The College Libraries Director and the GHJ Public Services Librarian attended three days of Luminis training on campus.

- The College Libraries Director and the GHJ Public Services Librarian Attended online database training for the new ProQuest Platform, WilsonWeb Omnifile Full Text overview, WilsonWeb Mobile Access, and EsayBib.
- The GHJ Public Services Librarian and the GHJ Lab Coordinator visited USM to evaluate their PHAROS print management system.
- The GHJ Public Services Librarian attended online training on SIRSI's circulation module.
- The GHJ System/Technical Processing Librarian attended online training on SIRSI's circulation module, reports module and cataloging module.
- The GHJ Technical Processing Assistant attended online training on SIRSI's cataloging module.
- The GHJ Media Specialist attended online training on Camtasia, InDesign, and Photoshop Elements 7.
- The GHJ Lab Coordinator and both GHJ Lab Instructors attended online training on Acculite and Learning Wizard software.
- The GHJ Lab Coordinator and the GHJ Lab Math Instructor attended a workshop at USM.
- The state Creating Futures Through Technology Conference was attended by the English/reading instructor from the GHJ Learning Lab.
- The GHJ support staff members attended training on the new phone system.
- Blackboard Training was attended by the FCC Learning Lab Coordinator and the FCC Learning Lab instructor.
- The FCC Library Assistant attended workshops on Copyright and Beginning and Advanced Promethean Board.

#### 2011-2012

- All professional staff members attended two workshops at the beginning of the year -- The Wild World of Wireless by Amy Whitten and Keeping the Dream Alive by Dr. Maggie Culp.
- All support staff members attended a workshop entitled Di-Namic Presentations / Customer Service by Diana O'Toole.
- The College Libraries Director and the GHJ Public Services Librarian attended online webinars on EBSCO, ProQuest, OneClick Digital, and Credo.
- The GHJ Technical Processing Librarian attended webinars on Ebooks/Eaudiobooks Administration, Ebscoadmin Reports, Recorded Books, and OneClick Digital.
- The GHJ Media Services Specialist viewed online Photoshop Elements tutorials on Using a Gradient Map, Layers Mask, Quick Fix for Red Eye, Adding a Watermark, Importing Photos into the Organizer, Text on a Path, Using Guided Edit Mode-The Orton Effect, creating a Calendar, Using Guided Edit Mode-Reflection; Out of Bounds Effect; and Creating a perfect Portrait, Using the Recompose Tool, and Gradient Type.

- The GHJ Lab Coordinator, both GHJ Lab Instructors, and the FCC English/Reading Lab Instructor attended webinars on Creative Online Instruction and Teaching Effectively Online.
- The GHJ Lab Coordinator and the FCC English/Reading Lab Instructor attended the Creating Futures Through Technology Conference.
- The FCC Librarian attended the Mississippi Library Association Conference.
- The FCC English/Reading Lab Instructor attended Instructure Canvas (LMS) by Estelita Young.

### CREDENTIALS

The college requires that each librarian has a Master's degree in Library and Information Science, preferably an ALA accredited degree. A Lab professional staff member is required to have a bachelor's degree in one of the areas taught at the college with a master's degree preferred. All four librarians have graduate level degrees in library science and all professional lab staff members have at least a master's degree in their fields. The librarians and professional lab staff members have many years of experience in their areas. The Media Specialist with a bachelor's degree completes the professional staff. The support staff members work with the professional staff in providing a variety of services. All support staff members are well qualified for their positions that they hold. Together this staff works to meet the college libraries' goals.

#### **Professional Staff: 2009-2010**

<b>Position/Title</b>	<b>Status (FT/PT)</b>	<b>Highest Degree</b>	<b>Initial Semester Employed</b>
Director of College Libraries	FT	Master's plus 30	August 1976
GHJ Public Services Librarian	FT	Master's (05/2005)	August 1992
GHJ System/Technical Processing Librarian	FT	Master's	July 2002
FCC Librarian	FT	Master's	August 1995
GHJ Learning Lab Coordinator & Science/Social Science Instructor	FT	Master's plus 15 12/2007	August 2005
GHJ Mathematics Instructor/Computer System Administrator	FT	Master's plus 30	August 2006
GHJ English/Reading Instructor	FT	Master's	August 2006
FCC Lab Coordinator & Science/Mathematics Instructor	FT	Master's	08/1987-05/1990 08/1991-05/2005 08/2006-Lab
FCC English/Reading Instructor	PT 4/5	Ed.S.	November 1993
GHJ Media Specialist	FT	Bachelor's	August 2000

#### **Support Staff: 2009-2010**

<b>Position/Title</b>	<b>Status (FT/PT)</b>	<b>Highest Degree</b>	<b>Initial Semester Employed</b>
GHJ Technical Library Assistant (12 mo.)	FT	1.5 years college	October 1990
GHJ Library Assistant (11 mo.)	FT	Position Frozen	
GHJ Public Services Library Assistant (11 mo.)	FT	.5 years college	August 2001
GHJ Learning Lab Assistant (11 mo.)	FT		July 2007

GHJ Learning Lab/Online Testing Assistant	FT		September 2009
FCC Library Assistant	FT	3 years college	August 2003
FCC Learning Lab Assistant	FT	3.5 years college	November 2006

**Professional Staff: 2010-2011**

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
Director of College Libraries	FT	Master's plus 30	August 1976
GHJ Public Services Librarian	FT	Master's (05/2005)	August 1992
GHJ System/Technical Processing Librarian	FT	Master's	July 2002
FCC Librarian	FT	Master's	August 1995
GHJ Learning Lab Coordinator & Science/Social Science Instructor	FT	Master's	August 2005
GHJ Mathematics Instructor/Computer System Administrator	FT	Master's plus 15	August 2006
GHJ English/Reading Instructor	FT	Master's 12/2006	August 2006
FCC Lab Coordinator & Science/Mathematics Instructor	FT	Master's	08/1987–05/1990 08/1991-05/2005 08/2006-Lab
FCC English/Reading Instructor	PT 4/5	Ed.S.	November 1993
GHJ Media Specialist	FT	Bachelor's	August 2000

**Support Staff: 2010-2011**

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
GHJ Technical Library Assistant (12 mo.)	FT	1.5 years college	October 1990
GHJ Library Assistant (11mo.)	FT	Position Frozen	
GHJ Public Services Library Assistant (11 mo.)	FT	.5 years college	August 2001
GHJ Learning Lab Assistant (11 mo.)	FT		January 2007 July 2007-Lab
GHJ Learning Lab/Online Testing Assistant	FT		September 2009
FCC Library Assistant	FT	Bachelor's (12/10)	August 2003
FCC Learning Lab Assistant	FT	3.5 years college	November 2006

**Professional Staff: 2011-2012**

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
Director of College Libraries	FT	Master's plus 30	August 1976
GHJ Public Services Librarian	FT	Master's (05/2005)	August 1992
GHJ System/Technical Processing Librarian	FT	Master's	July 2002
FCC Librarian	FT	Master's	July 2011
GHJ Learning Lab Coordinator & Science/Social Science Instructor	FT	Master's plus 15 12/2007	August 2005
GHJ Mathematics Instructor/Computer System Administrator	FT	Master's plus 30	August 2006
GHJ English/Reading Instructor	FT	Master's plus 30	July 2011
FCC Lab Coordinator & Science/Mathematics	FT	Master's	08/1987–05/1990

Instructor			08/1991-05/2005 08/2006-Lab
FCC English/Reading Instructor	PT 4/5	Ed.S.	November 1993
GHJ Media Specialist	FT	Bachelor's	August 2000

**Support Staff: 2011-2012**

<b>Position/Title</b>	<b>Status (FT/PT)</b>	<b>Highest Degree</b>	<b>Initial Semester Employed</b>
GHJ Technical Library Assistant (12 mo.)	FT	1.5 years college	October 1990
GHJ Library Assistant (11mo.)	FT	Position Frozen	
GHJ Public Services Library Assistant (11 mo.)	FT	.5 years college	August 2001
GHJ Learning Lab Assistant (11 mo.)	FT		July 2007
GHJ Learning Lab/Online Testing Assistant	FT		September 2009
FCC Library Assistant	FT	Bachelor's	January 2012
FCC Learning Lab Assistant	FT	3.5 years college	November 2006
HAN Library Technical Assistant	PT 2/5	Master's plus 15	August 2008



## **D. Resources (Physical and Financial)**

### PHYSICAL

The Johnston Library houses the Library, the Learning Lab, and Media Services. The Library, although not meeting national standards in size, is adequate for present student usage considering that more services are provided through the Internet each year. The Learning Lab is at capacity with computers. Instructors want to bring classes to the lab and often there is not space for them. The Community College Network (CCN) room could be used in a dual capacity – as the CCN room and with the addition of a lap top computer network it could serve as an internet classroom. Media Services is housed in cramped facilities and needs additional space if an addition is made to the Johnston Library.

Print and non-print resources are listed in the following charts.

**LIBRARY PRINT MATERIALS STATISTICS – GARVIN H. JOHNSTON**

<b>Year</b>	<b>% of Budget</b>	<b>Expended on Books</b>	<b>Book Additions</b>	<b>With-drawals</b>	<b>Total Books</b>	<b># of Bound Periodicals</b>	<b>Total Print Collection</b>
2009-2010	2.30	29,531	879	378	55,368	7,523	62,891
2010-2011	2.35	27,068	848	214	56,173	7,529	63,702
2011-2012	2.38	27,345	901	441	56,660	7,529	64,189

**LIBRARY PRINT MATERIALS STATISTICS – FORREST COUNTY CENTER**

<b>Year</b>	<b>% of Budget</b>	<b>Expended on Books</b>	<b>Book Additions</b>	<b>With-drawals</b>	<b>Total Books</b>	<b># of Bound Periodicals</b>	<b>Total Print Collection</b>
2009-2010	1.13	26,007	740	656	5,769	107	5,876
2010-2011	1.08	17,692	438	35	6,187	107	6,294
2011-2012	1.05	25,540	365	84	6,762	107	6,869

**LIBRARY PRINT MATERIALS STATISTICS – HANCOCK CENTER**

<b>Year</b>	<b>% of Budget</b>	<b>Expended on Books</b>	<b>Book Additions</b>	<b>With-drawals</b>	<b>Total Books</b>	<b># of Bound Periodicals</b>	<b>Total Print Collection</b>
2009-2010	.18	20,719	661	7	3,516	0	3,516
2010-2011	.18	6,952	372	16	3,875	0	3,875
2011-2012	.14	12,473	317	10	4,282	0	4,282

**LIBRARY PRINT MATERIALS STATISTICS – TOTAL ALL CAMPUSES**

<b>Year</b>	<b>% of Budget</b>	<b>Expended on Books</b>	<b>Book Additions</b>	<b>With-drawals</b>	<b>Total Books</b>	<b># of Bound Periodicals</b>	<b>Total Print Collection</b>
2009-2010	3.61	76,257	2,280	1,041	64,653	7,630	72,283
2010-2011	3.61	51,712	1,658	265	66,235	7,636	73,871
2011-2012	3.51	65,358	1,583	535	67,704	7,636	75,340

<b>CATEGORY</b>	<b>Total # JOHNSTON 2009-2010</b>	<b>Value JOHNSTON 2009-2010</b>	<b>Total # FORREST 2009-2010</b>	<b>Value FORREST 2009-2010</b>	<b>Total # HANCOCK 2009-2010</b>	<b>Value HANCOCK 2009-2010</b>	<b>Total # PRCC 2009-2010</b>	<b>Value PRCC 2009-2010</b>
Books	55,368	1,593,557.38	5,769	209,685.42	3,516	115,962.68	64,653	1,919,205.48
Bound Periodicals	7,523	257,454.40	107	1,503.42	0	0.00	7,630	258,957.82
Microfilm Reels	4,338	247,432.41	0	0.00	0	0.00	4,338	247,432.41
Microfiche Volumes	2,704	265,557.91	0	0.00	0	0.00	2,704	265,557.91
Audiocassettes	459	10,839.09	0	0.00	0	0.00	459	10,839.09
CD-ROMs	396	58,821.58	10	1,192.00	32	8,122.34	438	68,135.92
Computer Disks	128	23,713.92	148	34,936.12	0	0.00	276	58,650.04
DVD's	454	18,042.71	110	8,609.73	187	5,435.69	751	32,088.13
Kits	4	1,999.95	5	368.95	2	338.71	11	2,707.61
Manuals	374	8,753.39	40	1,079.75	3	251.70	417	10,084.84
Maps	0	0.00	0	0.00	2	1,704.26	2	1,704.26
Slide Sets	6	214.00	4	744.70	0	0.00	10	958.70
Sound Disks	68	2,535.36	15	200.96	0	0.00	83	2,736.32
Transparency Sets	9	1,049.36	0	0.00	0	0.00	9	1,049.36
Videocassettes	3,745	180,279.27	531	39,550.34	35	1,248.95	4,311	221,078.56
Video Disks	0	0.00	0	0.00	0	0.00	0	0.00
Subtotal	75,576	2,670,250.73	6,739	297,871.39	3,777	133,064.33	86,092	3,101,186.45
Equipment	655	336,482.13	213	105,114.84	53	32,846.26	921	474,443.23
Furniture	876	260,161.54	170	139,332.68	83	59,362.56	1,129	458,856.78
Total	77,107	3,266,894.40	7,122	542,318.91	3,913	225,273.15	88,142	4,034,486.46
eBooks (NetLibrary)	32,867	3,700.00	32,867	3,700.00	32,867	3,700.00	32,867	3,700.00
eBooks (ebrary)	18,000	2,475.00	18,000	2,475.00	18,000	2,475.00	18,000	2,475.00
eAudiobooks (Net Library)	623	1,620.00	623	1,620.00	623	1,620.00	623	1,620.00

<b>CATEGORY</b>	<b>Total # JOHNSTON 2010-2011</b>	<b>Value JOHNSTON 2010-2011</b>	<b>Total # FORREST 2010-2011</b>	<b>Value FORREST 2010-2011</b>	<b>Total # HANCOCK 2010-2011</b>	<b>Value HANCOCK 2010-2011</b>	<b>Total # PRCC 2010-2011</b>	<b>Value PRCC 2010-2011</b>
Books	56,173	1,621,253.37	6,187	227,097.14	3,875	127,195.08	66,235	1,975,545.59
Bound Periodicals	7,529	257,897.89	107	1,503.42	0	0.00	7,636	259,401.31
Microfilm Reels	4,338	247,432.41	0	0.00	0	0.00	4,338	247,432.41
Microfiche Volumes	2,704	265,557.91	0	0.00	0	0.00	2,704	265,557.91
Audiocassettes	459	10,839.09	0	0.00	0	0.00	459	10,839.09
CD-ROMs	402	60,135.57	149	35,660.12	32	8,122.34	583	103,918.03
Computer Disks	127	23,438.92	10	1,192.00	0	0.00	137	24,630.92
DVD's	713	29,770.25	168	12,087.17	210	7,064.94	1,091	48,922.36
Kits	4	1,999.95	5	368.95	2	338.71	11	2,707.61
Manuals	365	8,369.69	44	1,139.75	3	251.70	412	9,761.14
Maps	0	0.00	0	0.00	3	1,853.90	3	1,853.90
Slide Sets	6	214.00	4	744.70	0	0.00	10	958.70
Sound Disks	68	2,535.36	15	200.96	0	0.00	83	2,736.32
Transparency Sets	9	1,049.36	0	0.00	0	0.00	9	1,049.36
Videocassettes	3,351	164,333.73	447	34,680.77	37	1,347.00	3,835	200,361.50
Video Disks	0	0.00	0	0.00	0	0.00	0	0.00
Subtotal	76,248	2,694,827.50	7,136	314,674.98	4,162	146,173.67	87,546	3,155,676.15
Equipment	654	329,910.27	226	109,176.43	53	32,846.26	933	471,932.96
Furniture	898	263,538.69	170	139,332.68	96	71,833.98	1,164	474,705.35
Total	77,800	3,288,276.46	7,532	563,184.09	4,311	250,853.91	89,643	4,102,314.46
eBooks (NetLibrary)	36,435	5,842.00	36,435	5,842.00	36,435	5,842.00	36,435	5,842.00
eBooks (ebrary)	18,000	2,723.00	18,000	2,723.00	18,000	2,723.00	18,000	2,723.00
eAudiobooks (Net Library)	690	1,620.00	690	1,620.00	690	1,620.00	690	1,620.00

<b>CATEGORY</b>	<b>Total # JOHNSTON 2011-2012</b>	<b>Value JOHNSTON 2011-2012</b>	<b>Total # FORREST 2011-2012</b>	<b>Value FORREST 2011-2012</b>	<b>Total # HANCOCK 2011-2012</b>	<b>Value HANCOCK 2011-2012</b>	<b>Total # PRCC 2011-2012</b>	<b>Value PRCC 2011-2012</b>
Books	56,660	1,643,592.56	6,869	254,810.92	4,282	140,501.63	67,811	2,038,905.11
Bound Periodicals	7,529	257,897.89	107	1,503.42	0	0.00	7,636	259,401.31
Microfilm Reels	4,338	247,432.41	0	0.00	0	0.00	4,338	247,432.41
Microfiche Volumes	2,704	265,557.91	0	0.00	0	0.00	2,704	265,557.91
Audiocassettes	459	10,839.09	0	0.00	0	0.00	459	10,839.09
CD-ROMs	410	60,746.97	135	31,263.67	33	8,127.59	578	100,138.23
Computer Disks	126	22,339.92	0	0.00	0	0.00	126	22,339.92
DVD's	1,040	37,888.85	315	15,977.95	271	9,168.80	1,626	63,035.60
Kits	4	1,999.95	4	219.95	2	338.71	10	2,558.61
Manuals	365	8,369.69	44	970.85	3	251.70	412	9,592.24
Maps	0	0.00	0	0.00	4	2,003.89	4	2,003.89
Slide Sets	6	214.00	3	644.70	0	0.00	9	858.70
Sound Disks	73	2,656.33	16	219.56	1	18.65	90	2,894.54
Transparency Sets	0	0.00	0	0.00	0	0.00	0	0.00
Videocassettes	3,010	149,656.71	423	33,370.22	26	1,120.02	3,459	184,146.95
Video Disks	0	0.00	0	0.00	0	0.00	0	0.00
Subtotal	76,724	2,709,192.28	7,916	338,981.24	4,622	161,530.99	89,262	3,209,704.51
Equipment	597	318,237.72	227	106,781.14	54	32,996.26	878	458,015.12
Furniture	861	267,416.70	178	144,631.68	96	71,833.98	1,135	483,882.36
Total	78,182	3,294,846.70	8,321	590,394.06	4,772	266,361.23	91,275	4,151,601.99
eBooks (EBSCO)	39,432	5,842.05	39,432	5,842.05	39,432	5,842.05	39,432	5,842.05
eBooks (ebrary)	26,840	2,993.00	26,840	2,993.00	26,840	2,993.00	26,840	2,993.00
eAudiobooks (Recorded Books)	699	1,620.00	699	1,620.00	699	1,620.00	699	1,620.00

## FINANCIAL

The Association of College and Research Libraries (ACRL) recommends that each college budget six percent of the total college budget for learning resources. While Pearl River does not meet this recommendation, the college strives to support the College Libraries department with as much funding as possible. New equipment and furniture for the Forrest County Center Library and Learning Lab were purchased through the college's Enlargement and Improvement fund. The Hancock Center Library budget was originally allocated from this fund. In addition, the Hancock Center's Library and Lab furniture and equipment were purchased through funding from a HERA grant. All campus libraries have benefited from funding through the College's Enlargement and Improvement funds. Below is a chart of the budgets for all of the campuses for the last three years.

### **Johnston**

<b>CATEGORY</b>	<b>Budgeted 2009-2010</b>	<b>Expended 2009-2010</b>	<b>Budgeted 2010-2011</b>	<b>Expended 2010-2011</b>	<b>Budgeted 2011-2012</b>	<b>Expended 2011-2012</b>
Salaries/Benefits	585,606	595,713	598,897	589,166	633,705	632,879
Print Materials	30,432	29,531	26,038	27,068	27,644	27,345
Current Serials	7,845	7,622	6,628	6,479	5,199	5,199
Microforms	0	0	0	0	0	0
Computer Software	4,255	4,249	1,872	1,872	1,208	1,058
Audiovisual Mat.	2,758	2,608	10,839	11,079	5,589	5,854
Other Material	11,562	11,709	8,036	7,691	9,108	10,242
Preservation	0	0	6,825	6,825	0	0
Equipment	43,747	43,747	1,411	1,361	0	0
Contract computer	0	0	0	0	0	0
Telecommunications	0	0	0	0	0	0
Computer Hardware	73,193	73,193	4,575	4,575	24,330	24,906
All Other Items	42,080	40,565	68,136	72,452	64,699	66,501
Postage	521	595	221	152	221	123
Total Budget	801,999	809,532	733,478	728,720	771,703	774,107

### **Forrest**

<b>CATEGORY</b>	<b>Budgeted 2009-2010</b>	<b>Expended 2009-2010</b>	<b>Budgeted 2010-2011</b>	<b>Expended 2010-2011</b>	<b>Budgeted 2011-2012</b>	<b>Expended 2011-2012</b>
Salaries/Benefits	286,109	290,393	285,215	285,747	271,423	278,362
Print Materials	26,519	26,007	20,803	17,692	24,586	25,540
Current Serials	5,652	5,652	4,917	4,917	2,371	2,371
Microforms	0	0	0	0	0	0
Computer Software	5,807	5,807	1,292	1,292	669	519
Audiovisual Mat.	985	985	2,320	2,320	1,439	1,719
Other Material	4,511	4,478	5,092	5,027	3,813	3,832
Preservation	0	0	1,980	1,980	0	0
Equipment	3,450	3,450	0	0	14,568	14,568
Contract computer	0	0	0	0	0	0
Telecommunications	0	0	0	0	0	0
Computer Hardware	19,308	19,308	8,141	8,140	11,687	14,016
All Other Items	6,641	6,228	7,449	6,701	10,480	10,438
Postage	0	0	0	0	0	0
Total Budget	358,982	362,308	337,209	333,816	341,036	351,365

### Hancock

CATAGORY	Budgeted 2009-2010	Expended 2009-2010	Budgeted 2010-2011	Expended 2010-2011	Budgeted 2011-2012	Expended 2011-2012
Salaries/Benefits	27,125	27,033	25,327	25,016	25,867	26,623
Print Materials	21,009	20,719	7,264	6,952	17,338	12,473
Current Serials	534	534	637	637	650	651
Microforms	0	0	0	0	0	0
Computer Software	0	0	0	0	0	0
Audiovisual Mat.	2,183	2,203	1,261	1,261	375	782
Other Material	0	0	675	648	282	282
Preservation	0	0	0	0	0	0
Equipment	2,679	2,679	15,767	15,767	0	0
Contract computer	0	0	0	0	0	0
Telecommunications	0	0	0	0	0	0
Computer Hardware	308	308	0	0	150	150
All Other Items	1,425	1,448	5,225	5,622	2,198	1,819
Postage	0	0	0	0	0	0
Total Budget	55,263	54,924	56,156	55,903	46,860	42,780

2007-2008 Hancock funding from HERA grant.

### PRCC Totals

CATAGORY	Budgeted 2009-2010	Expended 2009-2010	Budgeted 2010-2011	Expended 2010-2011	Budgeted 2011-2012	Expended 2011-2012
Salaries/Benefits	898,840	913,139	909,439	899,929	930,995	937,864
Print Materials	77,960	76,257	54,105	51,712	69,568	65,358
Current Serials	14,031	13,808	12,182	12,033	8,220	8,221
Microforms	0	0	0	0	0	0
Computer Software	10,062	10,056	3,164	3,164	1,877	1,577
Audiovisual Mat.	5,926	5,796	14,420	14,660	7,403	8,355
Other Material	16,073	16,187	13,803	13,366	13,203	14,356
Preservation	0	0	8,805	8,805	0	0
Equipment	49,876	49,876	17,178	17,128	14,568	14,568
Contract computer	0	0	0	0	0	0
Telecommunications	0	0	0	0	0	0
Computer Hardware	92,809	92,809	12,716	12,715	36,167	39,072
All Other Items	50,146	48,241	80,810	84,775	77,377	78,758
Postage	521	595	221	152	221	123
Total Budget	1,216,244	1,226,764	1,126,843	1,118,439	1,159,599	1,168,252

### STAFFING EFFICIENCY

Staffing has generally been adequate to meet the needs of faculty and students. Additional clerical staffing will be needed at the Forrest County Center Library if enrollment continues to grow at the same pace that it has for the last several years. There is the potential that a full-time librarian would benefit growth at the Hancock Center.

### EQUIPMENT

To keep computer hardware current for staff and students in the College Libraries is a constant task since computers and servers become obsolete within a few years of installation. In addition, audiovisual and

Media Services equipment must be updated regularly. New equipment is needed especially in the area of Media Services.

#### SUPPLIES

Needs for supplies have been well met. Supplies for computers make up an increasingly large portion of the supply budget.

#### TRAVEL

There has been adequate funding for most travel or professional development.

#### FACILITIES

GHJ Media Services occupies very cramped facilities. Faculty members from various academic departments have requested a technology classroom within the College Libraries where they can instruct their students using the Internet in their program of study, as well as facilities for a Writing lab. When funding is available, an addition on the Johnston Library would solve both of these problems. A Hancock Center Library was added in 2005-2006 in the conference room. A new Forrest County Center Library was occupied in the summer of 2006, and the new FCC Learning Lab opened in August 2006. New furniture and equipment was purchased for the new location of the Hancock Center Library in the late spring of 2008. A part-time staff member was added there in the fall of 2008.



## E. Responses to Previous Recommendations

Following is a listing of the items of equipment and furniture purchased between 2009 and 2012.

### Fiscal Year: 2009-2010

Johnston Equipment		
Division	Description	Location
Library	29 student computers 7 staff computers 1 server	GHJ Reading Room GHJ Circulation Desk and Offices GHJ Technical Processing
Learning Lab	18 student computers 6 staff computers 4 printers 3 external hard drives 1 UPS	GHJ Lab GHJ Lab Offices GHJ Lab GHJ Lab GHJ Lab Server
Media Services	No new equipment purchased	

Johnston Furniture		
Division	Description	Location
Library	1 Ten section computer table 110 chairs 10 stools	GHJ Reading Room GHJ Reading Room GHJ Reading Room
Learning Lab	No new furniture purchased	
Media Services	No new furniture purchased	

Forrest Equipment		
Division	Description	Location
Library	2 student computers 4 student laptop computers 1 staff computer 1 security camera system	FCC Reading Room FCC Library Office FCC Library Office FCC Library Workroom
Learning Lab	1 student printer	FCC Lab

Forrest Furniture		
Division	Description	Location
Library	2 tables 8 chairs	FCC Reading Room FCC Reading Room
Learning Lab	No new furniture purchased	

Hancock Equipment		
Division	Description	Location
Library	1 barcode scanner	HAN Reading Room
Learning Lab	No new equipment purchased	

Hancock Furniture		
Division	Description	Location
Library	1 range of 90" double-faced shelving	HAN Reading Room
Learning Lab	No new furniture purchased	

**Fiscal Year: 2010-2011**

<b>Johnston Equipment</b>		
<b>Division</b>	<b>Description</b>	<b>Location</b>
Library	5 student computers 2 ID readers for printing	GHJ Reading Room GHJ Circulation Desk
Learning Lab	1 magnetic stripe reader for student check in 2 ID readers for printing	GHJ Lab Media Desk GHJ Lab
Media Services	No new equipment purchased	

<b>Johnston Furniture</b>		
<b>Division</b>	<b>Description</b>	<b>Location</b>
Library	No new furniture purchased	
Learning Lab	1 storage cabinet	GHJ Lab
Media Services	No new furniture purchased	

<b>Forrest Equipment</b>		
<b>Division</b>	<b>Description</b>	<b>Location</b>
Library	4 student computers 1 staff computer 2 ID readers for printing	FCC Reading Room FCC Circulation Desk FCC Reading Room
Learning Lab	4 student computers 1 magnetic stripe reader for Student check in 1 ID reader for printing	FCC Lab FCC Lab FCC Lab

<b>Forrest Furniture</b>		
<b>Division</b>	<b>Description</b>	<b>Location</b>
Library	No new furniture purchased	
Learning Lab	No new furniture purchased	

<b>Hancock Equipment</b>		
<b>Division</b>	<b>Description</b>	<b>Location</b>
Library	No new equipment purchased	
Learning Lab	No new equipment purchased	

<b>Hancock Furniture</b>		
<b>Division</b>	<b>Description</b>	<b>Location</b>
Library	1 set of 90" double-faced shelving 2 tables 8 chairs 3 computer station stools 1 height adjustable handi-capped computer station	HAN Reading Room HAN Reading Room HAN Reading Room HAN Reading Room HAN Reading Room
Learning Lab	No new furniture purchased	

**Fiscal Year: 2011-2012**

<b>Johnston Equipment</b>		
<b>Division</b>	<b>Description</b>	<b>Location</b>
Library	1 Pharos Kiosk 1 Voyager Metrologic & PSC laser scanners 1 Ithaca receipt printer	GHJ Reading Room GHJ Circulation Desk GHJ Circulation Desk
Learning Lab	2 Ithaca receipt printer 21 Dell computers 1 Epson photo scanner	GHJ Lab GHJ Lab GHJ Lab
Media Services	1 Cyber shot digital camera 1 Dell computer 1 Epson scanner	GHJ Media Office GHJ Media Office GHJ Media Office

<b>Johnston Furniture</b>		
<b>Division</b>	<b>Description</b>	<b>Location</b>
Library	No new furniture purchased	
Learning Lab	No new furniture purchased	
Media Services	No new furniture purchased	

<b>Forrest Equipment</b>		
<b>Division</b>	<b>Description</b>	<b>Location</b>
Library	1 Dell staff computer 1 Intermec inventory scanner	FCC Circulation Desk FCC Circulation Desk
Learning Lab	1 Hard drive FCC server 1 Lexmark printer 8 Dell computers (2 staff) (6 online testing)	FCC Library storage FCC Lab FCC Lab office FCC Online testing

<b>Forrest Furniture 2011-2012</b>		
<b>Division</b>	<b>Description</b>	<b>Location</b>
Library	6 station - 2 computer tables 6 oak chairs	FCC Reading Room FCC Reading Room
Learning Lab	No new furniture purchased	

<b>Hancock Equipment 2011-2012</b>		
<b>Division</b>	<b>Description</b>	<b>Location</b>
Library	1 ID card reader	HAN Reading Room
Learning Lab	No new equipment purchased	

<b>Hancock Furniture 2011-2012</b>		
<b>Division</b>	<b>Description</b>	<b>Location</b>
Library	No new furniture purchased	
Learning Lab	No new furniture purchased	

## **F. Program Summary and Recommendations**

### Strengths:

1. A well-qualified and dedicated staff
2. A low rate of staff turnover
3. A variety of services and instruction offered to students and faculty
4. Relatively well equipped Learning Labs
5. Attractive facilities
6. A new FCC Library and Learning Lab
7. New furniture and equipment and a part-time staff member at the Hancock Center

### Weaknesses:

1. Limited space for growth especially in Media Services at GHJ
2. Lack of adequate Media Services equipment
3. Lack of a technology classroom at GHJ
4. Limited space in the new FCC Library and Lab
5. Limited space at Hancock Center Library
6. Continued need for more computer technical support
7. Too many old computers in use
8. Additional shelving needed

### Recommendations:

1. Increase the College Libraries budget to the ACRL guidelines for budget and resources
2. Purchase a thirty station wireless network of laptop computers in the CCN room so that the room can perform a dual purpose
3. Provide adequate space and equipment for Media Services
4. Continue to upgrade equipment in all areas
5. Enhance computer technical support for the department
6. Enlarge the FCC Library and Learning Lab
7. Enlarge the Hancock Library

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# **General Education Review**



## **Pearl River Community College**



**2012 – 2013**

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# **General Education Review**

## **Pearl River Community College**



### **2012 – 2013**

Pearl River Community College offers equal education and employment opportunities. The College does not discriminate on the basis of race, religion, color, sex, age, national origin, veteran status, or disability. For inquiries regarding the non-discrimination policies or to request accommodations, special assistance, or alternate format publication please contact Tonia Moody, ADA/Civil Rights Coordinator, at P.O. Box 5118, Poplarville, MS 39470 or 601-403-1060.

# PEARL RIVER COMMUNITY COLLEGE

## PROGRAM REVIEW

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### MISSION STATEMENT

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

### STRATEGIC GOALS

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

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To fulfill this mission, the College has developed a variety of quality educational programs and services. It is vital that quality be maintained through the regular evaluation of programs. Program review is a formal process designed to assist in that evaluation. The importance of program review is not the production of a report but rather the self-insight for program improvement and growth.

While college educational programs and services must satisfy our own criteria for program excellence, they must also satisfy the requirements of the Commission on Colleges of the Southern Association of Colleges and Schools and licensing and certifying organizations for some programs. The process of program review allows the College to evaluate how well its programs satisfy the criteria and requirements associated with all of these sources.

The primary goal of program review is the improvement of instruction and learning. To achieve this goal, the process must be comprehensive. The College's review process will include some assessment of the program's achievement of its stated purpose, quality of instruction, curriculum design, student outcomes, and contribution to overall mission of the College. When completed, a program review will identify and communicate program needs and potential for improvement.

A second important goal of program review is to provide information for planning and decision-making. To be meaningful, program review and planning should be interdependent processes. Planning should

be based on a review process that evaluates past performances and identifies possible future activities which will lead to improvement and growth. Program review relies on data developed in support of planning and generates suggestions and recommendations for improvement which are reflected in planning goals.

In addition to general program improvement and planning, program review is intended to achieve the following:

- Acknowledge achievements/attainments.
- Identify strengths and weaknesses and develop recommendations and/or suggestions for change.
- Provide a systematic evaluation and improvement process for instructional programs.
- Develop a sense of cohesiveness, shared responsibility, and growth among faculty and staff.
- Assess compliance with accreditation criteria.
- Assist in resource development.
- Provide data to assist with resource allocation and other management decisions.
- Suggest new opportunities for program development.

Throughout the program review process a variety of perspectives must be considered and reflected. Perspectives of the program faculty, department chairpersons, Vice President and President are critical to ensuring a comprehensive and complete program review. The program review should also anticipate and address the expectations of the Board of Trustees, advisory committee members when applicable, and Commission on Colleges representatives.

Program review is a self-review process through which a program area is examined. It entails analyzing data, drawing conclusions, arriving at and implementing recommendations, and assessing the outcomes following implementation.

Included in this document are the General Education Program Review and the Learning Program Review. Faculty and staff members in these departments are to be commended for the job they did in preparing these program reviews. Their efforts and resulting reports can only strengthen already fine departments. The College thanks each of them for their exemplary performance.

Documentation supporting this program review is on file in the office of the chairperson for each department represented in this report. On file are course syllabi, faculty evaluations, course descriptions, etc.

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#### Committee Members

Deana Holifield, Instructor of English, Chair

Laura Berry, Instructor of Speech

Charles Cavalier, Instructor of Computer Science

Jamie Dickson, Assistant Director of Wellness Center and Instructor of HPR

Doug Donohue, Instructor of Mathematics (Forrest County Center)

Melinda Miller, Instructor of Biology

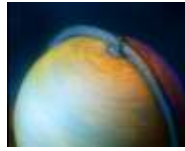
Dr. Ryan Ruckel, Instructor of History and English (Forrest County Center)

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# Pearl River Community College General Education Review



The purpose of Pearl River Community College's General Education program is to provide all students the opportunity to develop the critical and intellectual skills required to meet the challenges of a complex and diversified society and to impart general knowledge while developing intellectual capacities within the individual student. The program challenges students to develop into global thinkers, provides opportunities to apply concepts learned in the classroom, and encourages participants to engage in the community as informed citizens in matters on local, national, and global levels. It is the intent of the faculty and administration that students of Pearl River Community College be able to creatively solve problems, critically question the world around them, ethically construct decisions, and effectively communicate thoughts in order to continue the process of lifelong learning.

The General Education curriculum introduces students to an academic course of study designed to enable them to compete in a twenty-first century global market. The College's mission statement embodies the promotion of general education by stating, "Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them." General Education is also supported through strategic goals such as "To prepare students to transfer and be successful in their studies at baccalaureate institutions and/or be successful in careers for which they have been prepared."

The requirements of the General Education program expose Pearl River Community College graduates to a range of knowledge through courses pertaining to mathematics, natural sciences, humanities, fine arts, social sciences, computer literacy, and human wellness. The integrity of the General Education curriculum is acknowledged by universities and colleges in Mississippi to which Pearl River Community College graduates transfer regardless of the continuing education program selected by the graduate. Due to the considerable variations of curriculum requirements for baccalaureate degrees and the articulation agreement that exists between the State's universities and community colleges, each Pearl River Community College student is advised according to the catalog of the college or university to which he or she plans to transfer. However, a guideline, the Academic Basic Core, has been established which can be followed when students are undecided regarding a major and/or transfer institution. Courses which support and fulfill the General Education program requirements are specified, but in some cases advanced courses in the same discipline can be substituted for these requirements.

Using established College goals each discipline in the Academic Basic Core developed objectives, assessments, and anticipated use of assessment results in relation to the future of each program. This allowed for individual program accountability and ownership of the objectives and assessment information by faculty and administration. Established outcomes state the anticipated knowledge, skills, and attitudes students are expected to possess after experiencing each Academic Basic Core course. Assessment tools are the instruments employed to measure achievement of outcomes. Assessment results describe data generated by assessment. These results are significant to measuring student learning, and for the continued evaluation and improvement of each program.

The information on the following pages outlines the overall Academic Basic Core course listing and objectives followed by individual course outcomes, assessment tools, assessment results, and proposed use of assessment results for each of the courses.

## Academic Basic Core



Program Area	Community College Course Listing	Course Name
Computer Literacy	CSC 1113 BAD 2533	Introduction to Computing with Business Applications Introduction to Computing with Business Applications
Fine Arts	ART 1113 MAT 1113 SPT 2233	Art Appreciation Music Appreciation Theatre Appreciation
Humanities	MFL 1213 HIS 1163 HIS 1173 HIS 2213 HIS 2223 PHI 1113 PHI 1133 ENG 2423 ENG 2433	Elementary Spanish I World Civilization I World Civilization II American (U.S.) History I American (U.S.) History II Old Testament Survey New Testament Survey World Literature I World Literature II
Mathematics	MAT 1313	College Algebra
Natural Sciences	BIO 1131/1133 BIO 1143/1144 CHE 1211/1213 CHE 1223/1221 PHY 2241/2243 PHY 2253 PHY 2414 PHY 2424	General Biology I and Laboratory General Biology II and Laboratory General Chemistry I and Laboratory General Chemistry II and Laboratory Physical Science Survey I and Laboratory Physical Science Survey II General Physics I (Laboratory included) General Physics II (Laboratory included)
Oral Communication	SPT 1113	Oral Communication
Social Sciences	GEO 1113 PSC 1113 PSY 1513 SOC 2113	World Geography American National Government General Psychology I Introduction to Sociology
Written Communication	ENG 1113 ENG 1123	English Composition I English Composition II
Wellness	HPR 1752 HPR 1213	Nutrition and Wellness Personal and Community Health

## Academic Basic Core Program Objectives



**Computer Literacy** – Computer literacy incorporates an understanding of computer software, computer hardware, applications, interfaces, and issues concerning privacy, viruses, and computer security. These courses promote confidence in using information and computer technology in a consistent manner.

**Fine Arts** – The study of the fine arts provides students the opportunity to understand and appreciate the creation of literary and artistic expression while studying the impact of political, social, and cultural periods of history in regard to the fine arts: art appreciation, music appreciation, and theatre appreciation.

**Humanities** - Humanities requirements address major intellectual, cultural, and aesthetic achievements. Students are offered the opportunity to contemplate questions of ultimate significance and study human activities, values, and artifacts in the context of the ages in which they were produced.

**Mathematics** – Students engaged in the study of mathematics acquire skills in critical reasoning, problem solving, and inductive and deductive reasoning while developing manipulation of basic algebraic operations. In addition, students also apply knowledge concerning the topics of algebraic operations, linear and quadratic equations, systems of equations, complex numbers, polynomials, rational expressions, logarithms, exponents, and determinants.

**Natural Sciences** – Natural science courses introduce participants to the basic concepts of science and the scientific method and enhance awareness of scientific developments and their impact on society and the environment. General Education requirements will offer students an explanation of scientific terms, concepts and theories, and the ability to create testable hypotheses, emerging from the study of both physical processes and living entities.

**Oral Communication** – The oral communication courses emphasize the form and content of speeches. Students gain an understanding of an individual's background, identity, or perceptions which influence communication. Knowledge will be acquired regarding the social significance of communication and the impact the act has upon a variety of situations. The courses emphasize interpretation, advocacy, organization, accuracy, and critical evaluation. Students will also develop the skills necessary to become effective listeners. Active participation is required.

**Social Sciences** – In the social sciences, students investigate human behavior in its social context. The characteristics and structure of individuals, families, groups, and institutions are analyzed by students in order to cultivate an understanding of the human species. Scientific methods are utilized by students in examining the procedures and means by which members in society craft personal and group decisions.

**Written Communication** – Composition courses endow students with the necessary skills to successfully complete the reading and writing requirements of their discipline. Instruction is provided in principles of standard written English, methods of writing, reading and comprehension skills, and prose adaptable to readers in a variety of situations. Composition courses require intensive writing and extensive practice for which each writer accepts instructor's comments to support in the revision process.

Wellness – The courses related to wellness present the attitudes, skills, and values which promote physical and emotional well-being. The courses are predominantly designed for students of all ages to improve and maintain their physical health through pre-assessment and continued assessment procedures. Opportunities are presented to learn current information on health related topics.

Since the last General Education Review was performed, Pearl River Community College began the process of creating measurable Student Learning Outcomes for its courses. This process will continue until all courses have SLOs in place. The latest SLO data has been included here for those courses which already have this process in place.

For areas where an Assessment Chart has been prepared, the chart has been included. The Mission Statement and Goals along with an explanation of each column are included on each chart that is provided to and completed by the various General Education areas of the college. Below is an example of the first part of each chart. This information has been removed from the included charts.

PROGRAM OF STUDY: Supports PRCC Strategic Goal(s):			
INSTRUCTIONAL AREA:			
COURSE LEVEL:			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS:			
<ol style="list-style-type: none"> <li>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.</li> <li>2. To provide quality student services.</li> <li>3. To provide access to college courses and programs using various instructional methods, including distance education.</li> <li>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</li> <li>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make College services available via the Internet.</li> <li>6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.</li> <li>7. To recruit and retain students from a diverse population.</li> <li>8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.</li> </ol>			
PURPOSE OF UNIT:			
RELATIONSHIP OF UNIT TO PRCC MISSION:			
LEARNING OUTCOMES – Measurable indicators (More specific description of impact on student) <b>WHAT</b> should a student know, think, or be able to do upon completion of program/course?	ASSESSMENT CRITERIA – Criteria for Evaluation (Variables related to success of intended outcome) <b>HOW</b> will attainment of the outcome be measured?	ASSESSMENT RESULTS – Outcomes Assessment (States how well intended results were achieved) <b>WHAT</b> was level of attainment of outcome?	USE OF RESULTS – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <b>CHANGE</b> or <b>IMPROVE</b> .

**CSC 1113**  
**Introduction to Computing with Business Applications**

Or

**BAD 2533**  
**Introduction to Computing with Business Applications**

PROGRAM OF STUDY: Science, Mathematics, and Business Supports PRCC Strategic Goal(s): 1, 3				
COURSE LEVEL: Computer Concepts (CSC 1113 or BAD 2533)				
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	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
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.	40% success rate	It was decided to consider alternative ways of instructing this material.
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.	79% success rate	The instructor added an activity illustrating the process of purchasing a computer stressing computer manufacturers.
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.	96% success rate	The instructor decided to continue monitoring student results for fall 2012 semester; evaluate SLO and questions for possible adjustments for spring 2013
4	Apply a Web browser along with a search engine to conduct research on the web, and send/receive e-mail.	70% of students who complete this course will demonstrate the use of 3 features in a Web browser on the final exam.	86% success rate	The instructor decided to expand web browsing activities in classes to include tab browsing.
5	Demonstrate the use of designated application software including a word processor, electronic spreadsheet, presentation software, and a database program.	70% of students who complete the course will demonstrate 3 of the basic tasks of a word processor on the final exam.	86% success rate	It was determined to reevaluate word processing class activities to ensure inclusion of numbered lists.

## **ART 1113 Art Appreciation**

General Education Competency: To develop an appreciation and understanding of the Visual Arts as an art form

### Course or Program Objectives:

1. Objectively identify the elements and principles of art
2. Objectively identify significant names and terms of art
3. Express an opinion of visual images in written form

### Outcomes:

1. Assess visual images successfully
2. Demonstrate an ability to analyze art based on the elements and principles
3. Apply understanding to the development of personal taste and involvement in the visual arts

### Assessment Tools:

1. Visual projects
2. Evaluation through tests
3. Evaluation through written responses to art museum attendance

### Assessment Results:

1. Grade distribution of visual assignments
2. Document student growth and development

### Proposed use of Assessment Results:

1. Determine successful teaching tools and methods
2. Determine ways to improve teaching and learning
3. Monitor enrollment trends and withdrawal rates of ART 1113



## MUS 1113 Music Appreciation

PROGRAM OF STUDY: Fine Arts and Communication Supports PRCC Strategic Goal(s): 1, 2, 3, 5				
INSTRUCTIONAL AREA: Music				
COURSE LEVEL: Music Appreciation (MUS 1113)				
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	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
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.	77% successfully completed this assignment. 19% did not attend/submit. 3% were not successful.	It was decided the importance of attending live performances will be stressed to help decrease the number of non-submits.
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.	70% were successful at this task. 15% were not successful. 15% did not submit.	It has been planned to explore the possibility of further integration of the text's on-line listening guides and posting additional examples for student access on Blackboard.
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.	88% success rate for this test. 7% were not successful. 5% did not submit.	Instructors noted that clarification was needed as to whether the family of instruments was also a component to be identified.

**SPT 2233**  
**Theatre Appreciation**

PROGRAM OF STUDY: Fine Arts and Communication Supports PRCC Strategic Goal(s): 1, 2, 3, 5				
INSTRUCTIONAL AREA: Theatre				
COURSE LEVEL: Theatre Appreciation SPT 2233				
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	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
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.	88% successfully completed this assignment. 3% were not successful and 8% did not submit.	Instructors decided to continue offering assessment of live and taped performances.
2	Identify the key components and personnel of a theatrical production	70% will successfully identify theatrical components and personnel on an examination.	73% successfully achieved this outcome. 27% were not successful.	It was decided to provide more emphasis of theatrical components.
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.	46% were successful. 54% were not successful.	Instructors decided to devote additional class time and discussion of the historical theatrical eras and styles.
4	Describe notable influential theatre artists (playwrights, actors, educators, etc.)	70% will successfully describe influential theatre artists on an examination .	49% were successful. 51% were not successful.	The need for additional class time and discussion has been recognized and will be implemented.

**MFL 1213  
Elementary Spanish I**

PROGRAM OF STUDY: Humanities and Social Sciences Supports PRCC Strategic Goal(s):				
INSTRUCTIONAL OR PROGRAM AREA: Spanish				
COURSE LEVEL: Spanish I (MFL 1213)				
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	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
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.	78% of students were able to meet this outcome.	Instructor has decided to continue with demonstrations, dialogues, and role-playing for Spanish greetings and leave taking
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.	77% of students were able to meet this outcome.	Instructor determined to continue use of oral review and identification.
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).	66% of students met this outcome.	Instructor decided to expand use of cloze sentences and antonyms.

## HIS 1163 World Civilization I

DEPARTMENT: Humanities and Social Sciences Supports PRCC Strategic Goal(s): 1, 3				
INSTRUCTIONAL AREA: History, Political Science, Psychology, Sociology				
COURSE: World Civilization I (HIS 1163)				
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	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
1	Define and identify three major characteristics contributing to the development of civilizations.	60% of students will correctly define and identify the major characteristics contributing to the development of civilizations. Evaluation will be based on an instructor generated assessment tool.	70.36% of students successfully completed the learning outcome.	Instructors agreed to place a greater emphasize on identifying and bringing into classroom discussion, the points at which ancient societies should be considered as true civilization.
.	Differentiate between three significant interpretive periods of human history from ancient times to the 1500s.	60% of students will differentiate between three significant interpretive periods of human history from ancient times to the 1500s. Evaluation will be based on an instructor generated assessment tool.	71.97% of students successfully completed the learning outcome.	Instructors agreed that in class identification of the key elements of change in societies will help students understand why one age has come to a close and a new age began in various parts of the world.
3	Identify three religious and philosophical beliefs originating in early world cultures.	60% of students will identify three religious and philosophical beliefs originating in early world cultures. Evaluation will be based on an instructor generated assessment tool.	80.3% of students successfully completed the learning outcome.	Instructors agreed that an emphasis on classroom based discussions of religious and philosophical beliefs based on the utilization of students' own philosophical and religious backgrounds and experiences is necessary to improve future outcomes.

## **HIS 1173 World Civilization II**

General Education Competency: To have a knowledge and understanding of world history including the various religious, social, economic, political, aesthetic, legal, and technological elements.

### Course or Program Objectives:

1. To identify the various key persons and events which took place from the mid-Seventeenth century up to the present
2. To develop skills in analyzing critically what they read in historical literature
3. To identify and explain key concepts discussed throughout the course
4. To display a knowledge and understanding of the various civilizations and societies studied in this course and the characteristics of each which makes them distinct
5. To recognize how political, social, cultural, economic, and geographic factors shaped the various civilizations

### Outcomes:

1. Effective research and organizational skills
2. Knowledge of different civilizations beginning with seventeenth century up to our present time period
3. Understanding of how the past molds the attitudes, beliefs, perceptions, and actions of the present and future

### Assessment Tools:

1. Reading quizzes
2. Outside assignments
3. In-class discussions
4. Major exams

### Assessment Results:

1. Grade distribution data
2. Comparison of grade distribution data of other sections of HIS 1173

### Proposed use of Assessment Results:

1. Evaluate whether or not the student has mastered the objectives
2. Assign three hours credit to students who have met minimum requirements
3. Monitor enrollment trends and success and failure rate

## **HIS 2213 American (United States) History I**

General Education Competency: To have an understanding of the origins of the political, economic, social, religious, and cultural institutions and traditions of the United States

### Course or Program Objectives:

1. To have the ability to identify salient persons and events in the history of the United States from prehistory to 1876
2. To develop historical skills in analyzing and critically evaluating historical works
3. To “think historically” in placing key events and persons in their appropriate contexts
4. To develop critical skills in understanding how social, political, religious, and cultural dynamics shaped the lives of Americans in both the past and present

### Outcomes:

1. Effective note-taking, organizational, and research skills
2. A critical and deep knowledge of the key events and persons that have shaped the American past
3. Historical thinking that links current events, trends, and dynamics with the past

### Assessment Tools:

1. Quizzes on reading and lecture material
2. Outside book review of a significant work of history dealing with the appropriate time period
3. Class participation in a question and answer format
4. Major exams

### Assessment Results:

1. Grade distribution data
2. Comparison of grade distribution data of other sections of HIS 2213

### Proposed use of Assessment Results:

1. Monitor enrollment trends and withdrawal rates of HIS 2213
2. Assign three hours of credit for student who met the minimum requirements
3. Advise and encourage students who completed class requirements to pursue other college courses in the Liberal Arts and Social Sciences
4. Modify future lectures and book assignments as assessment results and current trends and events require

## **HIS 2223 American (United States) History II**

General Education Competency: To have an understanding of the political, economic, social, religious, and cultural institutions and traditions of the United States

### Course or Program Objectives:

1. To have the ability to identify salient persons and events in the history of the United States from 1876 to the present
2. To develop historical skills in analyzing and critically evaluating historical works
3. To “think historically” in placing key events and persons in their appropriate contexts
4. To develop critical skills in understanding how social, political, religious, and cultural dynamics shaped the lives of Americans in both the past and present

### Outcomes:

1. Effective note-taking, organizational, and research skills
2. A critical and deep knowledge of the key events and persons that have shaped the American past
3. Historical thinking that links current events, trends, and dynamics with the past

### Assessment Tools:

1. Quizzes on reading and lecture material
2. Outside research project dealing with the appropriate material and topic
3. Class participation in a question and answer format
4. Major exams

### Assessment Results:

1. Grade distribution
2. Comparison of grade distribution data of other sections of HIS 2223

### Proposed use of Assessment Results:

1. Monitor enrollment trends and withdrawal rates of HIS 2223
2. Assign three hours of credit for student who met the minimum requirements
3. Advise and encourage students who completed class requirements to pursue other college courses in the Liberal Arts and Social Sciences
4. Modify future lectures and research assignments as assessment results and current trends and events require

## **PHI 1113 Old Testament Survey**

General Education Competency: To have knowledge and understanding of Biblical history

Course or Program Objectives:

1. To identify key persons and events in the Old Testament
2. To display and knowledge and understanding of Old Testament civilizations and societies

Outcomes:

1. To develop more effective reading skills
2. To study these stories in view of the realities of their day and apply them to our day

Assessment Tools:

1. Reading quizzes
2. In-class discussions
3. Written examinations

Assessment Results:

1. Grade distribution data

Proposed use of Assessment Results:

2. To find strength for further study in the field of theology
3. To assign three hours credit to those who meet the minimum requirements



## **PHI 1133 New Testament Survey**

General Education Competency: To have knowledge and understanding of Biblical history

Course or Program Objectives:

1. To identify key persons and events in the New Testament
2. To display knowledge and understanding of New Testament civilizations and societies

Outcomes:

1. More effective reading skills
2. Knowledge of New Testament times and people
3. Understanding of how the past molds the future

Assessment Tools:

1. Reading quizzes
2. In-class discussions
3. Written examinations

Assessment Results:

1. Grade distribution data

Proposed use of Assessment Results:

2. To find strength for further study in the field of theology
3. To assign three hours credit to those students who have met the minimum requirement

## ENG 2423 World Literature I

PROGRAM OF STUDY: Humanities and Social Sciences Supports PRCC Strategic Goal(s): 1, 3				
INSTRUCTIONAL LEVEL: Literature				
COURSE LEVEL: World Literature I (ENG 2423)				
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	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
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.	88% of students achieved outcome.	Instructors decided to continue to stress the importance of active reading, note taking, and review for tests and final examination.
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.	94% of students were able to analyze prominent themes in a literary work.	The need to emphasize the requirements and necessities of being able to analyze prominent themes in a literary work has been recognized.
3	Student demonstrates the ability to read and understand literary criticism.	70% of students read a piece of literary criticism and then analyze the author's argument and discuss/critique said argument in the form of a class presentation.	94% of students were able to read a piece of literary criticism, analyze the author's argument and discuss/critique that argument in the form of a presentation/research paper.	Instructors agreed to provide more directions for this assignment and monitor individual students' progress toward accomplishing the goal.

## **ENG 2433 World Literature II**

General Education Competency: To have knowledge and understanding of the literature produced in the world during modern times

Course or Program Objectives:

1. The student will be knowledgeable of major world literary works written after A.D. 1650.
2. The student will be able to analyze literature.

Outcomes:

1. More effective reading and writing skills
2. Knowledge of major writers and works from different countries in modern times
3. Understanding of universal themes in the development of world literature

Assessment Tools:

1. Quizzes and examinations
2. Classroom discussions

Assessment Results:

1. One hundred percent of students will engage in classroom discussion.
2. Eighty percent of students will score seventy percent or better on examinations.

Proposed use of Assessment Results:

1. The assessment results will be used to revise and improve instruction.

## MAT 1313 College Algebra

PROGRAM OF STUDY: Science, Mathematics, and Business Supports PRCC Strategic Goal(s): 1, 3				
COURSE LEVEL: College Algebra (MAT 1313)				
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	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
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 2011: 78.9% 301/385 Spring 2012: 74.6% 291/390	Instructors decided it there was a need to include an additional instructional video on this topic. Instructors agreed to import the videos on solving equations and inequalities from Intermediate Algebra including the video notes and have the students watch the videos and complete the notes.
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 2011: 85.2% 28/385 Spring 2012: 75.9% 296/390	Instructors decided to require the Supplemental Instruction Leaders to provide a special session on this topic for any interested students. Instructors agreed to implement a writing assignment to help students express verbally the relationship between the domain and range of functions.
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 2011: 75.1% 287/382 Spring 2012: 69.5% 271/390	A need was determined for a handout to be developed utilizing several online graphing tools which will be used by Supplemental Instruction Leaders to reinforce this topic. Instructors decided to develop a graphing handout without an online component for this topic.
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 2011: 73.3% 282/385 Spring 2012: 73.3% 288/393	Instructors decided to require the Test Review as a graded assignment. Instructors will give a paper quiz on this topic.
5	The student will solve logarithmic	70% of students who complete this course	Fall 2011: 49.7%	Instructors decided to change the

	equations.	will correctly solve a logarithmic equation on the final exam.	191/384 Spring 2012: 49.9% 194/389	assessment question to remove the quadratic from the problem. Also, the problem was changed from a sum of logs to a difference of logs.
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 2011: 89.9% 346/385 Spring 2012: 83.3% 320/384	It was decided that since the goal has been met satisfactorily for four assessment cycles that the SLO will be removed for the rest of the assessment cycle.

**BIO 1131/1133**  
**General Biology I and Laboratory**

PROGRAM OF STUDY: Science, Mathematics, and Business Supports PRCC Strategic Goal(s): 1, 3				
COURSE LEVEL: General Biology I and Lab (BIO 1133 & BIO 1131)				
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	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
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.	Correct-79% Incorrect-19%	It was determined that instructors would encourage the students to learn more about how cell organelles affect an overall organism and apply that knowledge to their importance throughout the semester.
2	Describe the fundamental principles of Mendelian genetics	At the end of the lecture course, 60% of the students will predict the genotypic and phenotypic outcomes in a simple inheritance monohybrid cross. This item will be assessed on a common instrument prior to final exams.	Correct-59% Incorrect-41%	Instructors determined the need to ensure students understand how phenotype is determined by genotype. Instructors will make available videos in Mastering or instructor videos to reinforce this topic outside of class.
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.	Correct-64% Incorrect-36%	This is a very hard concept for the student to grasp and remember. Instructors agreed that adequate time and activities are in place to review this content area. Instructors will make available either videos in Mastering or instructor videos to reinforce this topic outside of class.
4	Describe the principles of adaptation and evolution in biology	At the end of the lecture course, 70% of students will demonstrate an understanding of the role of adaptation as a key characteristic of life. This item will be assessed on a common instrument prior to final exams.	Correct-74% Incorrect-26%	Instructors decided that this topic is taught as a part of every content area as overall theme in biology.
5	Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based	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	Correct-68% Incorrect-32%	Instructors agreed that valid experimentation and inquiry be stressed in all experimental based labs. The following labs at least

<p>on the concepts listed in BIO 1133.</p>	<p>instrument prior to final exams.</p>	<p>should be using an experimental approach- scientific method introduction, chemistry or biochemistry, cellular transport, photosynthesis, cellular respiration, and enzymatic action. Instructors decided to reassess this next year to see if lab skills have improved.</p>
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**BIO 1143/1144**  
**General Biology II and Laboratory**

PROGRAM OF STUDY: SCIENCE, MATHEMATICS AND BUSINESS				
Supports PRCC Strategic Goal(s): 1, 3				
COURSE LEVEL: General Biology II and Lab (BIO 1143 and BIO 1141)				
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	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
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.	Correct- 86% Incorrect- 12%	It was decided change assessment from end of course to during the course with more in-depth assessment questions. Add additional questions to increase question pool.
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	Correct- 98% Incorrect- 2%	Instructors determined to implement YouTube videos such as Octopus. Assessment has been changed to when concepts are presented instead of upon course completion.
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	Correct-94% Incorrect-6%	Instructors implemented cooking plant parts student activity and changed herbs grown in the Butterfly Garden. It was decided to have students view "Secret Life of Plants" video. Outcome assessment was transferred to mid-semester.
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	Correct-95% Incorrect-5%	A need to relocate assessment was realized. Instructors implemented role-playing activity - Project Wild: Oh Deer.
5	Develop laboratory skills that allow a student to recognize and observe the concepts listed in BIO 1143, as well as develop the ability to analyze experimental data.	At the end of the laboratory course, 60% of the students will recognize components of plant and animal anatomy, as well parts of the habitat and interactions therein.	Correct-97% Incorrect-3%	Instructors agreed to change outcome to: "At the end of the laboratory course, 80% of the students will recognize components of plant and animal anatomy, as well as the habitat and interactions therein." It was decided to add a bird beak adaptation lab and incorporate art into animal adaptation lab.



**CHE 1211/1213**  
**General Chemistry I and Laboratory**  
**And**  
**CHE 1223/1221**  
**General Chemistry II and Laboratory**

PROGRAM OF STUDY: SCIENCE, MATHEMATICS AND BUSINESS				
Supports PRCC Strategic Goal(s): 1,3				
COURSE LEVEL: General Chemistry I and II and Lab (CHE 1213/1211 and CHE 1223/1221)				
PURPOSE OF UNIT:				
RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College.				
	LEARNING OUTCOMES	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
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.	46 % met the criteria	Instructors decided to encourage the students to think more about the questions that are being ask.
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.	46% met the criteria	Instructors planned to give the students more homework problems to work that emphasize the mathematical problems.
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% will correctly answer 2 of 3 Periodic law problems on the final exam.	64% met the criteria	It was determined that instructors would encourage the students to learn more about their periodic table and the information that is on it.
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.	54% met the criteria	Instructors decided to encourage the students to think critically about what they are working on in lab and how it connects to what they are doing in lecture class.

**PHY 2241/2243**  
**Physical Science Survey I and Laboratory**

General Education Competency: To better understand how the world works, how to think logically, and how to evaluate science

Course or Program Objectives:

1. Students should have some understanding of the physics concepts used to describe the physical world
2. Students should connect the science they are learning with their experiences in the real world
3. Students should develop a good understanding of what it means to learn science and what they need to do to learn it. In particular, they need to learn to evaluate and structure their knowledge

Outcomes:

1. Better problem solving skills
2. Be able to use principles of science in ways or circumstances that they have not previously seen

Assessment Tools:

1. Observe student behavior in class and in office hours
2. Group problem assignments
3. Laboratory experiments
4. Examinations

Assessment Results:

1. Grade distribution data
2. Student attitudes to science in physical science

Proposed use of Assessment Results:

1. Monitor withdrawal rates to determine if changes in classes helped
2. Evaluate laboratory assignments and modify them as needed to help students learn
3. Evaluate group assignments and modify them as needed to help students learn

**PHY 2253**  
**Physical Science Survey II**

DEPARTMENT: Science, Mathematics, and Business Supports PRCC Strategic Goal(s): 1, 3				
COURSE LEVEL: Physical Science Survey II Lecture and Lab (PHY 2253 & PHY 2251)				
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	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
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.	<u>Spring 2012</u> 2 of 3 or better 88%	A decision was made to make minor adjustments to this activity. This activity should be done to accompany Chapter 12 in the textbook.
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.	<u>Spring 2012</u> 2 of 3 or better 67%	Hands-on activities helped the students to better understand this difficult concept. Instructor decided that more time and activities should be spent on this concept in lab and in lecture.
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.	<u>Spring 2012</u> 2 of 3 or better 62%	This is a very hard concept for the student to grasp and remember. Instructor agreed that more emphasis should be placed on continued use of nomenclature throughout the entire class.
4	The student will interpret the data from groundwater analysis.	Of the students completing this course 70% will correctly determine the type of groundwater analyzed 2 of 3 times in a laboratory setting.	Upon attempting this experiment, instructor realized that this activity was not feasible for these students.	Instructor decided to rework this activity for next year. May replace with a different activity.

## PHY 2414 General Physics I (Laboratory included)

General Education Competency: To understand how the world works, how to think logically, and how to evaluate science

### Course or Program Objectives:

1. Students should understand what the physics they are learning is about in terms of a strong base in concepts firmly rooted in the physical world
2. Students should link the knowledge they acquire in their physics class into coherent physical models
3. Students should learn both how to use the physics they are learning and when to use it
4. Students should connect the physics they are learning with their experiences in the real world
5. Students should develop a good understanding of what it means to learn science and what they need to do to learn it. In particular, they need to learn to evaluate and structure their knowledge.

### Outcomes:

1. Effective problem solving skills
2. Facility in translating the variety of representations used in physics (i.e. verbal/written descriptions of a physical situation, pictures, graphical representations, algebraic, etc.)
3. Be able to use physics principles in ways or circumstances that they have not previously seen

### Assessment Tools:

1. Observe student behavior in class and in office hours
2. Group problem assignments
3. Laboratory reports
4. Examinations
5. Monitor their progress in concurrent mathematics/science courses

### Assessment Results:

1. Grade distribution data
2. Student attitudes to science in general and physics in particular

### Proposed use of Assessment Results:

1. Monitor withdrawal rates
2. Evaluate laboratory assignments
3. Evaluate group assignments

## PHY 2424 General Physics II (Laboratory included)

General Education Competency: To understand how the world works, how to think logically, and how to evaluate science

### Course or Program Objectives:

1. Students should understand what the physics they are learning is about in terms of a strong base in concepts firmly rooted in the physical world
2. Students should link the knowledge they acquire in their physics class into coherent physical models
3. Students should learn both how to use the physics they are learning and when to use it
4. Students should connect the physics they are learning with their experiences in the real world
5. Students should develop a good understanding of what it means to learn science and what they need to do to learn it. In particular, they need to learn to evaluate and structure their knowledge.

### Outcomes:

1. Effective problem solving skills
2. Facility in translating the variety of representations used in physics (i.e. verbal/written descriptions of a physical situation, pictures, graphical representations, algebraic, etc.)
3. Be able to use physics principles in ways or circumstances that they have not previously seen

### Assessment Tools:

1. Observe student behavior in class and in office hours
2. Group problem assignments
3. Laboratory reports
4. Examinations
5. Monitor their progress in concurrent mathematics/science courses

### Assessment Results:

1. Grade distribution data
2. Student attitudes to science in general and physics in particular

### Proposed use of Assessment Results:

1. Monitor withdrawal rates
2. Evaluate laboratory assignments
3. Evaluate group assignments

**SPT 1113  
Public Speaking**

PROGRAM OF STUDY: Fine Arts and Communication Supports PRCC Strategic Goal(s): 1, 2, 3, 5				
INSTRUCTIONAL AREA: Speech and Theater				
COURSE LEVEL: Public Speaking (SPT 1113)				
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	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
1	Students will write coherent Commemorative speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose and central idea.	70% of students will effectively deliver the Commemorative Speech	89% successfully completed this assignment. 4% were not successful. 7% did not submit.	It has been noted that students continue to struggle with the writing aspects of this task. As a result, a pre-requisite of a score of 16 or above on the English portion of the ACT or successful completion of ENG 0123 has been added.
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.	78% successfully completed this assignment. 12% were not successful. 10% did not submit.	Same as above. Otherwise, no changes.
3	Students will write coherent Persuasive speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose and central idea.	70% of students will accurately develop and deliver one of the three types of Persuasive Speeches.	75% successfully completed this assignment. 13% were not successful. 12% did not submit.	To further address the unpreparedness of many students for this course, a developmental speech course, SPT0113 Basic Public Speaking, has been added to the curriculum.

## **GEO 1113**

### **World Geography**

General Education Competency: To have a knowledge and understanding of basic geographical concepts including physical and human dimensions of the world in the study of people, places, and environments

#### Course or Program Objectives:

1. To know and understand the world in spatial terms
2. To develop skills in analyzing various places and regions
3. To identify various physical systems at work
4. To display a knowledge and understanding of the various societies and how they impact their environment
5. To apply geography to interpret the past, present, and to plan for the future

#### Outcomes:

1. Effective research and organizational skills
2. Knowledge of the various geographic concepts
3. Ability to apply geography as an interpretive tool

#### Assessment Tools:

1. Reading quizzes
2. Outside assignments
3. In-class discussions
4. Major exams

#### Assessment Results:

1. Grade distribution data
2. Comparison of grade distribution data of other sections of GEO 1113

#### Proposed use of Assessment Results:

1. Evaluate whether or not the student has mastered the objectives
2. Assign three hours credit to those students who have met the minimum requirements
3. Monitor enrollment trends and success and failure rates

## **PSC 1113 American National Government**

General Education Competency: To be able to discuss the structural organization and political processes which govern the behavior of the individuals and institutions, which make up the government

### Course or Program Objectives:

1. To learn that there are different ways to analyze political institutions and behavior using these different perspectives
2. To understand that one's ideal of government goals and purposes is related to their ideological perspective – liberal, conservative, etc.
3. To develop and/or sharpen analytical skills

### Outcomes:

1. Effective research and organizational skills
2. Effective audience analysis and adaptation skills
3. Effective oral presentation and delivery skills

### Assessment Tools:

1. Examinations
2. Research assignments
3. Class participation

### Assessment Results:

1. Grade distribution data
2. Student development through the course
3. Comparison of grade distributions data of previous terms

### Proposed use of Assessment Results:

1. Assess the effect of assignments in PSC 1113
2. Monitor enrollment trends/withdrawal rates of PSC 1113



## PSY 1513 General Psychology I

PROGRAM OF STUDY: Humanities and Social Sciences				
INSTRUCTIONAL AREA: History, Political Science, Psychology, Sociology Supports PRCC Strategic Goal(s): 1, 3				
COURSE LEVEL: General Psychology (PSY 1513)				
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	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
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.	74.4% of the 277 students completing the course correctly distinguished the common features of three major psychological theories.	Instructors decided to increase emphasis on the common feature of three major psychological theories by referring to them often and reviewing them.
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.	76.1% of the 277 students completing the course correctly identified the common features of three major psychological disorders.	Decision was made to continue to focus on three major psychological disorders, discuss them, and review them.
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.	69.02% of students completing the course correctly distinguished four common research methods.	Instructors made plans to increase class exposure and lecture time to cover areas of research.
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.	82% of the 277 students completing the course correctly distinguished components of the two main branches of the human nervous system.	Instructors decided to maintain and increase focus on the components of the two main branches of the human nervous system.

## **SOC 2113**

### **Introduction to Sociology**

General Education Competency: Ability to read the text with comprehension and take effective notes in class

#### Course or Program Objectives:

1. Students will learn the concepts, terminology and theories commonly used by professional sociologists
2. Students will learn and understand how sociologists do research
3. Students will learn how to apply sociological concepts to understanding their own lives

#### Outcomes:

1. Students will demonstrate their knowledge gained about sociology in class participation
2. Students will demonstrate their knowledge of sociology during testing sessions provided by the instructors
3. Students will develop effective study skills for learning sociology

#### Assessment Tools:

1. Periodic tests and quizzes
2. Student participation in class discussions
3. Application essays, recitation, or group problem solving sessions

#### Assessment Results:

1. Data related to grade distributions of classes
2. Comprehensive final examinations

#### Proposed use of Assessment Results:

1. Planning to content for sophomore level sociology classes
2. Planning content, new lecture material, and teaching methods for Sociology 2113 classes

## ENG 1113 English Composition I

DEPARTMENT: Humanities and Social Sciences Supports PRCC Strategic Goal(s):1, 3				
INSTRUCTIONAL AREA: English Composition I (ENG 1113)				
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	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
1	To use the recursive writing process to develop carefully organized, multi-paragraph essays, developing a thesis statement in response to specific reading assignments.	Under proctored testing conditions and given a specific prompt based on the textbook, 70% of the students will brainstorm, organize, draft, edit, and publish a 500 word multi-paragraph essay.	75% of students achieved outcome.	It was decided to increase training and all ENG 1113 instructors will be provided with copies of the SLO rubric and examples of proficient and deficient essays.
2	To identify and correct the following major sentence structure errors: sentence structure, verb, and pronouns usage.	During the proctored writing assessment described in #1, 70% of the students will produce sentences reflecting control of sentence structure, verb, and pronoun usage.	94% of students achieved outcome.	Instructors determined a necessity to place more focus on grammar through pedagogy and activity development.
3	To identify and correct other specific grammatical errors which occur in his/her writing.	After being shown marked errors in their proctored composition described in #1, 70% of the students will self-correct the problems such as comma usage.	97% of students achieved outcome.	Instructors agreed that more instructor input is necessary regarding Learning Lab grammar activities.
4	To identify and correct spelling and punctuation problems.	After reviewing current Standard English practices, 80% of students will apply those rules during the proofreading process of the proctored writing assignment described in #1.	97% of students achieved outcome.	Instructors decided to increase the success rate for this outcome.
5	To compile a bibliography identifying sources for literary research, according to MLA format.	After learning college library resources and the MLA citation process, 70% of students will gather materials and produce a bibliography.	86% of students achieved outcome.	A decision was made requiring every instructor to submit data for report.

## **ENG 1123**

### **English Composition II**

General Education Competency: To improve critical and analytical reading and writing skills

Course or Program Objectives:

1. To read literature critically and analytically
2. To write critically and analytically about literature
3. To use secondary research materials obtained through the library and online

Outcomes:

1. To write an undocumented short fiction analysis
2. To write a documented analysis of a novel or play
3. To read, understand, and write about poetry and drama

Assessment Tools:

1. Tests
2. Essays
3. Research paper

Assessment Results:

1. Grade distribution data

Proposed use of Assessment Results:

1. Prerequisite for literature classes

## **HPR 1751/1761 Nutrition and Wellness I and II**

General Education Competency: The purpose of this course is to expose the student to the importance and significance of nutrition in health and physical activity. It also places emphasis on the various aspects of wellness and the relationship between weight control and therapeutic exercise.

### Course or Program Objectives:

1. To provide effective and up-to-date instruction in nutrition which will encourage and enable students to incorporate healthy behaviors and attitudes into their daily lives
2. To evaluate current level of fitness
3. To provide student with recent information on proper nutrition and assist in understanding how lifestyle affects health

### Outcomes:

1. Student will incorporate healthy behaviors into daily life
2. Student will gain understanding of current fitness level and how it can be improved
3. Student will learn that current nutrition habits will affect future health

### Assessment Tools:

1. Student will keep a daily log of personal physical exercise
2. Blood pressure, resting heart rate, cardio-endurance (three-minute step test), muscular endurance (push-ups), and flexibility (sit and reach) is all measured at the beginning of the semester and again at the end of the semester

### Assessment Results:

1. Student will understand the dynamics of proper nutrition and its relationship to exercise
2. Student will see improvement in fitness levels at the time of the post assessment if a regular exercise regimen is followed

### Proposed use of Assessment Results:

1. In previous assessments, the abdominal crunch test was used to measure muscular endurance. Most students are more apt to do abdominal crunches on their own. Therefore, the test will be improved by changing to the push up test in order to measure and improve upper body muscular endurance.

**HPR 1213**  
**Personal and Community Health**

PROGRAM OF STUDY: Health, Physical Education, and Recreation Supports PRCC Strategic Goal(s): 1,2,3				
COURSE LEVEL: Personal and Community Health (HPT 1213)				
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	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
1	Identify the six dimensions of wellness.	70% of students who complete this course will identify the six dimensions of wellness. Testing will be done on the final exam.	Fall 2011: <b>94%</b> met the criteria  Spring 2012: <b>84%</b> met the criteria	Goal exceeded. <ul style="list-style-type: none"> <li>• Implementation of a pre-test to measure SLO at the beginning of the semester and again at the end helped to improve overall achievement of this outcome.</li> <li>• Revising the question also helped our students to achieve this outcome.</li> <li>• We will add additional activities to help reinforce learning for all outcomes.</li> </ul>
2	Identify the factors associated with the prevention of both major infectious and non-communicable diseases.	70% of students who complete this course will identify a lifestyle factor related to the prevention of non-communicable diseases. Testing will be done on the final exam.	Fall 2011: <b>82%</b> met the criteria.  Spring 2012: <b>84%</b> met the criteria	Goal exceeded. <ul style="list-style-type: none"> <li>• Implementation of a pre-test to measure SLO at the beginning of the semester and again at the end helped to improve overall achievement of this outcome.</li> <li>• Revising the question also helped our students to achieve this outcome.</li> <li>• We will add additional activities to help reinforce learning for all outcomes.</li> </ul>
3	Identify at least three essential nutrients; sources and functions.	70% of students who complete this course will be able to identify at least three essential nutrients; sources and functions. Testing will be done on the final exam	Fall 2011: <b>81%</b> met the criteria.  Spring 2012: <b>65%</b> met the criteria	Goal exceeded for fall 2011 but not for spring 2012. <ul style="list-style-type: none"> <li>• Implementation of a pre-test to measure SLO at the beginning of the semester and again at the end helped to improve overall achievement of this outcome.</li> </ul>

				<ul style="list-style-type: none"><li>• Revising the question also helped our students to achieve this outcome.</li><li>• We will add additional activities to help reinforce learning for all outcomes.</li></ul>
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## General Overview of Assessment Results

This section contains the yearly general overview of the assessment process for years 2008-2009, 2009-2010, and 2010-2011. Careful analysis of these charts shows our progress in creating useful, measurable SLOs and how this new data has helped each of our disciplines to see where improvement is needed and if the changes implemented have been successful in improving student learning.

### Pearl River Community College Assessment 2008-2009

Position: General Education/University Parallel Supports PRCC Strategic Goal(s): 1, 3				
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.				
	LEARNING OUTCOMES	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
1	Oral Communication - Graduates will demonstrate the ability to communicate verbally with strong organizational skills and appropriate delivery.	70% of students taking SPT 1113 (and 100% graduates) will have a passing grade.	Grade distributions for all sections of Public Speaking: 18%-A, 23.4%-B, 20%-C, 7%-D, 17%-F, .6%-I, 14%-W.	New edition of text was adopted in spring of '09 which includes access to Thomson Learning website. A/V technology and internet access has been installed in classrooms and will be put into use in the 2009-10 term. Hybrid section of Public Speaking was well-received by students and faculty and will be offered again in both fall and spring of 09-10 term.
2	Computer Literacy - Graduates will demonstrate proficiency in basic computer operations such as file saving, printing, loading programs, etc.	70% of students taking CSC 1113 or higher level CSC courses will have a passing grade. 100% of graduates will have passed CSC 1113 (or higher level CSC course), a proficiency exam, or have approved documentation from an employer attesting to their computer proficiency.	2a. Reviewed available textbooks and software for CSC 1113 to determine which would best fit with our syllabus.  2b. Reviewed the CSC 1113 lab manual for overall affectivity and with use of CaseGrader. Overall cost to students for textbook plus a lab manual for a core course was also considered.  2c. Grade distribution for	2a. Changed to a more comprehensive textbook beginning Fall 2009.  2b. Removed the lab manual. Planning to augment classes with software demonstrations, use of the Help features built into the software, web tutorial sites, and instructor-developed projects. Continue use of CaseGrader in the course for



			<p>computer science classes for non-major students enrolled in academic computer science classes:  Fall 2008  A – 31.8%  B – 25.0%  C – 14.0%  D – 4.5%  F – 12.1%  W – 12.5%</p> <p>Pre-test/post-test administered. The average improvement per student was 39%.</p> <p>2d. Grade distribution for computer science classes of two-year technical students enrolled in academic computer science classes:  Fall 2008  A – 40.0%  B – 17.8%  C – 6.7%  D – 11.1%  F – 6.7%  W – 17.8%</p>	<p>additional online hands-on projects to support the learning process.</p> <p>2c. Grade results are showing a reasonable distribution for a college-level class. The passing rate (i.e., grades of A, B, or C) was 78% for fall 2006 and fall 2007. It dropped to 70.8% for fall 2008. The withdrawal rate has fluctuated from 11% in fall 2006 and 7% in fall 2007 to 12.5% for fall 2008. Continue pre-test/post-test for CSC 1113 classes for Fall 2009 and Spring 2010 to collect data concerning the effectiveness of the class on student learning.</p> <p>2d. Grade results showed a reasonable distribution for a college-level class. Pass rate has increased from 64% in fall 2005 to 68% in fall 2006 to 85% in fall 2007. For fall 2008, the pass rate decreased to 64.5%.</p>
3	<p>Fine Arts - Graduates will demonstrate basic knowledge of one of the following branches of the arts: visual arts, music, or theater.</p>	<p>70% of students taking ART 1113, MUS 1113, or SPT 2233 will have a passing grade. 100% of graduates will have passed one of these courses.</p>	<p>Grade distribution for all sections of Theater Appreciation: 25.5%-A, 17%-B, 25.5%-C, 13%-D, 17%-F, 0%-I, 2%-W.  Grade distributions for all sections of Public Speaking: 18%-A, 23.4%-B, 20%-C, 7%-D, 17%-F, .6%-I, 14%-W.</p> <p>Grade distributions for all courses for Speech/Theater Majors: Unable to determine grade distributions by major since all speech and theater</p>	<p>Additional sections of Theater Appreciation will be added to fulfill enrolment demands as soon as funding becomes available.</p> <p>New edition of text was adopted in spring of '09 which includes access to Thomson Learning website. A/V technology and internet access has been installed in classrooms and will be put into use in the 2009-10 term. Hybrid section of Public Speaking was well-received by students and faculty and will be offered again in both fall</p>

			courses are open to every student. Specific transfer data by major unavailable. Overall data shows PRCC transfer GPA at or above that of the native university/college student.	and spring of 09-10 term.  A course in Interpersonal Communication was offered in the Fall of '08 but did not attract enough students for the course to be taught.
4	Humanities - Graduates will demonstrate basic knowledge in at least one area of the humanities.	70% of students taking a literature course and a course elected from history, a foreign language, or another literature course will have a passing grade (100% of graduates).	79.7% of students enrolled in literature made a 'C' or better Students enrolled in Spanish:  MFL 1213 88.6% of all students earned a grade of 70 or better.  MFL 1223 88.9% of all students earned a grade of 70 or better.  MFL 2213 92.3% of all students earned a grade of 70 or better.  MFL 2223 85.7% of all students earned a grade of 70 or better.	Continue to monitor progress and improve student performance
5	Mathematics - Graduates will demonstrate performance of basic algebraic operations and problem solving.	70% of students taking MAT 1313 will have a passing grade. 100% of graduates will have passed MAT 1313 or a higher- level mathematics course.	Fall 2008 College Algebra  A = 17.7% B = 22.0% C = 21.4% D – 8.9% F – 13.9%	Need to provide more scheduling options for students.
6	Natural Sciences - Graduates will demonstrate scientific attitude and approach and simple taxonomy of at least one natural science.	100% of graduates will have passed entry-level courses, including labs, in biology, chemistry, or physics.	Student performance on examinations in both lecture and laboratory.	Grade distribution for biology classes for non-major students enrolled in academic biology classes: A – 21% B – 31% C – 22% D – 6% F – 10%
7	Social Sciences -	a. At least 67% of students majoring in	78.7 % of students majoring in	Social Science Majors are currently

	<p>a. Transfer students will perform as well as native students from the Mississippi comprehensive universities.</p> <p>b. Non-major transfer students will perform as well as native students from the Mississippi comprehensive universities.</p> <p>c. Students working toward a two-year terminal degree will perform well enough to meet the requirements for graduation.</p>	<p>History, Political Science, Psychology, or Sociology will receive a grade of "C" or better in academic Social Science courses.</p> <p>b. At least 65% of non-majors transfer students will receive a grade of "C" or better in academic Social Science courses.</p> <p>c. At least 50% of students working toward a two-year terminal degree will receive a grade of "C" or better in academic Social Science courses.</p>	<p>History, Political Science, Psychology, or Sociology received a grade of "C" or better in academic Social Science courses.</p> <p>69 % of non-major transfer students received a grade of "C" or better in academic Social Science courses.</p> <p>69.6 % of students working toward a 2-year degree received a grade of "C" or better in academic Social Science courses</p>	<p>meeting performance expectations. While student performance among this group has improved we will continue to work toward further improvements by clearly identifying expectations, providing continued updates as to performance in class, and encouraging students to seek out individual guidance and instruction during instructors' office hours.</p> <p>Continue to provide non-major transfer students with excellent instruction utilizing a variety of teaching methods. We will provide higher quality visual examples as more classes become equipped with multimedia projectors and Smartboards. Also, improvement in communication between instructors and students will occur as blackboard courseware is made available.</p> <p>Technical students are meeting and exceeding performance expectations in social Science courses here at Pearl River Community College. We will continue to provide exemplary instruction and a variety of course options in order to meet the particular needs of Vocational and Technical students.</p>
8	Written Communication - Graduates will demonstrate ability in formal written expression.	70% of students taking ENG 1113 and ENG 1123 will have passing grades. 100% of graduates will have passed these courses.	70% of students made a "C" or better	<p>Improve communication of expectations</p> <p>Monitor daily progress more closely with specific assignments and evaluations to prevent students from falling behind.</p>
9	Wellness - Graduates will demonstrate knowledge in areas of health, physical education, and recreation which will encourage and enable students to incorporate healthy behaviors and attitudes into their daily lives	<p>70% of students taking HPR 1213 and HPR 1752 will have passing grades. 100% of graduates will have passed HPR 1213.</p> <p>* The term "grade" represents any grade students receive which affects their GPA.</p>	<p>74% of students obtained "C" or better in Fall of 2008 &amp; 76% in the Spring of 2009.</p> <p>Fall 2008 HPR grade distributions: A=48% B=15% C=10%</p>	<p>Determined that students that received a "C" or better remained about the same.</p> <p>Fall Enrollment 2006-2008: Fall 2006 – 858 students taking HPR classes</p>

			<p>D= 5%  F=12%  I= 1%  P = 1%  W= 8%</p> <p>Spring 2009 HPR grade distributions:  A=46%  B=19%  C=10%  D= 5%  F = 12%  I = 1%  W = 7%</p> <p>a.b.c. Determined that the original workout requirements were best . Changing back to the old grading scale for workouts.</p> <p>Determined need again this year for a card reader system that can help us keep track of our students.</p> <p>The assessment process evaluates health history and determines if a doctors release is needed it also measures students blood pressure, heart rate, flexibility, muscular endurance, and aerobic endurance</p>	<p>Fall 2007 – 845 students taking HPR classes</p> <p>Fall 2008 – 879 students taking HPR classes</p> <p>Spring Enrollment 2007-2009:</p> <p>Spring 2007 – 747 students taking HPR classes</p> <p>Spring 2008 – 696 students taking HPR classes</p> <p>Spring 2009- 889 students taking HPR classes</p> <p>a.b.c. Changed number of required workouts back to original grading scale. The requirements are different for MWF and TR classes.</p> <p>An ID reader will help us identify our full time students and track our student attendance.</p> <p>These results help us determine our student's health before beginning an exercise program and get doctors clearance if needed.</p>
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## Pearl River Community College Assessment 2009-2010

DEPARTMENT: Science, Mathematics, and Business/Humanities and Social Sciences/Fine Arts and Communication/Health, Physical Education, and Recreation				
INSTRUCTIONAL AREA: General Education/University Parallel Supports PRCC Strategic Goal(s): 1, 3				
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.				
	LEARNING OUTCOMES	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
1	Oral Communication - Graduates will demonstrate the ability to communicate verbally with strong organizational skills and appropriate delivery.	70% of students taking SPT 1113 (and 100% graduates) will have a passing grade.	Grade distributions for all sections of Public Speaking: 22.5%-A, 25.5%-B, 16.7%-C, 5.5%-D, 16%-F, .8%-I, 12.8%-W.	Record enrollment has increased demand for additional sections and larger class sizes for Public Speaking. Extreme care must be taken when increasing class size due to the time required for speech presentation. A/V systems in the classrooms have been utilized by faculty and students.
2	Computer Literacy - Graduates will demonstrate proficiency in basic computer operations such as file saving, printing, loading programs, etc.	70% of students taking CSC 1113 or higher level CSC courses will have a passing grade. 100% of graduates will have passed CSC 1113 (or higher level CSC course), a proficiency exam, or have approved documentation from an employer attesting to their computer proficiency.	2a. Reviewed available textbooks and software for CSC 1113 to determine which best fit our approach to the course.  2b. Grade distribution for computer science classes for non-major students enrolled in academic computer science classes for Fall 2009 (319 students):  A – 31.9% B – 25.4% C – 15.3% D – 7.4% F – 14.2% W – 5.6% AU – 0.3%  72% of students received at	2a. Changed to online textbook and software for the CSC 1113 classes beginning fall 2010. This both to improve the quality of the material and to decrease the cost to the students for the class.  2b. The grade results are reasonable for a college-level class.

			<p>least a grade of "C" in this course for fall 2009.</p> <p>Pre-test/post-test administered. The average improvement was 31%.</p> <p>2c. Grade distribution for computer science classes of two-year technical students enrolled in academic computer science classes for Fall 2009 (35 students):</p> <p>A – 28.6%  B – 25.7%  C – 22.9%  D – 8.6%  F – 8.6%  W – 5.7%</p> <p>77% of students received at least a grade of "C" in this course for fall 2009.</p>	<p>2c. The grade results are reasonable for a college-level class.</p>
3	<p>Fine Arts - Graduates will demonstrate basic knowledge of one of the following branches of the arts: visual arts, music, or theater.</p>	<p>70% of students taking ART 1113, MUS 1113, or SPT 2233 will have a passing grade. 100% of graduates will have passed one of these courses.</p>	<p>Grade distribution for all sections of Art Appreciation: 26.4%-A, 33.8%-B, 13.7%-C, 6.6%-D, 10%-F, 8.7%-W, .8%-I.</p>	<p>Additional sections still needed as soon as funding, staff and facilities are available. On-line sections are offered. New A/V technology and internet access in Art Appreciation classroom has been installed.</p>
4	<p>Humanities - Graduates will demonstrate basic knowledge in at least one area of the humanities.</p>	<p>70% of students taking a literature course and a course elected from history, a foreign language, or another literature course will have a passing grade (100% of graduates).</p>	<p>A's 26%  B's 37%  C's 22%  D's 8%  F's 7%</p> <p>Total 'C' or better: 85%</p>	

5	Mathematics - Graduates will demonstrate performance of basic algebraic operations and problem solving.	70% of students taking MAT 1313 will have a passing grade. 100% of graduates will have passed MAT 1313 or a higher- level mathematics course.	Fall 2009 College Algebra  A = 23.9% B = 27.5% C = 22.6% D = 10.5% F = 15.5%	
6	Natural Sciences - Graduates will demonstrate scientific attitude and approach and simple taxonomy of at least one natural science.	100% of graduates will have passed entry-level courses, including labs, in biology, chemistry, or physics.	Grade Distribution in biology classes for non-major students A- 23% B- 31% C- 24% D- 10% F- 12%	Many biology classes are using BlackBoard as provided by the college, both for grade posting and lesson posting. Many biology instructors are using "Clickers" to stimulate student engagement in learning and testing. PRCC continues a hybrid General Biology course: lecture online and lab on campus. PRCC continues to offer a field biology course, for students to learn in the "real" environment.
7	Social Sciences - a. Transfer students will perform as well as native students from the Mississippi comprehensive universities.  b. Non-major transfer students will perform as well as native students from the Mississippi comprehensive universities.  c. Students working toward a two-year terminal degree will perform well enough to meet the requirements for graduation.	a. At least 67% of students majoring in History, Political Science, Psychology, or Sociology will receive a grade of "C" or better in academic Social Science courses.  b. At least 65% of non-majors transfer students will receive a grade of "C" or better in academic Social Science courses.  c. At least 50% of students working toward a two-year terminal degree will receive a grade of "C" or better in academic Social Science courses.	84.7 % of students majoring in History, Political Science, Psychology, or Sociology received a grade of "C" or better in academic Social Science courses.  70.5% of non-major transfer students received a grade of "C" or better in academic Social Science courses.  67.2% of students working toward a 2-year degree received a grade of "C" or better in academic Social Science courses	Social Science Majors are currently meeting performance expectations. While student performance among this group has improved we will continue to work toward further improvements by clearly identifying expectations, providing continued updates as to performance in class, and encouraging students to seek out individual guidance and instruction during instructors' office hours.  Continue to provide non-major transfer students with excellent instruction utilizing a variety of teaching methods. We will provide higher quality visual examples as more classes become equipped with multimedia projectors and smart boards. Also, improvement in communication between instructors and students will occur as blackboard courseware is utilized by instructors.  Technical students are meeting and exceeding performance expectations

				<p>in Social Science courses here at Pearl River Community College. We will continue to provide exemplary instruction and a variety of course options in order to meet the particular needs of Vocational and Technical students</p> <p>All students are encouraged to utilize learning lab resources and online resources designed to complement in class instruction and enhance overall student performance. For example, sociology students are encouraged to use the online tutorial provided by the current textbook publishing company. This tutorial provides sample questions and additional readings.</p> <p>A new book review format has been adopted by history instructors which will require students to not only identify the work's thesis but also present evidence of support or a lack thereof chapter by chapter. This will require students to read the text in a much more engaging way.</p> <p>In order to develop critical evaluation and reading skills in our students, World Civilizations students will continue to be assigned specific excerpts from readers containing primary documents. Students will evaluate the reading's context, meaning, and significance to larger historical themes. Critical readings of historical documents will be especially important for history majors as they migrate to four-year schools.</p>
8	Written Communication - Graduates will demonstrate ability in formal written expression.	70% of students taking ENG 1113 and ENG 1123 will have passing grades. 100% of graduates will have passed these courses.	Native GPA: USM: 2.54 MSU: 2.89	<p>Increase attention to students who are absent from class</p> <p>Return to use of the Hodges Harbrace</p>



			<p>PRCC transfer GPA: USM: 2.59 MSU: 2.83</p>	<p>Handbook because we had changed books and did not find them to be as effective</p> <p>Continue to collaborate with the personnel in the learning lab to refine assignments in critical reading and grammar and rhetoric and enhance the benefits of using the learning lab</p>
9	<p>Wellness - Graduates will demonstrate knowledge in areas of health, physical education, and recreation which will encourage and enable students to incorporate healthy behaviors and attitudes into their daily lives</p>	<p>70% of students taking HPR 1213 and HPR 1752 will have passing grades. 100% of graduates will have passed HPR 1213.</p> <p>* The term "grade" represents any grade students receive which affects their GPA.</p>	<p>PRCC grade distribution HPR classes: 76 % of students obtained "C" or better in Fall of 2009 &amp; 74% in the Spring of 2010.</p> <p>Fall 2009 HPR grade distributions: A=47% B=17% C=11% D= 5% F=12% I= 1% P= 0% W= 7%</p> <p>Spring 2010 grade distributions: A=45% B=18% C=11% D= 3% F=16% I= 0% P= 0% W=7%</p> <p>Determined need again this year for a card reader system to keep track of students, faculty, staff, and community enrolled in the Wellness Center.</p> <p>The assessment process</p>	<p>Fall Enrollment of HPR classes 2006-2009</p> <p>Fall 2006 – 858 students</p> <p>Fall 2007 – 845 students</p> <p>Fall 2008 – 879 students</p> <p>Fall 2009 – 1047 students</p> <p>Spring Enrollment of HPR classes 2007– 2010</p> <p>Spring 2007 - 747 students</p> <p>Spring 2008 – 696 students</p> <p>Spring 2009 – 889 students</p> <p>Spring 2010 – 832 students</p> <p>An ID reader will help us identify our full time students, part-time students, faculty, staff, and community. A card reader will help us to keep track of our student's attendance and grading. It will also help security and safety.</p>

			<p>evaluates health history and determines if a doctors release is needed it also measures students blood pressure, heart rate, flexibility, muscular endurance, and aerobic endurance.</p>	<p>These results help us determine our student's health before beginning an exercise program and get doctors clearance if needed.</p>
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## Pearl River Community College Assessment 2010-2011

DEPARTMENTS: Science, Mathematics, and Business/Humanities and Social Sciences/Fine Arts and Communication/Health, Physical Education, and Recreation				
INSTRUCTIONAL AREA: General Education/University Parallel Supports PRCC Strategic Goal(s): 1, 3				
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.				
	LEARNING OUTCOMES	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS
1	<b>Oral Communication</b> Graduates will demonstrate the ability to communicate verbally with strong organizational skills and appropriate delivery.	At least 60% of the students who take the final examination in this course will demonstrate proficiency in each of four (4) stated student learning outcomes as stated in the Assessment Chart for SPT 1113.	Implementation of SLO assessment has been completed in only one of the course for fine arts and communication majors. 100% or students successfully completed the SLO's for this course.	SLO assessment in additional FA&C courses for majors will be implemented which will provide more detailed data about student learning. Data will be analyzed and discussed by faculty and any necessary adjustments in the curriculum will be made.
2	<b>Computer Literacy</b> Graduates will demonstrate proficiency in basic computer operations such as file saving, printing, and loading programs.	At least 70% of students who complete CSC 1113 and BAD 2533 will demonstrate mastery of five (5) student learning outcomes identified in the Assessment Charts for these courses.	CSC 1113/BAD 2533: 45% passed slo1 (Identify basic terminology associated with computers including hardware, software, communications, and computer security.); 80% passed slo 2 (Give examples of issued involved with the purchase of computer system.)	Questions with less than 50% success rate will be reviewed and adjusted for improvement if appropriate. The textbook, software, and lab operating system will be changed beginning Fall 2011 which will necessitate review and possible update/change of some questions.
3	<b>Humanities</b> Graduates will demonstrate basic knowledge in at least one area of the humanities.	Student Learning Outcomes will be assessed in ENG 2423 and HIS 1163.	World Civilization I: 60.36% of students passed learning outcome #1; 72.07 % of students passed learning outcome #2; 79.27% of students passed learning outcome #3; 79.27% of students passed learning outcome #3; World Literature I: 98% of students passed learning outcome #1; 98% passed learning outcome #2; 96% passed learning outcome #3	For #1, encourage the collection of data earlier in the year; for #2, encourage further improvement; for #3, encourage further improvement

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

			passed slo 5 (Successfully prepare and visualize microbes and various microbial structures under the microscope.) representing a 90% success rate; Problems arose with the assessment of slo6 (Demonstrate knowledge of a microbe's metabolic requirements using various selective and differential media.) due to variation within sections and instructors. The results generated were not directly comparable and therefore a valid interpretation was not possible.	
6	<b>Social Sciences</b> Graduates will demonstrate knowledge of basic principles of at least one area of the social sciences.	Student Learning Outcomes will be assessed in PSY 1513.	General psychology: 77% of students passed learning outcome #1; 72% of students passed learning outcome #2; 84% of students passed outcome #3; and 83% of students passed outcome #4	No improvements needed
7	<b>Written Communication</b> Graduates will demonstrate ability in formal written expression.	Student Learning Outcomes will be assessed in ENG 1113.	English 1113: 198 of 214 passed learning outcome #1, for a score of 85%; 72 of 214 students passed learning outcome #2, for a score of 37%; 133 of 214 students passed learning outcome #3, for a score of 62%; 89 of 214 passed learning outcome #4, for a score of 42%; 187 of 214 students passed learning outcome #5, for a score of 90%	Beginning Fall of 2011, for learning outcomes 2, 3, and 4, all ENG 1113 instructors will assign grammar activities, monitor performance, and stress importance of the grammar posttest. For learning outcomes #1 and #2, the SLO was met and no change is needed.
8	<b>Wellness</b> Graduates will demonstrate knowledge in areas of health, physical education, and recreation which will encourage and enable students to incorporate healthy behaviors and attitudes into their daily lives.	At least 70 % of students who complete HPR 1213 and 2213 will demonstrate mastery of each of four (4) Student Learning Outcomes.	This information is not provided on the Health Physical Education, and Recreation assessment chart.	Outcomes and assessment criteria will be edited for the 2011-2012 assessment charts.

## Challenges



The General Education curriculum is centralized in organization and management. Each semester, department chairs outline a schedule of classes to be taught. The Academic Director (currently the Vice President for General Education and Technology Services) approves this schedule. Enrollment and course sequence projections are used to develop a format of course offerings. Class size and facilities are accommodated through hands-on involvement of department chairs. Faculty availability, grants, accessible classrooms, and budgets impact the offering of course sequences and individual courses.

### **Challenge in the 2003–2004 General Education Review**

Students have the opportunity to meet with an advisor of their choice, but because of the online registration system available at Pearl River Community College, a majority of students do not take advantage of this service. Therefore, students may not be exposed to all of the courses that comprise the General Education curriculum. The guidance counselors are encouraging faculty and students to be involved in the process of advisement. A suggested solution to the current situation would be the requirement of faculty/student interaction prior to allowing the student online registration privileges each semester.

### **Comment from 2006-2007 General Education Review**

Advisement of students continues to be an issue. Since the 2003–2004 General Education Review, a number of different working groups have expressed concern about advisement of students. To this end, exploration of different methods of advisement including assigning advisors to students is underway. According to the Pearl River Community College Office of Institutional Research, in fall 2006, 70% of the students were undecided as to a field of study. This is further evidence that a formal system of advisement is needed. ***Therefore, this item continues to be a challenge in the 2006–2007 General Education Review.***

### **Comment from 2009-2010 General Education Review**

Although the advisement of students still continues to be an issue, many improvements have been made since the last review. In July 2007 Dr. Ann Moore was appointed to the position of Director of Counseling, Advancement, and Placement. A proposal for improvements, including the implementation of the CAP (Curriculum, Advisement, and Program Planning) Module in Banner was presented to the Advisory Board. In January 2008, laptops were available for the first time at every table during open registration. In spring 2008, an Advisor's Guide was developed and advisor training in Banner was held for the first time in summer 2008. In spring 2008, a proposal was submitted to the U.S. Department of Education for Title III funding for improvements in advising and supplemental instruction in specified general education courses for the Poplarville campus and the Forrest County Center. In fall 2008 and spring 2009, students were assigned to individual advisors. In fall 2009 this process was further revised on the departmental level and a triplicate advisor's form was created to help advisors give students a better look at the overall requirements for their degree and their progress towards completing their degree. Also in fall 2009, the Title III grant was funded for approximately \$2,000,000 for piloting improvements in advising and instruction in specified general education courses with at risk students being the benefactors. Within the five year duration of the grant, faculty advisors and counselors will be trained in Banner's CAP Module and best advising practices according to CAS standards.

***The challenges which remain are to ensure that all advisors are adequately trained in the best advising practices and to ensure that all students are engaged in the advisement process.***

#### **Comment from 2012-2013 General Education Review**

Student advisement continues to present challenges. The Title III grant has made some impact in this area. The PRCC Title III initiative is committed to creating a new *Integrated Learner Support System* or 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 and retention. After two years, the grant has

- Renovated the second floor of Crosby Hall to create a Student Success Center, outfitted with a computer lab, quiet zone, conference/training room, and classroom. Throughout the previous year, 212 students have utilized the facility and logged more than 830 hours in the computer lab. The SSC also hosted 10 Stay Current! Workshops where upwards of 20 students learned what it takes to be a successful college student such as how to communicate with their instructors, how to take notes, test taking strategies, and financial literacy.
- Instituted the CAPP module in Banner, which allows both faculty and students to conduct degree evaluations thus keeping students on track for graduation. Title III funds also purchased CollegeSource's Transfer Evaluation Software to aid in evaluating incoming transcripts and creating equivalencies with PRCC courses. Both of these new technologies will enhance the new advisement model scheduled to be piloted in the Fall 2011 semester.
- Redesigned LLS 1423 College Study Skills as PRCC's new success course. The new course combines the use of peer mentors and faculty advisors trained in best advisement practices. Preliminary results indicated a retention rate of 77% for fall to spring retention. College Study Skills instructors will be trained on the new course content in June 2011 and the new course institutionalized in Fall 2011.
- Purchased GradesFirst, which will serve as the new Early Alert System and provide for the easy management of advising appointments and documentation. The product should also increase student retention and success rates by enabling advisors to identify at-risk students early and provide the needed intervention.
- Created online learner support services through the use of the Title III website, which includes numerous resources for students and faculty – from exploring personality types and learning styles to browsing information about career options. Two major components of the online tools are an e-portfolio that will be piloted Fall 2011 and the Transfer Guide. Each of these tools can be viewed at [www.prcc.edu/t3](http://www.prcc.edu/t3).
- Hosted Dr. Maggie Culp who serves as the Title III advisement/retention expert. She conducted a SWOT analysis of PRCC last August and continues to assist in the development, implementation, and refinement of the new advising model.

During 2013-2014 the Title III grant will focus on at-risk advising for students with more than one required remedial course. These students will be advised several times during the semester by the staff and peer mentors in The Student Success Center. The goal is to create a positive support system for these students and thereby retain them.

***Challenges: Dr. Smith's research has shown a large number of online applications list students with a major of undecided or general studies. This makes the process of assigning individual***

***students to advisors difficult. Revisions to the online application form are being considered to correct this problem. If students can be divided into categories by major, then this list can be emailed to Department Chairs. Department Chairs can then divide the students to be advised among the faculty members in their area. General Studies students will be equally divided among the departments. The committee recommends that Department Chairs create an advisement committee within their departments. These committee members should be highly trained in effective advising practices and use of advising technology. Technology could possibly be used to allow a hold to be placed on students' accounts which will prevent them from registering for courses until an advisor removes the hold. This would ensure all students were advised before registering for courses.***

#### **Challenge in the 2003–2004 General Education Review**

Faculty members would benefit from receiving consultation concerning the General Education curriculum. The advantage of these potential sessions would allow instructors to better understand that their subject matter is not to be taught in isolation but instead is to be delivered in a holistic manner that allows the entire General Education program to benefit. Interaction related to General Education would involve individual faculty members and departments in the planning, delivering, and assessing of the General Education experience they desire students to have.

#### **Comment 2006-2007 General Education Review**

When the current General Education Review was written, department chairs were given the opportunity to review and revise the information listed in each academic basic core course listing. The department chairs were encouraged to share the information with instructors in order to encourage ownership of the General Education Curriculum.

#### **Comment 2009-2010 General Education Review**

The same basic process was followed for this General Education Review. Department chairs were given the opportunity to review and revise the information listed in each academic basic core course listing. The department chairs were encouraged to share the information with instructors in order to encourage ownership of the General Education Curriculum. ***A challenge expressed by several chairs is ensuring that a uniform standard is being maintained across the curriculum of each discipline in the many forms instruction is offered, including consistency in campus to campus instruction, online and traditional classroom instruction, and full-time faculty and adjunct faculty instruction. This challenge can be addressed by revising the General Education Review process and ensuring that all instructors, regardless of their employment status or instruction location, are involved in the process.***

#### **Comment 2012-2013 General Education Review**

The process for the General Education Review has been greatly improved since the last review was conducted. Department chairs and faculty members from each discipline have worked to develop measureable student learning outcomes (SLOs) in many courses. This has helped to better ensure course uniformity regardless of class location or instructional method. ***A challenge that still remains is ensuring that all faculty members, regardless of whether they are full-time instructors or adjunct faculty, campus affiliation, or online instructor are actively engaged in the process by assessing the SLOs in their courses and providing feedback in regards to developing new goals or outcomes.***

#### **Challenge in the 2003–2004 General Education Review**



Additional forms of effective assessment continually need to be explored.

**Comment 2006-2007 General Education Review**

The Mathematics department is executing the Quality Enhancement Plan (QEP) which has provided a variety of new opportunities for both instructors and students. Through an on-campus mathematics laboratory and personal computers, students are able to access programs such as MyMathLab and Blackboard which make it possible for instructors to use diverse methods of assessment. ***These opportunities are expanding to other areas of the curriculum and will be reflected upon as additional program reviews are conducted.***

**Comment 2009-2010 General Education Review**

The Mathematics department continues to be a forerunner in new advancements and is currently exploring the use of course redesign. The use of Blackboard has expanded across the curriculum. Every class now has access to a Blackboard supplement. Hybrid classes have become common, giving students the benefits of one-on-one time with their instructor coupled with the convenience of an online environment as well.

**Comment 2012-2013 General Education Review**

Course redesign has been a success in the Mathematics department. Hybrid and online courses continue to grow in popularity with students. The college has now adopted Canvas as its online learning system. All faculty members were required to attend mandatory Canvas training sessions and will be required to keep an online gradebook within Canvas. Canvas is rich with learning tools and should help faculty members to easily enrich their course content. ***A challenge remains to encourage less tech-savvy faculty members to fully embrace all the possibilities Canvas offers. Department chairs should encourage more opportunities for faculty members to share ideas and uses of this technology with their colleagues.***

**Challenge in the 2003–2004 General Education Review**

The assessment surveys need to be revisited each year. It is vital that objectives be reviewed annually.

**Comment 2006-2007 General Education Review**

The assessment surveys (the individual course information in the 2006–2007 General Education Review) was not reviewed annually. This was not done; however, department chairs and instructors review Assessment Charts annually which are completed as part of the annual Strategic Plan and Internal Performance Indicators document published by the Offices of Institutional Effectiveness and Institutional Research.

**Comment 2009-2010 General Education Review**

The same process discussed in the 2006-2007 General Education Review is still being followed. However, after studying several models from other institutions, this committee recommends that the process for the General Education Review be revised. This process has already begun as committees have been formed for each discipline and new measurable student learning outcomes are being added to all course syllabi for fall 2010. The next step for spring 2011 should be for these committees to develop appropriate assignments and accompanying grading rubrics which can be administered to a cross section of classes within each discipline. Random sections should be tested during the fall 2011 and spring 2012 semesters. The committees can review the data and determine the percentage of students who are meeting the stated goals for each course in spring 2012. Inter-discipline committees can review the data and determine if any changes

need to be made to improve student learning. These measurable student learning outcomes and supporting statistics should become an integral part of the General Education Review process. The process could be repeated yearly or remain on its current three-year cycle.

**Comment 2012-2013 General Education Review**

This was the first General Education Review conducted with the new process. At the time of this report, 56 percent of the core courses now have measurable SLOs in place which are accessed yearly across all sections. Each year SLOs will be developed and measured for additional courses until all courses are fully engaged in this process.

***Challenge: After the SLO data has been gathered, a committee of instructors for each particular course needs to meet and discuss what improvements can be made to the course based on the SLO data collected. This is difficult due to some courses having a large number of instructors across three campuses as well as online. Lead instructors for each course could be chosen, and perhaps they could reach a larger number of instructors by creating an online survey which offers possible options for improvement based on the SLO data.***