

# Mission Statement and Strategic Goals

2018-2019

## **Mission Statement**

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

## **Strategic Goals**

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

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

## **Commitment Statement:**

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

## **Internal Performance Indicator 1**

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

- **Assessment Results 2017-2018:** All instructors who were scheduled for evaluation were evaluated by students during the 2017-2018 year.

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

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

- **Assessment Results 2018-2019:** In accordance with PRCC policy, instructors were evaluated by students, according to schedule.

**Source of Documentation:** The results are on file in the offices of the Vice President for General Education and Technology, the Dean of Career and Technical Education Programs, the Vice President for Forrest County Operations, and directors or chairs of instructional departments.

**Use of Assessment Results** Instructor evaluations are utilized to assist instructors and supervisors with analyzing strengths and identifying challenges. If necessary, suggestions for improvement are included in individual instructor files.

- **Assessment Results 2019-2020:** As outlined in the PRCC policy regarding evaluation, all instructors were evaluated by their immediate supervisors during FY20.

**Source of Documentation:** The results are on file in the offices of the Vice President for General Education and Technology, the Director of Poplarville Career and Technical Education Programs, the Vice President for Forrest County Operations, and/or directors or chairs of instructional departments.

**Use of Assessment Results:** Instructor evaluations are used as a tool to help instructors and supervisors analyze each instructor's strengths and identify challenges.

## Internal Performance Indicator 2

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

- **Assessment Results 2017-2018:**

**Fall 2017:** There were 924 classes with three (3) or more credit hours (no virtual) offered in Fall 2017 as follows: 639 academic classes; 236 technical classes; 49 career classes. For the academic classes, 438 (68.5%) were taught by full-time instructors; 198 (83.9%) of technical classes were taught by full-time instructors, and 48 (97.9%) of career courses were taught by full-time instructors. Seventy-four percent (74.0%) of classes in Fall 2017 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered classes with three (3) or more credit hours in Fall 2017 as follows: 373 academic classes; 148 technical classes, and 39 career classes. For academic classes, 283 (75.9%) were taught by full-time instructors. For technical classes, 127 (85.8%) were taught by full-time instructors. For career classes, 39 (100%) were taught by full-time instructors. Overall, 449 classes (80.2%) in Fall 2017 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

**The Forrest County Center** offered 302 classes with three (3) or more credit hours as follows: 211 academic classes; 81 technical classes; 10 career classes. For academic classes, 128 (60.7%) were taught by full-time instructors. For technical classes, 67 (82.7%) were taught by full-time instructors. For career classes, 9 (90%) were taught by full-time instructors. Overall, 204 (67.5%) classes offered at the Forrest County Center in Fall 2017 with three (3) or more credit hours were taught by full-time instructors.

**The Hancock Center** offered 62 classes with three (3) or more credit hours as follows: 55 academic classes; 7 technical. For academic classes, 32 (58.2%) were taught by full-time instructors. For technical classes, 4 (57.1%) were taught by full-time instructors. Overall, 36 classes (58.1%) offered at the Hancock Center in Fall 2017 with three (3) or more credit hours were taught by full-time instructors.

**Spring 2018:** There were 841 classes with three (3) or more credit hours (no virtual) offered in Spring 2018 as follows: 543 academic classes; 252 technical classes; 46 career classes. For the academic classes, 391 (72.0%) were taught by full-time instructors; 209 (82.9%) of technical classes were taught by full-time instructors, and 39 (84.8%) of career courses were taught by full-time instructors. Seventy-six percent (76%) of classes in Spring 2018 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered 509 classes with three (3) or more credit hours in Spring 2018 as follows: 315 academic classes; 155 technical classes, and 39 career classes. For academic classes, 249 (79.0%) were taught by full-time instructors. For technical classes, 135 (87.1%) were taught by full-time instructors. For career classes, 35 (89.7%) were taught by full-time instructors. Overall, 419 classes (82.3%) in Spring 2018 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

**The Forrest County Center** offered 282 classes with three (3) or more credit hours as follows: 187 academic classes; 88 technical classes; 7 career classes. For academic classes, 120 (64.2%) were taught by full-time instructors. For technical classes, 66 (75%) were taught by full-time instructors. For career classes, 4 (57.1%) were taught by full-time instructors. Overall, 190 classes (67.4%) offered at the Forrest County Center in Spring 2018 with three (3) or more credit hours were taught by full-time instructors.

**The Hancock Center** offered 50 classes with three (3) or more credit hours as follows: 41 academic classes and 9 technical. For academic classes, 22 (53.7%) were taught by full-time instructors. For technical classes, 8 (88.9%) were taught by full-time instructors. Overall, 30 classes (60%) offered at the Hancock Center in Spring 2018 with three (3) or more credit hours was taught by full-time instructors.

**Source of Documentation:** Office of Information Technology

**Use of Assessment Results:** The hiring of additional full-time instructors is evaluated as are enrollment trends. College Administration continues to work to improve the number of full-time instructors.

- **Assessment Results 2018-2019:**

**Fall 2018:** There were 850 classes with three (3) or more credit hours (no virtual) offered in Fall 2018 as follows: 560 academic classes; 235 technical classes; 55 career classes. For the academic classes, 452 (80.7%) were taught by full-time instructors; 208 (88.5%) of technical classes were taught by full-time instructors, and 35 (63.6%) of career courses were taught by full-time instructors. Six hundred ninety-five (81.8%) of classes in Fall 2018 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered classes with three (3) or more credit hours in Fall 2018 as follows: 332 academic classes; 143 technical classes, and 43 career classes. For academic classes, 286 (86.1%) were taught by full-time instructors. For technical classes, 127 (88.8%) were taught by full-time instructors. For career classes, 25 (58.1%) were taught by full-time instructors. Overall, 518 classes (84.6%) in Fall 2017 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

**The Forrest County Center** offered 279 classes with three (3) or more credit hours as follows: 186 academic classes; 81 technical classes; 12 career classes. For academic classes, 137 (73.7%) were taught by full-time instructors. For technical classes, 73 (90.1%) were taught by full-time instructors. For career classes, 10 (83.3%) were taught by full-time instructors. Overall, 279 (78.9%) classes offered at the Forrest County Center in Fall 2017 with three (3) or more credit hours were taught by full-time instructors.

**The Hancock Center** offered 53 classes with three (3) or more credit hours as follows: 42 academic classes; 11 technical. For academic classes, 29 (69.0%) were taught by full-time instructors. For technical classes, 8 (72.7%) were taught by full-time instructors. Overall, 37 classes (69.8%) offered at the Hancock Center in Fall 2018 with three (3) or more credit hours were taught by full-time instructors.

**Spring 2019:** There were 809 classes with three (3) or more credit hours (no virtual) offered in Spring 2019 as follows: 509 academic classes; 250 technical classes; 50 career classes. For the academic classes, 402 (79.0%) were taught by full-time instructors; 217 (86.8%) of technical classes were taught by full-time instructors, and 33 (66.0%) of career courses were taught by full-time instructors. Eighty-one percent (80.8%) of classes in Spring 2019 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered classes with three (3) or more credit hours in Spring 2019 as follows: 304 academic classes; 157 technical classes, and 41 career classes. For academic classes, 252 (82.9%) were taught by full-time instructors. For technical classes, 131 (83.4%) were taught by full-time instructors. For career classes, 27 (65.9%) were taught by full-time instructors. Overall, 410 classes (81.7%) in Spring 2019 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

**The Forrest County Center** offered 255 classes with three (3) or more credit hours as follows: 165 academic classes; 81 technical classes; 9 career classes. For academic classes, 125 (75.6%) were taught by full-time instructors. For technical classes, 76 (93.8%) were taught by full-time instructors. For career classes, 6 (66.7%) were taught by full-time instructors. Overall, 207 (81.2%) classes offered at the Forrest County Center in Fall 2017 with three (3) or more credit hours were taught by full-time instructors.

**The Hancock Center** offered 52 classes with three (3) or more credit hours as follows: 40 academic classes; 12 technical. For academic classes, 25 (62.5%) were taught by full-time instructors. For

technical classes, 10 (83.3%) were taught by full-time instructors. Overall, 35 classes (67.3%) offered at the Hancock Center in Spring 2019 with three (3) or more credit hours were taught by full-time instructors.

- **Assessment Results 2019-2020:**

**Fall 2019:** There were 860 classes with three (3) or more credit hours (no virtual) offered in Fall 2019 as follows: 565 academic classes; 241 technical classes; 54 career classes. For the academic classes, 446 (78.9%) were taught by full-time instructors; 226 (93.8%) of technical classes were taught by full-time instructors, and 53 (98.1%) of career courses were taught by full-time instructors. Eighty-four percent (84.3%) of classes in Fall 2019 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered 519 classes with three (3) or more credit hours in Fall 2019 as follows: 338 academic classes; 146 technical classes, and 35 career classes. For academic classes, 290 (85.8%) were taught by full-time instructors. For technical classes, 137 (93.8%) were taught by full-time instructors. For career classes, 35 (100%) were taught by full-time instructors. Overall, 89.0 percent (89.0%) of classes in Fall 2019 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

**The Forrest County Center** offered 282 classes with three (3) or more credit hours as follows: 185 academic classes; 80 technical classes; 17 career classes. For academic classes, 128 (69.2%) were taught by full-time instructors. For technical classes, 74 (92.5%) were taught by full-time instructors. For career classes, 16 (94.1%) were taught by full-time instructors. Overall, 77.3% of classes offered at the Forrest County Center in Fall 2019 with three (3) or more credit hours were taught by full-time instructors.

**The Hancock Center** offered 59 classes with three (3) or more credit hours as follows: 42 academic classes; 15 technical classes, and 2 career classes. For academic classes, 28 (66.7%) were taught by full-time instructors. For technical classes, 15 (100%) were taught by full-time instructors, and for career classes, 2 (100%) were taught by full-time instructors. Overall 77.3 percent (77.3%) of classes offered at the Hancock Center in Fall 2019 with three (3) or more credit hours was taught by full-time instructors.

**Spring 2017:** There were 790 classes with three (3) or more credit hours (no virtual) offered in Spring 2020 as follows: 497 academic classes; 253 technical classes; 40 career classes. For the academic classes, 411 (82.7%) were taught by full-time instructors; 234 (92.5%) of technical classes were taught by full-time instructors, and 37 (92.5%) of career courses were taught by full-time instructors. Eighty-six percent (86.3%) of classes in Spring 2017 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered 482 classes with three (3) or more credit hours in Spring 2020 as follows: 296 academic classes; 157 technical classes, and 29 career classes. For academic classes, 260 (87.8%) were taught by full-time instructors. For technical classes, 143 (91.1%) were taught by full-time instructors. For career classes, 29 (100%) were taught by full-time instructors. Overall, ninety percent (89.6%) of classes in Spring 2020 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

**The Forrest County Center** offered 257 classes with three (3) or more credit hours as follows: 165 academic classes; 83 technical classes; 9 career classes. For academic classes, 126 (76.4%) were taught by full-time instructors. For technical classes, 81 (97.6%) were taught by full-time instructors. For career classes, six (6) (66.7%) were taught by full-time instructors. Overall, 82.09% of classes offered at the Forrest County Center in Spring 2020 with three (3) or more credit hours were taught by full-time instructors.

**The Hancock Center** offered 51 classes with three (3) or more credit hours as follows: 36 academic classes and 13 technical classes, and two career classes. For academic classes, 25 (69.4%) were taught by full-time instructors. For technical classes, 10 (76.9%) were taught by full-time instructors, and for career classes two (2) (100%) were taught by full-time instructors. Overall 72.5% of classes offered at the Hancock Center in Spring 2020 with three (3) or more credit hours was taught by full-time instructors.

**Source of Documentation:** Office of Information Technology

**Use of Assessment Results:** Instructor classifications are stored in Banner, and classifications are reviewed according to instructor assignments.

### Internal Performance Indicator 3

One hundred percent (100%) of programs participating in program accreditation will receive full accreditation/reaccreditations in accordance with appropriate time schedules.

- **Assessment Results 2017-2018:** All programs participating in accreditation are fully accredited.

**Source of Documentation:** The results are on file in the offices of the Vice President for General Education and Technology, the Vice President for Community and Economic Development, the Director of Poplarville Career and Technical Education Programs, the Vice President for Forrest County Operations, and directors or chairs of instructional departments.

**Use of Assessment Results:** Pearl River Community College considers the accreditation of individual programs critical to student success and will continue to support programs that undergo reviews in accordance with the appropriate time schedules.

- **Assessment Results 2018-2019:** All programs participating in accreditation are fully accredited. Surgical Technology received ten-year accreditation renewal on May 20, 2019 from the Commission on Accreditation of Allied Health Education Programs. Medical Radiologic Technology received one-year accreditation renewal on June 3, 2019 from the Joint Review Committee on Education in Radiologic Technology. Physical Therapist Assistant Technology received nine-year accreditation renewal on April 20, 2019 from the Commission on Accreditation in Physical Therapy Education. Associate Degree Nursing received eight-year accreditation renewal on May 17, 2019 from the Accreditation Commission for Education in Nursing. Occupational Therapy Assistant Technology received approval of the Annual Report for accreditation from the Accreditation Council for Occupational Therapy Education.

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

**Use of Assessment Results:** Pearl River Community College considers the accreditation of individual programs critical to student success and will continue to support programs that undergo reviews.

- **Assessment Results 2019-2020:** All programs participating in accreditation are fully accredited.

**Source of Documentation:** The results are on file in the offices of the Senior Vice President for Instruction/Provost, Dean of Career and Technical Education Programs, the Vice President for Forrest County Center, Allied Health, and Nursing Programs, and directors or chairs of instructional departments.

**Use of Assessment Results:** Pearl River Community College considers the accreditation of individual programs critical to student success and will continue to support programs that undergo reviews in accordance with the appropriate time schedules.

## Internal Performance Indicator 4

Twelve months after graduation, 84% of students who completed career and technical programs will be placed according to the State measurement definition.

- **Assessment Results 2017-2018:** Job placement rates were reported in Fall 2018. The job placement rate for all PRCC campuses was 82.25%. The job placement rate for the Poplarville & Hancock centers was 85%. The job placement rate for the Forrest County Center was 79.5%. The overall figures did meet the state requirement of 80.10%. The use of social media and Career Coach advertising in addition to placement activities are believed to help PRCC, as a whole, reach the state requirement in job placement.

**Source of Documentation:** Offices of Career and Technical Education Programs, Office of Student Success at the Poplarville Campus and the Counseling Center at the Forrest County Center

**Use of Assessment Results:** All placement will continue to be measured to ensure that state requirements are being met. The use of social media, Career Coach advertising, and other placement activities such as career fairs and workshops will continue. nSpark has provided a means of tracking employment that is helpful, but the actual data are questionable at this time because students who find employment out of state are not tracked.

- **Assessment Results 2018-2019:** Job placement rates were reported in Fall 2018. The job placement rate for all PRCC campuses was 82.4%. The job placement rate for the Poplarville & Hancock centers was 85.3%. The job placement rate for the Forrest County Center was 79.5%. The overall figures and Forrest County figures do not exceed the state requirement of 84%. The Poplarville and Hancock Center placement rates need improvement. The use of social media and Career Coach advertising in addition to placement activities are believed to help PRCC, as a whole, reach the state requirement in job placement.

**Source of Documentation:** Offices of Career and Technical Education Programs, Office of Counseling, Advisement and Placement Center at the Poplarville Campus and the Counseling Center at the Forrest County Center

**Use of Assessment Results:** All placement will continue to be measured to ensure that state requirements are being met. The use of social media, Career Coach advertising, and other placement activities such as career fairs and workshops will continue. nSpark has provided a means of tracking employment that is helpful, but the actual data are questionable at this time because students who find employment out of state are not tracked.

- **Assessment Results 2019-2020:** Job placement rates were reported in Fall 2016. The job placement rate for all PRCC campuses was 78.5%. The job placement rate for the Poplarville & Hancock centers was 73.5%. The job placement rate for the Forrest County Center was 89.69%. The overall figures did not meet the state requirement of 80.10%. The Poplarville and Hancock center placement rates need improvement. The use of social media and Career Coach advertising in addition to placement activities are believed to help PRCC, as a whole, reach the state requirement in job placement.

**Source of Documentation:** Offices of Career and Technical Education Programs, Office of Student Success at the Poplarville Campus and the Counseling Center at the Forrest County Center

**Use of Assessment Results:** All placement will continue to be measured to ensure that state requirements are being met. The use of social media, Career Coach advertising, and other placement activities such as career fairs and workshops will continue. nSpark has provided a means of tracking employment that is helpful, but the actual data are questionable at this time because students who find employment out of state are not tracked.

### Internal Performance Indicator 5

The College will have an aggregate institutional passing rate of at least 80% for programs requiring licensure and certification examinations, and each program will reflect a passing rate of 74% or better.

- **Assessment Results 2017-2018:** Refer to the Chart attached as Appendix A

#### **Source of Documentation:**

Practical Nursing	Ms. Linda Griffis, Instructor Dr. Melissa Bryant, Director of Practical Nursing
Barbering	Mr. Tyrone McLaurin, Instructor
Cosmetology	Ms. Michelle Patterson, Instructor
Associate Degree Nursing	Dr. Arlene Jones, Director of Nursing Education
All others	Ms. Michelle Wilson, Student Services Coordinator

**Use of Assessment Results:** All programs met the required state passing rate, with a significant increase in the surgical technology program as well as the associate degree nursing program. Each year, program directors strive to make improvements to ensure the success of their students.

- **Assessment Results 2018-2019:** Refer to the Chart attached as Appendix A

#### **Source of Documentation:**

Practical Nursing	Dr. Melissa Bryant, Chair
Barbering	Mr. Tyrone McLaurin, Instructor
Cosmetology	Ms. Michelle Patterson, Instructor
Associate Degree Nursing	Dr. Arlene Jones, Director of Nursing Education
All others	Ms. Michelle Wilson-Stokes, Dean of Student Services and Special Populations Coordinator

**Use of Assessment Results:** All programs at both locations requiring licensure or certification met the required State passing rate with the exception of Barbering, Respiratory Care Practitioner and Surgical Technology. These programs will continue to be monitored to ensure improvement in success rates. Collaboration between the program supervisors and the faculty members are conducted annually to improve student performance on the examinations. Test preparation seminars are conducted by instructors, and professional consultants will be scheduled when budgets and availability permit. The Surgical Technology Program will change its start date from January to August, beginning in 2020 in an effort to attract stronger students according to a more traditional academic calendar. The Respiratory Therapy Program will implement new software to provide practice for the final assessment/exam.



- **Assessment Results 2019-2020: Refer to the Chart attached as Appendix A**

**Source of Documentation:**

Practical Nursing	Ms. Linda Griffis, Instructor Dr. Melissa Bryant, Director of Practical Nursing
Barbering	Mr. Tyrone McLaurin, Instructor
Cosmetology	Ms. Michelle Patterson, Instructor
Associate Degree Nursing	Dr. Arlene Jones, Director of Nursing Education
All others	Ms. Michelle Wilson, Student Services Coordinator

**Use of Assessment Results:** All programs at both locations requiring licensure or certification met the required State passing rate with the exception of Surgical Technology. All programs will continue to be monitored to ensure improvement in success rates. Collaboration between the program supervisors and the faculty members are conducted annually to improve student performance on the examinations. Test preparation seminars are conducted by instructors, and professional consultants will be scheduled when budgets and availability permit.

### Internal Performance Indicator 6

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

- **Assessment Results 2017-2018:**

	FY 2015	FY 2016	FY 2017
PRCC transfer Term GPA	3.15	3.03	2.84
CJC transfer Term GPA	3.15	3.17	2.95
IHL Term GPA	3.11	2.14	2.69

**Source of Documentation:** Office of Planning and Institutional Research

**Use of Assessment Results:** PRCC's average transfer GPA was higher than the IHL native students' GPAs; however lower than the average for the other community colleges. This issue will be explored by departments across campus to ensure integrity of courses.

- **Assessment Results 2018-2019:**

	FY 2016	FY 2017	FY 2018
PRCC transfer Term GPA	3.03	2.84	2.60

CJC transfer Term GPA	3.17	2.95	2.64
IHL Term GPA	2.14	2.69	2.81

**Source of Documentation:** Office of Planning and Institutional Research and Mississippi Institutions of Higher Learning Office of Strategic Research

**Use of Assessment Results:** The data will be reviewed by the Planning and Effectiveness Committee and Administrative Council. Department Chairs will be notified as needed for necessary changes to Student Learning Outcomes. Student Support Services may provide additional support as enrollment continues to grow.

- Assessment Results 2019-2020:**

	FY 2014	FY 2015	FY* 2016
PRCC transfer Term GPA	3.06	3.15	3.03
CJC transfer Term GPA	3.12	3.15	3.17
IHL Term GPA	3.09	3.11	2.14

**Source of Documentation:** Office of Planning and Institutional Research and Mississippi Institutions of Higher Learning Office of Strategic Research

**Use of Assessment Results:** The PRCC Institutional Research Office has been approached to offer suggestions on researching this concern. At this point, variables that have impacted this information are being researched. Use of this research will depend on the results. Department chairs are also being informed of the situation so that they can offer qualitative suggestions regarding the data

## Internal Performance Indicator 7

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

- Assessment Results 2017-2018:** Based upon information provided in the 2016 State Report Card, the number of total graduates in 100 percent of time to graduation was 188, the number of total graduates in 150 percent of time to graduation was 299; and the number of total graduates in 200 percent of time to graduation was 343. These numbers are based upon the first-time, full-time fall 2013 cohort.

**Source of Documentation:** Office of Information Technology and Office of Institutional Research

**Use of Assessment Results:** Incoming freshmen are being assigned to an advisor as soon as they participate in the summer orientation program called ROAR (Ready, Orient, Advise, Register). This process will provide students with one on one time with an advisor which should result in students taking the appropriate classes to complete their chosen pathway of study.

- **Assessment Results 2018-2019:** Based upon information provided in the 2017 State Report Card, the number of total graduates in 150 percent of time to graduation was 253. These numbers are based upon the first-time, full-time fall 2014 cohort.

**Source of Documentation:** Office of Information Technology and Office of Institutional Research

**Use of Assessment Results:** Efforts are being made to continually remind and reinforce to students the importance of taking at least 15 hours each semester. ROAR will become mandatory for incoming students beginning Summer, 2020. Students will also be assigned to an advisor for spring registration. This advisor will guide students to select courses appropriate to their degree plans. The 15 to Finish initiative is still being promoted. All dormitory students must register for 15 hours, as well as students receiving institutional or foundation scholarships.

- **Assessment Results 2019-2020:** Based upon information provided in the 2018 State Report Card, the number of total graduates in 150 percent of time to graduation was 263, the number of total transfers in 150 percent of time to graduation was 156. These numbers are based upon the first-time, full-time fall 2016 cohort.

**Source of Documentation:** Office of Information Technology and Office of Institutional Research

**Use of Assessment Results:** The number of hours needed for graduation have been set at 60 hours. This allows the 15 to Finish initiative to be a realistic goal for students to complete and for more of them to complete on time. State financial aid requirements also require students to enroll in 15 hours each semester.

## Internal Performance Indicator 8

The achievement of Student Learning Outcomes will be assessed each year within specified courses in the general education and career and technical programs.

- **Assessment Results 2016-2017:** General Education, Career, and Technical Student Learning Outcomes are assessed using the subject specific charts that are provided by the various departments. Student learning outcomes have been developed from each area and can be found in the 2016-17 Institutional Planning and Effectiveness Fall Document and the end of year Strategic Planning documents.

**Source of Documentation:** Office of Vice President for Institutional Planning and Research

**Use of Assessment Results:** All student learning outcomes are reviewed by the Vice President for Poplarville Campus and Hancock Center, Vice President of General Education and Technology, the Vice President for Forrest County Operations, the Vice President for Community and Economic Development, and the Planning and Effectiveness Committee. Revisions can be made at each stage of review.

- **Assessment Results 2017-2018:** General Education, Career, and Technical Student Learning Outcomes are assessed using the subject specific criteria that are provided by the various departments. Student learning outcomes have been developed from each area and can be found in the end of year Strategic Planning documents.

**Source of Documentation:** Office of Vice President for Institutional Planning and Research

**Use of Assessment Results:** All student learning outcomes are reviewed by the Vice President for Poplarville Campus and Hancock Center, Vice President of General Education and Technology, the Vice President for Forrest County Operations, the Vice President for Community and Economic Development, and the Planning and Effectiveness Committee. Revisions can be made at each stage of review.

- **Assessment Results 2018-2019:** General Education, Career, and Technical Student Learning Outcomes are assessed using the subject specific charts that are provided by the various departments. Student learning outcomes have been developed from each area and can be found in the 2018-19 Institutional Planning and Effectiveness Fall Document and the end of year Strategic Planning documents.

**Source of Documentation:** Office of Vice President for Institutional Planning and Research

**Use of Assessment Results:** Student learning outcomes for new courses are planned for Fall 2019 (for example, BAD 2523 Personal Financial Management). All student learning outcomes are reviewed by the Vice President for Poplarville Campus and Instruction, Vice President for the Hancock Center, the Vice President for Forrest County Operations, and the Planning and Effectiveness Committee. Revisions can be submitted at any stage of the review.

- **Assessment Results 2019-2020:** General Education, Career, and Technical Student Learning Outcomes are assessed using the subject specific charts that are provided by the various departments. Student learning outcomes have been developed from each area and can be found in the 2016-17 Institutional Planning and Effectiveness Fall Document and the end of year Strategic Planning documents.

**Source of Documentation:** Office of Vice President for Institutional Planning and Research

**Use of Assessment Results:** All student learning outcomes are reviewed by the Vice President for Poplarville Campus and Hancock Center, Vice President of General Education and Technology, the Vice President for Forrest County Operations, the Vice President for Community and Economic Development, and the Planning and Effectiveness Committee. Revisions can be made at each stage of review.

### Internal Performance Indicator 9

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

- **Assessment Results 2017-2018:** The following is based on information provided in the 2016 State Report Card, which is based on the fall 2014 cohort and 2014-15 enrollment.

Developmental English - There were 332 first-time, full-time students enrolled in Developmental English. Two hundred twenty-two, or 66.9% enrolled in English Composition I of which 152, or 68.5%, were successful.

Algebra – There were 570 first-time, full-time students enrolled in developmental math courses during their first academic year. Four hundred forty, or 77.2%, enrolled in Intermediate Algebra of which 290, or 65.9%, were successful. Two hundred twenty-seven, or 39.8%, enrolled in College Algebra of which 198, or 87.2%, were successful.

**Source of Documentation:** Office of Information Technology and Office of Institutional Research

**Use of Assessment Results:** In an effort to make reporting more efficient this information was pulled from the most current State Report Card. In future reports, the information may change as is dictated by the State Report Card.

- **Assessment Results 2018-2019:** The following is based on information provided in the 2017 State Report Card, which is based on the fall 2015 cohort and 2015-2016 enrollment.

Corequisite English - There were 302 first-time, full-time students enrolled in Developmental English. One hundred thirty-eight, or 45.7% successfully completed English Composition I within two years.

Algebra – There were 522 first-time, full-time students enrolled in developmental math courses during their first academic year. One hundred ninety-five, or 37.4%, successfully completed College Algebra within two years.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** The enrollment and success rates of developmental classes were monitored to determine most appropriate formatting and delivery of the subject matter.

- **Assessment Results 2019-2020:** The following is based on information provided in the 2015 State Report Card, which is based on the fall 2013 cohort and 2013-14 enrollment.

Developmental English – There were 315 first-time, full-time students enrolled in Developmental English. Two hundred twelve, or 67.3% enrolled in English Composition I of which 155, or 73.1%, were successful.

Algebra – There were 528 first-time, full-time students enrolled in developmental math courses during their first academic year. Four hundred five, or 76.7%, enrolled in Intermediate Algebra of which 265, or 65.4%, were successful. Two hundred twelve, or 40.2%, enrolled in College Algebra of which 171, or 80.7%, were successful.

**Source of Documentation:** Office of Information Technology and Office of Institutional Research

**Use of Assessment Results:** In an effort to make reporting more efficient this information was pulled from the most current State Report Card. In future reports, the information may change as is dictated by the State Report Card.

## Internal Performance Indicator 10

The number of students who transfer to a public university will increase by 5% each year.

- **Assessment Results 2017-2018:** The Mississippi Public Universities Interactive Data Portal reports the following: 277 Pearl River Community College students transferred for the first time to a Mississippi Public University in Fall 2017.

**Source of Documentation:** Office of Institutional Research and the Mississippi Public Universities Interactive Data Portal

**Use of Assessment Results:** The Office of Recruitment and Marketing as well as the Office of Student Success has planned for many opportunities for students to interact with colleges and universities on campus.

- **Assessment Results 2018-2019:** The Mississippi Public Universities Interactive Data Portal reports the following: 265 Pearl River Community College students transferred for the first time to a Mississippi Public University in Fall 2018. This is a decrease of 4.3% from the previous year.

**Source of Documentation:** Office of Institutional Research and the Mississippi Public Universities Interactive Data Portal

**Use of Assessment Results:** A College Fair is planned for the 2019-2020 school year in order to provide students with connections to the various public institutions. The college will continue to host “transfer week” to help students with transferring to a public university. Advisors were reminded of the Articulation Agreement for the State of Mississippi. Continued monitoring of IHL plans to accept CTE coursework will take place so students may be advised accordingly.

- **Assessment Results 2019-2020:** The Mississippi Public Universities Interactive Data Portal reports the following: 265 Pearl River Community College students transferred for the first time to a Mississippi Public University in Fall 2018. This is a decrease of .96% from the previous year.

**Source of Documentation:** Office of Institutional Research and the Mississippi Public Universities Interactive Data Portal

**Use of Assessment Results:** The Office of Recruitment and Marketing as well as the Office of Student Success has planned for many opportunities for students to interact with colleges and universities on campus. These transfer days will continue to be planned for students.

## Appendix A

### PRCC LICENSURE PASS RATES

	2016-2017			2017-2018			2019-2020		
<b>Program</b>	<b>Pass Rate</b>	<b>No. Passing</b>	<b>No. Taking</b>	<b>Pass Rate</b>	<b>No. Passing</b>	<b>No. Taking</b>	<b>Pass Rate</b>	<b>No. Passing</b>	<b>No. Taking</b>
Associate Degree Nursing	<b>98%</b>	84	86	<b>96%</b>	76	79			
Barbering	<b>83%</b>	5	6	<b>73%</b>	8	11			
Cosmetology	<b>100%</b>	14	14	<b>91%</b>	10	11			
Dental Assisting (Certificate)	<b>93%</b>	14	15	<b>88%</b>	14	15			
Medical Laboratory Technology	<b>90%</b>	9	10	<b>92%</b>	11	12			
Medical Radiologic Technology	<b>83%</b>	10	12	<b>91%</b>	10	11			
Occupational Therapy Assistant Technology	<b>89%</b>	16	18	<b>100%</b>	19	19			
Practical Nursing (Forrest County Center)	<b>88%</b>	23	26	<b>96%</b>	26	27			
Practical Nursing (Poplarville Campus)	<b>92%</b>	23	25	<b>93%</b>	28	30			
Practical Nursing (Hancock Center)	---	---	---	---	---	---			
Physical Therapist Assistant Technology	<b>89%</b>	16	18	<b>84%</b>	16	19			
Respiratory Care Practitioner Technology	<b>88%</b>	15	17	<b>75%</b>	12	16			
Surgical Technology	<b>77%</b>	10	13	<b>50%</b>	6	12			

## Goal 2: To provide quality student services.

### Commitment Statement:

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

### Internal Performance Indicator 1

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

- **Assessment Results 2017-2018:** The Annual Campus Climate Survey was administered during the 2017 Fall Semester. Survey results indicate that students are so satisfied with Pearl River Community College that they would recommend PRCC to others who are interested in attending college (93.8 percent overall; 95.2 percent at the Forrest County Center; 97 percent at the Hancock Center; and 93 percent at the Poplarville Campus).

**Source of Documentation:** Office of the Vice President for Poplarville Campus and the Hancock Center, Office of the Vice President for Forrest County Operations, and Office of Institutional Research

**Use of Assessment Results:** The Focus Group Committee met to discuss the results of the Campus Climate survey. Recommendations for improvements were discussed.

- **Assessment Results 2018-2019:** The Annual Campus Climate Survey was administered during the 2019 Spring Semester. The Ruffalo Noel Levitz Student Satisfaction Inventory was the instrument selected. Survey results indicated that 77% of students are satisfied with their overall experience at Pearl River Community College. Seventy-nine percent of students would enroll at Pearl River again.

**Source of Documentation:** Office of the Vice President for Poplarville Campus and the Hancock Center, Office of the Vice President for Forrest County Operations, and Office of Institutional Research

**Use of Assessment Results:** The Focus Group Committee met to discuss the results from the Campus Climate survey. It was determined that ROAR and dormitory meetings could be utilized to better communicate parking expectations since that area/experience received the lowest satisfaction ratings.

- **Assessment Results 2019-2020:** The Annual Campus Climate Survey was administered during the 2016 Fall Semester. Survey results indicate that students are so satisfied with Pearl River Community College that they would recommend PRCC to others who are interested in attending college (93.7 percent overall; 96.2 percent at the Forrest County Center; 94.7 percent at the Hancock Center; and 92.4 percent at the Poplarville Campus).

**Source of Documentation:** Office of the Vice President for Poplarville Campus and the Hancock Center, Office of the Vice President for Forrest County Operations, and Office of Institutional Research

**Use of Assessment Results:** The Focus Group Committee met to discuss the results of the Campus Climate survey. Recommendations for improvements were discussed.



## Internal Performance Indicator 2

The Pearl River Community College Libraries will work with instructional leaders to select appropriate materials for the library collection including access to online resources.

- Assessment Results 2017-2018:**

The library, CEC, and learning lab staff members work closely with the instructional leaders at the college to select appropriate materials for student use. Several methods are used to accomplish this goal. The library subscribes to Choice magazine, a publication of the Association of College and Research Libraries, a division of the American Library Association, which provides written reviews of college level library materials in the magazine. Each year Choice magazine publishes The List of Outstanding Academic Titles. When needed, the list is used to purchase books for the library. In addition, the library, CEC, and lab staffs send out regular emails to the faculty asking for material requests that the instructors would like to have purchased and place in the library collection. Because of the expense of AV items, most all of the AV items are purchased upon teacher request. For the print collection, on the Hancock campus, because the collection is small with many needs, approximately 75% of the purchases are made upon teacher request. Faculty and students also have access to the statewide MAGNOLIA project and MELO, which provides online access to thousands of periodical titles in addition to the ten databases to which the college subscribes.

### Poplarville Campus

### Forrest County Center

### Hancock Center

GHJ Items	Adds	Total	FCC ITEMS	Adds	Total	HAN ITEMS	Adds	Total
Books	269	55,886	Books	188	7,251	Books	60	4,342
B. Periodicals	0	4,061	B. Periodicals	0	0	Computer Disks	0	1
Microform	0	5,366	CD-ROM's	1	132	CD-ROM's	0	41
Cassettes	0	21	Computer Disks	0	0	DVD's	0	274
CD-ROMS's	2	371	DVD's	7	367	Kits	0	2
Computer Disks	0	4	Kits	0	4	Manuals	0	3
DVD's	17	1,237	Manuals	0	41	Maps	0	4
Kits	0	4	Slide Sets	0	0	Slide Sets	0	0
Manuals	0	395	Sound Disk	0	16	Sound Disk	0	1
Slide Sets	0	6	Videocassettes	0	395	Videocassettes	0	26
Sound Disks	0	73	<b>TOTAL</b>	<b>196</b>	<b>8,206</b>	<b>TOTAL</b>	<b>60</b>	<b>4,694</b>
Transparencies	0	9						
Videocassettes	0	2,061						
<b>TOTAL</b>	<b>288</b>	<b>69,494</b>						

### All Three Campuses

PRCC ITEMS	Adds	Total
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Books	517	67,202
B. Periodicals	0	4,061
Microform	0	5,366
Cassettes	0	21
CD-ROM's	3	544
Computer Disks	0	5
DVD's	24	1,878
Kits	0	10
Manuals	0	439
Maps	0	4
Slide Sets	0	6
Sound Disks	0	90
Transparencies	0	9
Videocassettes	0	2,482
<b>TOTAL</b>	<b>544</b>	<b>82,117</b>
EBSCO, and Ebrary eBooks		365,686
Recorded Books, eAudio		1,034
<b>G. TOTAL</b>		<b>448,837</b>

In order to keep the collection current, the collection is weeded on a regular basis.

**Source of Documentation:** Office of Director of College Libraries

**Use of Assessment Results:** Instructor response from individual emails for requested materials was found to be very effective. Individual emails will continue to be sent to each instructor from the Director of College Libraries and library employees requesting materials for purchase. The library will also continue to order from the Outstanding Academic Titles from Choice magazine as needed. Interlibrary loans that have been processed during the year will also be ordered, thus providing another source of materials selection. The library will evaluate these results and the methods by which we reach the instructors to determine if there is a more effective way to encourage teacher participation in the selection of the materials for the CEC, labs and libraries. The above chart provides the statistics of items added to the library collection during the 2017-2018 year. The following chart provides statistical information regarding services provided by the libraries, CEC, and testing.

**The Libraries/Learning Labs provided the following services in 2017-2018 to faculty and students.**

<b>Totals for Individual Campuses 2017-2018</b>	<b>Johnston Library 2017-2018</b>	<b>Forrest County 2017-2018</b>	<b>Hancock Center 2017-2018</b>	<b>Totals for All 2017-2018</b>
<b>Total # of Library/ CEC/Learning Lab Orientations</b>	<b>60</b>	<b>65</b>	<b>6</b>	<b>131</b>
<b>Total # of Students who attend</b>	<b>960</b>	<b>1,230</b>	<b>107</b>	<b>2,297</b>

<b>Library/CEC/Learning Lab Orientations</b>				
<b>Total # of Classes in Library</b>	<b>140</b>	<b>22</b>	<b>89</b>	<b>251</b>
<b>Total # of CCN Room Usage</b>	<b>438</b>			<b>438</b>
<b>Total # of Classes in CEC/Lab</b>	<b>56</b>	<b>252</b>		<b>308</b>
<b>Total # Computer Usage in Library</b>	<b>24,964</b>	<b>11,363</b>	<b>15,590</b>	<b>51,917</b>
<b>Total # CEC/Learning Lab Computer Usages</b>	<b>869</b>	<b>12,484</b>		<b>13,353</b>
<b>Total # Door counts</b>	<b>77,630</b>	<b>48,171</b>	<b>16,007</b>	<b>141,808</b>
<b>Total # Online Tests</b>	<b>6,927</b>	<b>8,893</b>	<b>1,354</b>	<b>17,174</b>

- Assessment Results 2018-2019:**

The library and learning lab staff members work closely with the instructional leaders at the college to select appropriate materials for student use. Several methods are used to accomplish this goal. The library subscribes to Choice magazine, a publication of the Association of College and Research Libraries, a division of the American Library Association, which provides written reviews of college level library materials in the magazine. Each year Choice magazine publishes The List of Outstanding Academic Titles. When needed, the list is used to purchase books for the library. In addition, the library and lab staffs send out regular emails to the faculty asking for material requests that the instructors would like to have purchased and place in the library collection. Because of the expense of AV items, most all of the AV items are purchased upon teacher request. For the print collection, on the Hancock campus, because the collection is small with many needs, approximately 75% of the purchases are made upon teacher request or program request while on the Poplarville and Forrest County campuses, with their larger collections, there are fewer requests from instructors. Print items are also purchased by student request. Faculty and students also have access to the statewide MAGNOLIA project that provides online access to thousands of periodical titles in addition to the ten databases to which the college subscribes.

### **Poplarville Campus**

### **Forrest County Center**

### **Hancock Center**

<b>GHJ Items</b>	<b>Adds</b>	<b>Total</b>	<b>FCC ITEMS</b>	<b>Adds</b>	<b>Total</b>	<b>HAN ITEMS</b>	<b>Adds</b>	<b>Total</b>
Books	206	56,041	Books	113	7,352	Books	173	4,497
4,497B.	0	4,061	B. Periodicals	0	107	B. Periodicals	0	0
Periodicals								
Microform	0	5,366	CD-ROM's	0	132	CD-ROM's	0	21

Cassette1s	0	21	Computer Disks	0	0	DVD's	0	1
CD-ROMS274's	0	371	DVD's	6	373	Kits	0	274
Computer	0	4	Kits	0	4	Manuals	0	2
Disk2s								
DVD'3s	6	1,243	Manuals	0	41	Maps	0	3
Kits4	0	4	Slide Sets	0	0	Slide Sets	0	4
Manu1als	0	394	Sound Disk	0	16	Sound Disk	0	1
Slide S26ets	0	6	Videocassettes	0	9	Videocassettes	0	26
Sound Disks	0	73	<b>TOTAL</b>	<b>119</b>	<b>8,034</b>	<b>TOTAL</b>	<b>173</b>	<b>4,829</b>
Transparencies	0	9						
Videocassettes	0	2,035						
<b>TOTAL</b>	<b>212</b>	<b>69,628</b>						

### All Three Campuses

PRCC ITEMS	Adds	Total
Books	492	67,890
B. Periodicals	0	4,168
Microform	0	5,366
Cassettes	0	21
CD-ROM's	0	524
Computer Disks	0	5
DVD's	12	1,890
Kits	0	10
Manuals	0	438
Maps	0	4
Slide Sets	0	6
Sound Disks	0	90
Transparencies	0	9
Videocassettes	0	2,070
<b>TOTAL</b>	<b>504</b>	<b>82,491</b>
EBSCO, and Ebrary eBooks		394,908

In order to keep the collection current, the collection is weeded on a regular basis.

**Source of Documentation:** Office of Director of College Libraries

**Use of Assessment Results:** Instructor response from individual emails for requested materials was found to be very effective. Individual emails will continue to be sent to each instructor from the

Director of College Libraries and library employees requesting materials for purchase. The library will also continue to order from the Outstanding Academic Titles from Choice magazine as needed. Interlibrary loans that have been processed during the year will also be ordered, thus providing another source of materials selection. The library will evaluate these results and the methods by which we reach the instructors to determine if there is a more effective way to encourage teacher participation in the selection of the materials for the labs and libraries. The above chart provides the statistics of items added to the library collection during the 2018-2019 year. The following chart provides statistical information regarding services provided by the libraries, labs, and testing.

The Libraries/Learning Labs provided the following services in 2018-2019 to faculty and students.

<b>Totals for Individual Campuses 2018-2019</b>	<b>Johnston Library 2018-2019</b>	<b>Forrest County 2018-2019</b>	<b>Hancock Center 2018-2019</b>	<b>Totals for All 2018-2019</b>
<b>Total # of Library Orientations</b>	48	45	16	109
<b>Total # of Classes in Library</b>	139	25	72	236
<b>Total # of Classroom Usage</b>	983			983
<b>Total # of Classes in Lab</b>		311		311
<b>Total # Door counts</b>	76,620	61,193	14,616	152,429
<b>Total # Online Tests</b>	8,842	11,308	1,416	21,566

#### ● **Assessment Results 2019-2020:**

The library, CEC, and learning lab staff members work closely with the instructional leaders at the college to select appropriate materials for student use. Several methods are used to accomplish this goal. The library subscribes to Choice magazine, a publication of the Association of College and Research Libraries, a division of the American Library Association, which provides written reviews of college-level library materials in the magazine. Each year Choice magazine publishes The List of Outstanding Academic Titles. When needed, the list is used to purchase books for the library. In addition, the library, CEC, and lab staffs send out regular emails to the faculty asking for material requests that the instructors would like to have purchased and place in the library collection. Because of the expense of AV items, most all of the AV items are purchased upon teacher request. For the print collection, on the Hancock campus, because the collection is small with many needs, approximately 75% of the purchases are made upon teacher request while on the Poplarville and Forrest County campuses, with their larger collections, there are fewer requests from instructors. Faculty and students

also have access to the statewide MAGNOLIA project that provides online access to thousands of periodical titles in addition to the ten databases to which the college subscribes.

## Poplarville Campus      Forrest County Center      Hancock Center

GHJ Items	Adds	Total	FCC ITEMS	Adds	Total	HAN ITEMS	Adds	Total
Books	141	55,653	Books	80	7,263	Books	4	4,286
B. Periodicals	0	4,061	B. Periodicals	0	107	B. Periodicals	0	0
Microform	0	3,723	CD-ROM's	1	162	CD-ROM's	1	41
Cassettes	0	21	Computer Disks	0	0	DVD's	1	274
CD-ROMS's	6	58	DVD's	2	360	Kits	0	2
Computer Disks	1	4	Kits	0	4	Manuals	0	3
DVD's	17	1,223	Manuals	0	41	Maps	0	4
Kits	0	4	Slide Sets	0	0	Slide Sets	0	0
Manuals	0	395	Sound Disk	0	16	Sound Disk	0	1
Slide Sets	0	6	Videocassettes	0	395	Videocassettes	0	26
Sound Disks	0	73	<b>TOTAL</b>	<b>83</b>	<b>8,348</b>	<b>TOTAL</b>	<b>6</b>	<b>4,637</b>
Transparencies	0	2						
Videocassettes	0	2,061						
<b>TOTAL</b>	<b>165</b>	<b>67,284</b>						

## All Three Campuses

PRCC ITEMS	Adds	Total
Books	225	67,202
B. Periodicals	0	4,168
Microform	0	3,723
Cassettes	0	21
CD-ROM's	8	261
Computer Disks	1	4
DVD's	20	1,857
Kits	0	10
Manuals	0	439
Maps	0	4
Slide Sets	0	6
Sound Disks	0	90
Transparencies	0	2
Videocassettes	0	2,482
<b>TOTAL</b>	<b>254</b>	<b>80,269</b>
EBSCO, and Ebrary eBooks		323,665
Recorded Books, eAudio		960
<b>G. TOTAL</b>		<b>404,894</b>

In order to keep the collection current, the collection is weeded on a regular basis.

**Source of Documentation:** Office of Director of College Libraries

**Use of Assessment Results:** Instructor response from individual emails for requested materials was found to be very effective. Individual emails will continue to be sent to each instructor from the

Director of College Libraries and library employees requesting materials for purchase. The library will also continue to order from the Outstanding Academic Titles from Choice magazine as needed. Interlibrary loans that have been processed during the year will also be ordered, thus providing another source of materials selection. The library will evaluate these results and the methods by which we reach the instructors to determine if there is a more effective way to encourage teacher participation in the selection of the materials for the CEC, labs and libraries. The above chart provides the statistics of items added to the library collection during the 2016-2017 year. The following chart provides statistical information regarding services provided by the libraries, CEC, and testing.

The Libraries/Learning Labs provided the following services in 2016-2017 to faculty and students.

Totals for Individual Campuses 2016-2017	Johnston Library 2016-2017	Forrest County 2016-2017	Hancock Center 2016-2017	Totals for All 2016-2017
Total # of Library/ CEC/Learning Lab Orientations	95	46	3	144
Total # of Students who attend Library/CEC/Learning Lab Orientations	1,895	833	67	2,795
Total # of Classes in Library	117	29	30	176

Total # of CCN Room Usage	78			78
Total # of Classes in CEC/Lab	606	265	0	871
Total # Computer Usage in Library	28,050	13,943	1,766	43,759
Total # CEC/Learning Lab Computer Usages	13,085	9,792	0	22,877
Total # Door counts	79,841	49,062	1,766	130,669
Total # Online Tests	7,425	9,241	362	17,028

### Internal Performance Indicator 3

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

#### Admissions Office

- **Assessment Results 2017-2018:** The annual Campus Climate Survey was administered in the 2017 Fall Semester. Satisfaction levels for the personal attention given by the Office of Admissions were as follows: 96.3 percent overall, 96.4 percent at the Forrest County Center, 100 percent at the Hancock Center, and 96.1 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** The office of admissions continued to participate in multiple recruitment days for the college. Additionally, plans were made to renovate the existing admissions office to provide a better atmosphere for students. Additional plans are being made to improve the online application process for the college.

- **Assessment Results 2018-2019:** The annual Campus Climate Survey was administered in the 2019 Spring Semester. Satisfaction levels for interaction with the Office of Admissions were as follows: 72 percent overall, 72 percent at the Forrest County Center, 84 percent at the Hancock Center, and 72 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** For the 2018-2019 year, the Admissions Office will continue to focus on providing quality services to anyone utilizing the Office of Admissions. Phones will have a dedicated person to answer calls and phone requests will be answered immediately. The office will utilize student workers to staff the front counter so consumers receive prompt service when they visit the office. Need and Acceptance Letters will be mailed and emailed to students notifying them of next steps for first time freshmen.



- **Assessment Results 2019-2020:** The annual Campus Climate Survey was administered in the 2019 Fall Semester. Satisfaction levels for the personal attention given by the Office of Admissions were as follows: 95 percent overall, 94 percent at the Forrest County Center, 100 percent at the Hancock Center, 100 percent for online students, and 94 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** In an effort to increase enrollment, applications for admission were updated and distributed to all high school counselors within the six county district on cd for students to have easier access to enrollment information while still in high school. Admissions personnel participated in recruitment days including Wildcat Fest, GED Day, Career Tech Day and high school orientation sessions in an effort to increase enrollment. The application opened earlier to allow students to make decisions earlier.

## **Bookstore**

- **Assessment Results 2017-2018:** The annual Campus Climate Survey was administered in the 2017 Fall Semester. Satisfaction levels for the personal attention given in the Bookstore were as follows: 97.0 percent overall, 94.4 percent at the Forrest County Center, 93.6 percent at the Hancock Center, and 98.1 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** The Wildcat Den continues to offer a variety of merchandise to is planned for next year.

- **Assessment Results 2018-2019:** The annual Campus Climate Survey was administered in the 2019 Spring Semester. Satisfaction levels for the service provided in the Bookstore were as follows: 76.3 percent overall, 75.7 percent at the Forrest County Center, 85.3 percent at the Hancock Center, and 76.0 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** The PRCC Wildcat Den went through a rebranding stage that enabled us to make some positive changes at the FCC Bookstore. We are remodeling a new bookstore at the FCC Campus that will be located in a more central part of campus and will allow an expanded merchandise offering compared to previous years. All staff at both the Poplarville and FCC have undergone Customer Service Training to increase the level of-satisfaction.

- **Assessment Results 2019-2020:** The annual Campus Climate Survey was administered in the 2019 Fall Semester. Satisfaction levels for the personal attention given in the Bookstore were as follows: 97 percent overall, 97 percent at the Forrest County Center, 94 percent at the Hancock Center, 100 percent for online students, and 97 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** Both campuses will make improvements to improve customer service including shorter wait time in lines, extended hours during rush, and customer service training that will enhance our overall production of performance for our customers.

## **Counseling Center/Success Center**

- **Assessment Results 2017-2018:** The annual Campus Climate Survey was administered in the 2017 Fall Semester. Satisfaction levels for the personal attention given for advisement were as follows: 96.3 percent overall, 96.4 percent at the Forrest County Center, 98.2 percent at the Hancock Center, and 96.1 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** More emphasis is being placed on student participation in ROAR (Ready, Orient, Advise, Register) sessions. As a result, more students will be placed with an advisor soon after registration. DegreeWorks and advisement training will be provided for faculty and staff advisors.

- **Assessment Results 2018-2019** The annual Campus Climate Survey was administered in the 2019 Spring Semester. Satisfaction levels for the personal attention given in the Counseling Center were as follows: 87 percent overall, 71 percent at the Forrest County Center, 79 percent at the Hancock Center, and 71 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** The counseling center was reorganized to work in conjunction with the Office of Student Success. A counselor has been located in the Technology Center to better serve the needs of Career and Technical Students. Recruiters will also serve as academic advisors to better meet the needs of students.

- **Assessment Results 2019-2020:** The annual Campus Climate Survey was administered in the 2019 Fall Semester. Satisfaction levels for the personal attention given in the Counseling Center were as follows: 93 percent overall, 93 percent at the Forrest County Center, 100 percent at the Hancock Center, 95 percent for online students, and 93 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** Beginning academic year 2017-2018, we will have in place stronger mechanisms for tracking advisement of non-FYS pre-core students by the assignment of advisors and the implementation of DegreeWorks.

## Financial Aid Office

- **Assessment Results 2017-2018:** The annual Campus Climate Survey was administered in the 2017 Fall Semester. Satisfaction levels for the personal attention given in the Financial Aid Office were as follows: 83.5 percent overall, 82.2 percent at the Forrest County Center, 74.2 percent at the Hancock Center, and 84.3 percent at the Poplarville Campus.

**Source of Documentation:** Office of the Vice President for Poplarville Campus and Instruction, Office of the Vice President for Forrest County Operations, and Office of Institutional Research

**Use of Assessment Results:** The Office of Financial Aid will continue to enforce federal and state guidelines for awarding financial aid. Plans are being made to renovate the existing offices to provide better access for students.

- **Assessment Results 2018-2019:** The annual Campus Climate Survey was administered in the 2019 Spring Semester. Satisfaction levels for the services provided in the Financial Aid Office were as follows: 59 percent overall, 56 percent at the Forrest County Center, 74 percent at the Hancock Center, and 59 percent at the Poplarville Campus.

**Source of Documentation:** Office of the Vice President for Poplarville Campus and Instruction, Office of the Vice President for Forrest County Operations, and Office of Institutional Research

**Use of Assessment Results:** The information will be used to improve customer service efforts within the department. Communication and prompt response to student requests have been an ongoing goal. Staff members are doing a much better job maintaining daily tasks. Future efforts will center around hiring 3-4 student workers each year to assist with phone and counter duties. This will provide much needed support so that staff can focus on daily and weekly processes. Additionally, staff from the Financial Aid office are participating in FAFSA days at district high schools.

- **Assessment Results 2019-2020:** The annual Campus Climate Survey was administered in the 2019 Fall Semester. Satisfaction levels for the personal attention given in the Financial Aid Office were as follows: 86 percent overall, 87 percent at the Forrest County Center, 88 percent at the Hancock Center, 95 percent for online students, and 85 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** Although the satisfaction was acceptable according to the percentage standards, attention was given to the multiple student comments regarding the Financial Aid office. These comments ranged from customer service concerns to inefficiency in determining students' status in a timely manner. At this time, changes have been made in the Financial Aid office that are aimed at addressing these issues. While some changes do involve personnel, other changes involve processes and the efficiency thereof. In conjunction with Information Technology, Financial Aid personnel have been incorporating automated processes in Banner and RiverGuide. Moving forward, efforts are underway to provide information sessions to the college (both students and employees) regarding financial aid with topics to include areas such as: Understanding financial aid in RiverGuide, Completing the FAFSA the Second Time, What Does a Loan Really Mean, When Can Pell Cover Retakes (and When it Won't).

## Library

- **Assessment Results 2017-2018:** The annual Campus Climate Survey was administered in the 2017 Fall Semester. Satisfaction levels for the personal attention given in the Library were as follows: 98.7 percent overall, 98.8 percent at the Forrest County Center, 97.0 percent at the Hancock Center, and 98.7 percent at the Poplarville Campus

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** Student satisfaction levels have remained constant for the Poplarville campus, the Hancock Center, and the Forrest County Center. The Director of College Libraries will be consulting staff to discuss ways to promote the services and resources available to all students. New ways to access the library resources are being created to reach every student.

- **Assessment Results 2018-2019:** The annual Campus Climate Survey was administered in the 2019 Spring Semester. Satisfaction levels for the services given in the Library were as follows: 75 percent overall, 72 percent at the Forrest County Center, 84 percent at the Hancock Center, and 75 percent at the Poplarville Campus.

**Source of Documentation:** Office of the Vice President for Poplarville Campus and Instruction, Office of the Vice President for Forrest County Operations, Director of College Libraries, and Office of Institutional Research.

**Use of Assessment Results:** Databases will be evaluated to determine what changes can be made to provide needed resources. Movable whiteboards were purchased for student use in the Garvin H. Johnston Library. The addition of the Library Collaboration Room at the Forrest County Center Library, students have an opportunity for collaborative study. The Hancock Center Campus hired a full time Librarian to extended support hours for the Librarian. Students now have access to a professional librarian 24 hours a week via 24/7 provided by MELO.

- **Assessment Results 2019-2020:** The annual Campus Climate Survey was administered in the 2019 Fall Semester. Satisfaction levels for the personal attention given in the Library were as follows: 97 percent overall, 97 percent at the Forrest County Center, 100 percent at the Hancock Center, 100 percent for online students, and 97 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

~~**Use of Assessment Results:** Each semester library employees reach out to instructors in all disciplines to inform and encourage library, CEC, and Learning Lab use. As new databases, products, and services become available, new orientations are created and the Library webpages are edited. Plans are being made to continue conducting at least 200 orientation sessions and workshops during the year. Plans are being made to continue upgrading library webpages. Also, each staff member will attend at least 2 professional development activities during the 2017-2018 school year.~~

## **Security**

- **Assessment Results 2017-2018:** The annual Campus Climate Survey was administered in the 2017 Fall Semester. Satisfaction levels for the personal attention given by Security/Campus Police were as follows: 93.1 percent overall, 94.0 percent at the Forrest County Center, 98.5 percent at the Hancock Center, and 92.4 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** Use of student satisfaction levels will continue to be monitored and action taken as needed.

- **Assessment Results 2018-2019:** The annual Campus Climate Survey was administered in the 2019 Spring Semester. Satisfaction levels for the service given by Security/Campus Police were as follows: 64 percent overall, 67 percent at the Forrest County Center, 75 percent at the Hancock Center, and 63 percent at the Poplarville Campus.

**Source of Documentation:** Office of the Vice President for Poplarville Campus Instruction, Office of the Vice President for Forrest County Operations, and Office of Institutional Research

**Use of Assessment Results:** Cameras were installed in the Great Hall inside Crosby Hall. The Assistant Director of Public Safety was promoted to Director of Public Safety for Forrest County Center. Training has been conducted on Active Shooter Preparedness for various offices throughout campus. Updates to the Emergency Action Plan were presented to faculty and staff. Additionally, cameras were installed at Forrest County Center in Building 3, specifically in the Student Services Office, police offices, Multi-purpose Room, and the parking lot.

- **Assessment Results 2019-2020:**—The annual Campus Climate Survey was administered in the 2019 Fall Semester. Satisfaction levels for the personal attention given by Campus Police were as follows: 91 percent overall, 92 percent at the Forrest County Center, 94 percent at the Hancock Center, and 90 percent at the Poplarville Campus.

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** The satisfaction was acceptable according to the percentage standards of the Campus Climate Survey. Attention is given to the student comments, but these comments are generally complaints about dorm curfew violations and parking tickets. Neither of these are issues that are unacceptable practices. To address security concerns beyond the surface area discussed in the survey, the college's Emergency Management Plan is being reviewed and updated. While certain areas of this document are not available to the public, much of the information will be shared in an effort to ensure each member of the college community is aware of the proper steps to take during various emergency situations.

#### Internal Performance Indicator 4

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

- **Assessment Results 2017-2018:** E & G actuals for FY 2018 demonstrate that 6.5%, or \$2,494,246.00, of the institution's E&G expenditures were for Instructional Support.

**Source of Documentation:** Vice President for College Operations

**Use of Assessment Results:** The College continues to support the expansion of instructional support services through its E&G expenditures.

- **Assessment Results 2018-2019:** The FY 2019 Education & General Expenditures (E&G) indicates a 6.5%, or \$2,574,091.00, in instructional support expenditures out of the institution's total E&G budget. In addition to the institution's E&G budget, the College also earmarked \$100,000.00 in Enlargement & Improvement dollars to be used for instructional technology during FY 2019.

**Source of Documentation:** Office of the Vice President for College Operations.

**Use of Assessment Results:** Budget income and expenditures demonstrate the College's ability to provide adequate financial resources to its Instructional Support function.

- **Assessment Results 2019-2020:** FY 2017 Education & General Expenditures indicated that the College expended \$2,517,928.00, or 6.5% of its E&G expenditures on Instructional Support during FY 2017.

**Source of Documentation:** Senior Vice President for College Operations

**Use of Assessment Results:** The expansion of learning lab support services, and other instructional support line items, have contributed to the growth of expenditures in this area of student service.

### Internal Performance Indicator 5

The College will provide qualified support staff for library and non-library support labs.

- **Assessment Results 2017-2018:**

**Source of Documentation:** Director of College Libraries

**Use of Assessment Results:** Employees are encouraged to further their education each semester.

#### Support Staff: 2017-2018

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
POP Mathematics Laboratory Assistant (9 mo.)	FT	2 years college	January 2008
GHJ Technical Library Assistant (12 mo.) (CT)	FT	1.5 years college	October 1990
GHJ Library Assistant (11mo.)	FT	Position Frozen	
GHJ Public Services Library Assistant (11 mo.) (EH)	FT	1 year of college	August 2001
GHJ CEC Assistant (11 mo.) (LS)	FT	1.5 years college	August 2013
GHJ CEC/Online Testing Assistant (11 mo.) (DC)	FT	Associate of Science	July 2014
FCC Library Assistant (12 mo.) (MS)	FT	2 years college	September 2012
FCC Library Assistant (11 mo.) (JH)	FT	Associate of Arts	July 2013
FCC Learning Lab/Online Testing Assistant (11 mo.) (CW)	FT	GED	October 2016
FCC Learning Lab/Online Testing Assistant (12 mo.) (RP)	FT	Associate of Arts	June 2017

- **Assessment Results 2018-2019:**

#### Support Staff: 2018-2019

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
POP Mathematics Laboratory Assistant	FT	1.5 years college	January 2008
GHJ Technical Library Assistant (12 mo.) (CT)	FT	1.5 years college	October 1990
GHJ Library Assistant (11mo.)	FT	Position Frozen	
GHJ Public Services Library Assistant (11 mo.) (EH)	FT	1 year of college	August 2001

GHJ Testing Assistant (11 mo.) (LS)	FT	1.5 years college	August 2013
GHJ Testing Assistant (12 mo.) (DN)	FT	Associate of Science	July 2014
FCC Library Assistant (12 mo.) (MS)	FT	2 years college	September 2012
FCC Library Assistant (11 mo.) (JH)	FT	Associate of Arts	July 2013
FCC Learning Lab/ Testing Assistant (12mo.) (HT)	FT	Associate of Arts	August 2019
FCC Learning Lab/Testing Assistant (11 mo.)	FT	Associate of Arts	

**Source of Documentation:** Director of College Libraries

**Use of Assessment Results:** Employees are encouraged to increase knowledge and skills through further education each semester.

● **Assessment Results 2019-2020:**

**Support Staff: 2016-2017**

Position/Title	Status (FT/PT)	Highest Degree	Initial Semester Employed
POP Mathematics Laboratory Assistant (9 mo.)	FT	2 years college	January 2008
GHJ Technical Library Assistant (12 mo.) (CT)	FT	1.5 years college	October 1990
GHJ Library Assistant (11mo.)	FT	Position Frozen	
GHJ Public Services Library Assistant (11 mo.) (EH)	FT	1 year of college	August 2001
GHJ CEC Assistant (11 mo.) (LS)	FT	1.5 years college	August 2013
GHJ CEC/Online Testing Assistant (11 mo.) (DC)	FT	Associate of Science	July 2014
FCC Library Assistant (12 mo.) (MS)	FT	2 years college	September 2012
FCC Library Assistant (11 mo.) (JH)	FT	Associate of Arts	July 2013
FCC Learning Lab/Online Testing Assistant (11 mo.) Resigned July 2016 (RE)	FT	Bachelor's	March 2016 - July 2016
FCC Learning Lab/Online Testing Assistant (11 mo.) (CW)	FT	GED	October 2016
FCC Online Testing Assistant (CR) (9 mo.) Combined Math Testing & MSVCC Resigned February 2017	FT	Associate of Arts	August 2016 - February 2017
FCC Learning Lab/Online Testing Assistant (12 mo.) (RP)	FT	Associate of Arts	June 2017

**Source of Documentation:** Director of College Libraries

**Use of Assessment Results:** Employees are encouraged to further their education each semester.

## Internal Performance Indicator 6

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

- **Assessment Results 2017-2018:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President of Hancock Center, Director of Admissions and Records and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

**Source of Documentation:** Copies of each syllabus are maintained in the offices of the Director of Career and Technical Education, Vice President for Forrest County Operations, the Assistant Vice President of Hancock Center, and the directors/chairs of instructional departments.

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

- **Assessment Results 2018-2019:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The American Disabilities Act is covered at ROAR orientation. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President of Hancock Center, Director of Admissions and Records and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

**Source of Documentation:** Copies of each syllabus are maintained in the offices of the Director of Career and Technical Education, Vice President for Forrest County Operations, the Assistant Vice President of Hancock Center, and the directors/chairs of instructional departments.

**Use of Assessment Results:** Established procedures will be monitored for effectiveness.

- **Assessment Results 2019-2020:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President of Hancock Center, Director of Admissions and Records and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.



**Source of Documentation:** Copies of each syllabus are maintained in the offices of the Director of Career and Technical Education, Vice President for Forrest County Operations, the Assistant Vice President of Hancock Center, and the directors/chairs of instructional departments.

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

### Internal Performance Indicator 7

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

- **Assessment Results 2017-2018:** Funding for the July 2017-2018 fiscal year for the Quality Enhancement Plan (QEP) was provided at 43%. This funding level, while below the 90% goal, has proven adequate for the current fiscal year due, in part, to one unfilled QEP position, Early Alert Coordinator. State level budget cuts to community colleges in Mississippi precluded hiring for this position. However, an increase is anticipated as more sections of the First Year Seminar course will be required over the next year.

**Source of Documentation:** Office of Student Success

**Use of Assessment Results:** Funding will continue to be provided to ensure adequate and appropriate implementation of the Quality Enhancement Plan (QEP).

- **Assessment Results 2018-2019:** Funding for the July 2018-2019 fiscal year for the Quality Enhancement Plan (QEP) was provided at 42%. This funding level, while below the 90% goal, has proven adequate for the current fiscal year due, in part, to one unfilled QEP position, Early Alert Coordinator.

**Source of Documentation:** Office of Student Success

**Use of Assessment Results:** Continued funding will ensure adequate and appropriate implementation of the Quality Enhancement Plan (QEP).

- **Assessment Results 2019-2020:** Funding for July 2016-June 2017 fiscal year for the Quality Enhancement Plan (QEP) was provided above the required level.

**Source of Documentation:** Office of Student Success

**Use of Assessment Results:** Funding will continue to be provided to ensure adequate and appropriate implementation of the Quality Enhancement Plan (QEP).

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

Commitment Statement:

Pearl River Community College is committed to making its programs and services available to all who seek an education. Various instructional methods, including distance education and off-site instruction,

will be utilized, and the College will provide reasonable accommodations to the students with developmental disabilities.

### Internal Performance Indicator 1

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

- **Assessment Results 2017-2018:**

Fall 2016- Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2017- Summer 2018	Percent Change
81%	82%	93%	88%	88%	+8.64%

**Source of Documentation:** The retention results for each semester is documented on the Overall Success Rate report located in the MSVCC Enrollment Tool system. A spreadsheet of the retention results for each online course and semester is stored in the Office of eLearning.

**Use of Assessment Results:** Our focus in the eLearning office is on quality and retention. A welcome email is sent from our office to students that register for online classes. The email informs the students of dates, how to access their different accounts, Help Desk information, etc. We also provide an eLearning Prep sessions before online classes begin to allow the students to ask questions in regards to online classes and be informed about the policies for online classes. Before each short-term or mini-term online class begins, the eLearning office sends an email to those students prior to the classes start to remind them they are registered for a short-term or mini-term online class. Due to the increase in staff in our office, we will be able to increase our retention efforts.

- **Assessment Results 2018-2019:**

Fall 2017- Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2018- Summer 2019	Percent Change
88%	83%	85%	87%	85%	-3%

**Source of Documentation:** The retention results for each fall and spring is documented in the Overall Success Rate report located in the MSVCC Enrollment Tool system. Beginning summer 2019, our retention results for each online course and semester are stored in the Office of eLearning.

**Use of Assessment Results:** There have been many changes to our processes. There is no explanation for the decrease in retention. Starting fall 2018, the new eLearning Support Specialists began calling students that withdraw from online classes. As stated above, fall 2018 to spring 2019 increased as did spring 2019 to summer 2019. Along with phone calls, online students through either the eLearning office or an assigned advisor. This allows the eLearning office to connect with online students and to help align their degree plans. These adjustments have been implemented to help with the retention and success of online students.

- **Assessment Results 2019-2020:**

Fall 2015- Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2016- Summer 2017	Percent Change
77%	79%	83%	82%	81%	5.19%

**Source of Documentation:** The retention results for each semester is documented on the Overall Success Rate report located in the MSVCC Enrollment Tool system. A spreadsheet of the retention results for each online course and semester is stored in the Office of eLearning.

**Use of Assessment Results:** There is continuous fluctuation between years. However the Office of eLearning will continue to make improvements to increase retention in online classes. We have implemented a tutoring service, live orientation and personal phone calls to students in our developmental online math courses. This has shown to be a success. Other retention strategies will be implemented for the entire online program once additional personnel is in place.

## Internal Performance Indicator 2

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

- **Assessment Results 2017-2018:** The Vice President for General Education and Technology Services continued to provide the annual professional development session for Option 1 Dual Enrollment instructors during Summer 2018. Instructors received updates from the Vice President's office regarding SLO data collection, dual enrollment fees, and textbooks. PRCC Department chairs provided training and course information for dual enrollment instructors as well. Instructors also received training on the use of Canvas as a learning management system.

**Source of Documentation:** Office of Vice President for General Education and Technology

**Use of Assessment Results:** PRCC Department chairs were able to interact with and train the dual enrollment instructors during this time. The administration recognizes the need for a dual enrollment position which would help streamline the course offerings as well as provide a central location for all dual enrollment interactions.

### **Assessment Results 2018-2019:**

Relevant information for all dual enrollment options are provided on the PRCC dual enrollment website. This includes the admissions requirements for all types of dual enrollment/dual credit as well as the Memorandum of Understanding required from each school district participating in dual enrollment/dual credit. The Vice President for General Education and Technology Services hosted a summer meeting for all Option 1 dual enrollment instructors who teach dual credit courses on their high school campuses. This professional development session was held in August 2018 for the 2018-2019 school year. The topics discussed were SACSCOC requirements for dual enrollment,

**Source of Documentation:** Office of Vice President for Poplarville and Instruction

**Use of Assessment Results:** The administration recognized the need for a dual enrollment position to coordinate the dual enrollment efforts for the institution. In February 2019, a Director of Dual Enrollment was named.

- **Assessment Results 2019-2020:** The Vice President for General Education and Technology Services continued to provide the annual professional development session for Option 1 Dual Enrollment instructors during Summer 2017. Instructors received updates from the Vice President's

office regarding SLO data collection, dual enrollment fees and textbooks. PRCC Department chairs provided training and course information for dual enrollment instructors as well.

**Source of Documentation:** Office of Vice President for General Education and Technology

**Use of Assessment Results:** PRCC Department chairs were able to interact with and train the dual enrollment instructors during this time. This has helped to open the lines of communication between PRCC and the school districts.

### Internal Performance Indicator 3

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

- **Assessment Results 2017-2018:**  
Summer 2017 – 2 weekend classes met  
Fall 2017 – 4 weekend classes met  
Winter 2017 – 9 mini-term classes met  
Spring 2018 – 5 weekend classes met

**Source of Documentation:** Office of the Vice President for Poplarville Campus and Instruction

**Use of Assessment Results:**

Our efforts continue to offer classes in many different formats in order to appeal to all types of students. Enrollment in different formats continues to be highest among online classes. Qualified instructors continue to offer weekend classes, many of which are hybrid, with varying beginning dates throughout each semester.

- **Assessment Results 2018-2019:**  
Fall 2018 – 5 weekend classes met  
Winter 2018 7 mini-term classes met  
Spring 2019: 7weekend classes met

**Source of Documentation:**

Office of the Vice President for General Education and Information Technology Services

**Use of Assessment Results:** Due to the need for students to maintain full-time enrollment, a variety of class formats, including weekend and mini terms will continue to be offered.

- **Assessment Results 2019-2020:**  
Summer 2016 — 3 weekend classes met  
Fall 2016 — 4 weekend classes met  
Winter 2016 — 7 mini-term classes met  
Spring 2017 — 8 weekend classes met

**Source of Documentation:** Office of the Vice President for General Education and Technology Services

**Use of Assessment Results:** Students do not respond well to voluntary surveys so that method of discovery was not successful. There is a continuing effort to offer classes in a variety of formats. Actual enrollment is showing that online classes are most attractive in regard to variation. Instructors, who are qualified, are being encouraged to offer weekend classes as hybrid classes.

#### Internal Performance Indicator 4

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

- **Assessment Results 2017-2018:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President of Hancock Center, Director of Admissions and Records and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

**Source of Documentation:** Copies of each syllabus are maintained in the offices of the Director of Career and Technical Education, Vice President for Forrest County Operations, the Assistant Vice President of Hancock Center, and the directors/chairs of instructional departments.

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

- **Assessment Results 2018-2019:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President for Hancock Center, Admissions Specialist and ADA/Civil Rights Coordinator, Special Populations Coordinator, and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number. American Disabilities Act information is covered at all ROAR orientation meetings.

**Source of Documentation:** Copies of each syllabus are maintained in the offices of the Director of Poplarville Career and Technical Education, the Vice President for Forrest County Operations, and the directors or chairs of instructional departments.

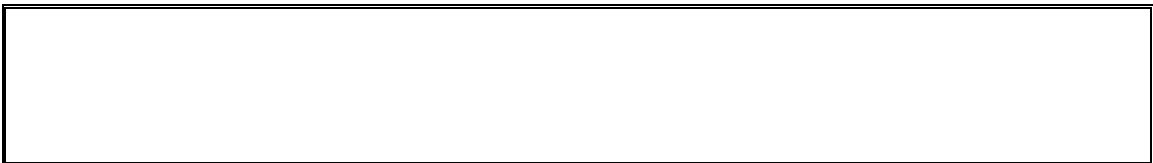
**Use of Assessment Results:** Procedures in place will be continued and monitored.

- ~~**Assessment Results 2016-2017:** The Fine Arts and Communications Department; The Humanities and Social Sciences Department; the Science, Mathematics, and Business Department; the Health, Physical Education and Recreation Department; the Nursing Departments; and the Department of Career and Technical Education verify that the disabilities statement is included on each syllabus. The Disability Services Guidebook, which gives the procedures to follow to receive accommodations, is on PRCC's website. There are also copies of the Disability Services Guidebook in the offices of the President, Vice President for Poplarville Campus & Hancock Center, Vice President for General Education & Technology Services, Assistant Vice President for Hancock Center, Admissions Specialist and ADA/Civil Rights Coordinator, Special Populations Coordinator,~~

and the Library. All mailings and publications have the Non-Discrimination Statement listed with a contact name and number.

**Source of Documentation:** Copies of each syllabus are maintained in the offices of the Director of Poplarville Career and Technical Education, the Vice President for Forrest County Operations, and the directors or chairs of instructional departments.

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



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

### **Commitment Statement:**

Pearl River Community College will employ well-qualified faculty and staff, provide them with a competitive salary and benefit package, and invest in their professional development.

### **Internal Performance Indicator 1**

Faculty salaries will remain among the top one-third of community colleges in Mississippi.

- **Assessment Results 2017-2018:** The Vice President for Business and Administrative Services reported that this information was not available at the time of printing.

**Source of Documentation:** Vice President for Business and Administrative Services

#### **Use of Assessment Results:**

- **Assessment Results 2018-2019:** The report utilized by the College to determine this information was in the past produced by the MS Community College Board. The College has been unable to obtain this report to establish the data for FY 2019.

**Source of Documentation:** Vice President for College Operations-

- **Assessment Results 2019-2020:** The FY 2017 MCCB Comparison of Revenue by Source and Expenditure by Program and by Object Report indicates that Pearl River Community College is now ranked as the second highest average faculty salary in the state's community college system with an average salary figure of \$58,529.

**Source of Documentation:** Vice President for College Operations

**Use of Assessment Results:** Report enables the institution to track average faculty salaries across the state in an effort to remain competitive in attracting quality faculty members.

### **Internal Performance Indicator 2**

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

- **Assessment Results 2017-2018:**  
**Fall 2017:** There were 924 classes with three (3) or more credit hours (no virtual) offered in Fall 2017 as follows: 639 academic classes; 236 technical classes; 49 career classes. For the academic classes, 438 (68.5%) were taught by full-time instructors; 198 (83.9%) of technical classes were taught by full-time instructors, and 48 (97.9%) of career courses were taught by full-time instructors. Seventy-four percent (74.0%) of classes in Fall 2017 with three (3) or more credit hours were taught by full-time instructors.



**Poplarville (Main Campus)** offered classes with three (3) or more credit hours in Fall 2017 as follows: 373 academic classes; 148 technical classes, and 39 career classes. For academic classes, 283 (75.9%) were taught by full-time instructors. For technical classes, 127 (85.8%) were taught by full-time instructors. For career classes, 39 (100%) were taught by full-time instructors. Overall, 449 classes (80.2%) in Fall 2017 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

**The Forrest County Center** offered 302 classes with three (3) or more credit hours as follows: 211 academic classes; 81 technical classes; 10 career classes. For academic classes, 128 (60.7%) were taught by full-time instructors. For technical classes, 67 (82.7%) were taught by full-time instructors. For career classes, 9 (90%) were taught by full-time instructors. Overall, 204 (67.5%) classes offered at the Forrest County Center in Fall 2017 with three (3) or more credit hours were taught by full-time instructors.

**The Hancock Center** offered 62 classes with three (3) or more credit hours as follows: 55 academic classes; 7 technical. For academic classes, 32 (58.2%) were taught by full-time instructors. For technical classes, 4 (57.1%) were taught by full-time instructors. Overall, 36 classes (58.1%) offered at the Hancock Center in Fall 2017 with three (3) or more credit hours were taught by full-time instructors.

**Spring 2018:** There were 841 classes with three (3) or more credit hours (no virtual) offered in Spring 2018 as follows: 543 academic classes; 252 technical classes; 46 career classes. For the academic classes, 391 (72.0%) were taught by full-time instructors; 209 (82.9%) of technical classes were taught by full-time instructors, and 39 (84.8%) of career courses were taught by full-time instructors. Seventy-six percent (76%) of classes in Spring 2018 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered 509 classes with three (3) or more credit hours in Spring 2018 as follows: 315 academic classes; 155 technical classes, and 39 career classes. For academic classes, 249 (79.0%) were taught by full-time instructors. For technical classes, 135 (87.1%) were taught by full-time instructors. For career classes, 35 (89.7%) were taught by full-time instructors. Overall, 419 classes (82.3%) in Spring 2018 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

**The Forrest County Center** offered 282 classes with three (3) or more credit hours as follows: 187 academic classes; 88 technical classes; 7 career classes. For academic classes, 120 (64.2%) were taught by full-time instructors. For technical classes, 66 (75%) were taught by full-time instructors. For career classes, 4 (57.1%) were taught by full-time instructors. Overall, 190 classes (67.4%) offered at the Forrest County Center in Spring 2018 with three (3) or more credit hours were taught by full-time instructors.

**The Hancock Center** offered 50 classes with three (3) or more credit hours as follows: 41 academic classes and 9 technical. For academic classes, 22 (53.7%) were taught by full-time instructors. For technical classes, 8 (88.9%) were taught by full-time instructors. Overall, 30 classes (60%) offered at the Hancock Center in Spring 2018 with three (3) or more credit hours was taught by full-time instructors.

**Source of Documentation:** Office of Information Technology

**Use of Assessment Results:** The hiring of additional full-time instructors is evaluated, as are enrollment trends. College Administration continues to work to improve the number of full-time instructors.

- **Assessment Results 2018-2019** Fall 2018: Face-to-face classes of 3 or more credit hours

**Fall 2018:** There were 684 classes with three (3) or more credit hours (no virtual) offered in Fall 2018 as follows: 459 academic classes; 202 technical classes; 23 career classes. For the academic classes, 388 (84.5%) were taught by full-time instructors; 182 (90.1%) of technical classes were taught by full-time instructors, and 19 (82.6%) of career courses were taught by full-time instructors. Eighty-six percent (86.1%) of face-to-face classes in Fall 2018 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered 398 classes with three (3) or more credit hours in Fall 2018 as follows: 263 academic classes; 118 technical classes, and 17 career classes. For academic classes, 229 (87.1%) were taught by full-time instructors. For technical classes, 114 (96.6%) were taught by full-time instructors. For career classes, 15 (88.2%) were taught by full-time instructors. Overall, 89.9% percent of classes in Fall 2018 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

**Forrest County Center** offered 243 classes with three (3) or more credit hours as follows: 161 academic classes; 76 technical classes; 6 career classes. For academic classes, 130 (80.7%) were taught by full-time instructors. For technical classes, 64 (84.2%) were taught by full-time instructors. For career classes, 4 (66.7%) were taught by full-time instructors. Overall, 81.5% of classes offered at the Forrest County Center in Fall 2018 with three (3) or more credit hours were taught by full-time instructors.

**Hancock Center** offered 43 classes with three (3) or more credit hours as follows: 35 academic classes; 8 technical; 0 career. For academic classes, 29 (82.9%) were taught by full-time instructors. For technical classes, 4 (50%) were taught by full-time instructors. Overall, 76.7% of classes offered at the Hancock Center in Fall 2018 with three (3) or more credit hours were taught by full-time instructors.

**Spring 2019:** There were 626 classes with three (3) or more credit hours (no virtual) offered in Spring 2019 as follows: 400 academic classes; 205 technical classes; 21 career classes. For the academic classes, 346 (86.5%) were taught by full-time instructors; 184 (89.8%) of technical classes were taught by full-time instructors, and 20 (95.2%) of career courses were taught by full-time instructors. Nearly eighty-eight percent (87.9%) of classes in Spring 2019 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered 365 classes with three (3) or more credit hours in Spring 2019 as follows: 229 academic classes; 119 technical classes, and 17 career classes. For academic **classes**, 199 (86.9%) were taught by full-time instructors. For technical classes, 115 (96.6%) were taught by full-time instructors. For career classes, 17 (100%) were taught by full-time instructors. Overall, ninety percent (90.7%) of classes in Spring 2010 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus

**Forrest County Center** offered 221 classes with three (3) or more credit hours as follows: 141 academic classes; 76 technical classes; 4 career classes. For academic classes, 122 (86.5%) were taught by full-time instructors. For technical classes, 63 (82.9%) were taught by full-time instructors. For career classes, 3 (75.0%) were taught by full-time instructors. Overall, 85.1% of classes offered at the Forrest County Center in Spring 2019 with three (3) or more credit hours were taught by full-time instructors.

**Hancock Center** offered 40 classes with three (3) or more credit hours as follows: 30 academic classes and 10 technical. For academic classes, 25 (83.3%) were taught by full-time instructors. For technical classes, 6 (60%) were taught by full-time instructors. Overall 77.5% of classes offered at the Hancock Center in Spring 2019 with three (3) or more credit hours was taught by full-time instructors.

**Source of Documentation:** Office of Institutional Research and Office of Information Technology

**Use of Assessment Results:** The Hancock Campus added a full-time Licensed Practical Nurse (LPN) program. Also, full-time day and night LPN programs were added to the Poplarville and Forrest County campuses.

● **Assessment Results 2019-2020:**

**Fall 2016:** There were 921 classes with three (3) or more credit hours (no virtual) offered in Fall 2016 as follows: 586 academic classes; 278 technical classes; 48 career classes. For the academic classes, 531 (90.6%) were taught by full-time instructors; 275 (98.9%) of technical classes were taught by full-time instructors, and 42 (87.5%) of career courses were taught by full-time instructors. Ninety-two percent (92.5%) of classes in Fall 2016 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered 563 classes with three (3) or more credit hours in Fall 2016 as follows: 347 academic classes; 178 technical classes, and 38 career classes. For academic classes, 319 (91.9%) were taught by full-time instructors. For technical classes, 178 (100%) were taught by full-time instructors. For career classes, 35 (92.1%) were taught by full-time instructors. Overall, 94.5 percent (94.5%) of classes in Fall 2016 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

**The Forrest County Center** offered 296 classes with three (3) or more credit hours as follows: 195 academic classes; 9 technical classes; 10 career classes. For academic classes, 171 (87.7%) were taught by full-time instructors. For technical classes, 88 (96.7%) were taught by full-time instructors. For career classes, 9 (90%) were taught by full-time instructors. Overall, 90.5% of classes offered at the Forrest County Center in Fall 2016 with three (3) or more credit hours were taught by full-time instructors.

**The Hancock Center** offered 53 classes with three (3) or more credit hours as follows: 44 academic classes; 9 technical. For academic classes, 41 (93.2%) were taught by full-time instructors. For technical classes, 9 (100%) were taught by full-time instructors. Overall 94.3 percent (94.3%) of classes offered at the Hancock Center in Fall 2016 with three (3) or more credit hours was taught by full-time instructors.

**Spring 2017:** There were 845 classes with three (3) or more credit hours (no virtual) offered in Spring 2017 as follows: 546 academic classes; 258 technical classes; 41 career classes. For the academic classes, 400 (73.2%) were taught by full-time instructors; 207 (80.2%) of technical classes were taught by full-time instructors, and 36 (87.8%) of career courses were taught by full-time instructors. Eighty (80%) of classes in Spring 2017 with three (3) or more credit hours were taught by full-time instructors.

**Poplarville (Main Campus)** offered 518 classes with three (3) or more credit hours in Spring 2017 as follows: 307 academic classes; 176 technical classes, and 35 career classes. For academic classes, 245 (79.8%) were taught by full-time instructors. For technical classes, 141 (79.2%) were taught by full-time instructors. For career classes, 32 (91.4%) were taught by full-time instructors. Overall, eighty (850%) of classes in Spring 2017 with three (3) or more credit hours were taught by full-time instructors on the Poplarville campus.

**The Forrest County Center** offered 270 classes with three (3) or more credit hours as follows: 188 academic classes; 76 technical classes; 6 career classes. For academic classes, 131 (69.6%) were taught by full-time instructors. For technical classes, 63 (82.8%) were taught by full-time instructors. For career classes, four (4) (66.7%) were taught by full-time instructors. Overall, 73.3% of classes offered at the Forrest County Center in Spring 2016 with three (3) or more credit hours were taught by full-time instructors.

~~The Hancock Center offered 57 classes with three (3) or more credit hours as follows: 51 academic classes and 6 technical. For academic classes, 24 (47%) were taught by full-time instructors. For technical classes, 6 (50%) were taught by full-time instructors. Overall 47% of classes offered at the Hancock Center in Spring 2017 with three (3) or more credit hours was taught by full-time instructors.~~

~~Source of Documentation: Office of Information Technology~~

~~Use of Assessment Results: In an effort to report more accurate data, instructor classifications in Banner were reviewed and will continue to be reviewed.~~

### Internal Performance Indicator 3

One hundred percent (100%) of the faculty of the College will be qualified to teach the courses they are assigned.

- **Assessment Results 2017-2018:** Based upon SACSCOC guidelines for instructors, as well as the Qualifications Manual for Postsecondary Career and Technical personnel, all faculty members meet the appropriate qualification standards.

**Source of Documentation:** Offices of Vice President for Poplarville Campus and Hancock Center, Vice President for Community And Economic Development, Vice President for General Education and Technology Services, Vice President for Forrest County Operations, and Director of Career Technical Education Programs

**Use of Assessment Results:** In order to insure compliance, hiring practices will continue to follow SACSCOC guidelines and The Qualifications Manual for Postsecondary Career and Technical Personnel. A comprehensive review of all faculty members' personnel folders was conducted to ensure compliance.

- **Assessment Results 2018-2019:** Based upon SACSCOC guidelines for instructors, as well as the Qualifications Manual for Postsecondary Career and Technical personnel, all faculty members meet the appropriate qualification standards.

**Source of Documentation:** Offices of Vice President for Poplarville Campus and Instruction, Vice President for Hancock Center, Vice President for Forrest County Operations, and Dean of Career Technical Education Programs

**Use of Assessment Results:** In order to ensure compliance, hiring practices will continue to follow SACSCOC guidelines and The Qualifications Manual for Postsecondary Career and Technical Personnel. General Education and Career Technical applicants will continue to be required to demonstrate a lesson plan as part of the interview process.

- ~~**Assessment Results 2019-2020:** Based upon SACSCOC guidelines for instructors, as well as the Qualifications Manual for Postsecondary Career and Technical personnel, all faculty members meet the appropriate qualification standards.~~

~~**Source of Documentation:** Offices of Vice President for Poplarville Campus and Hancock Center, Vice President for Community And Economic Development, Vice President for General Education and Technology Services, Vice President for Forrest County Operations, and Director of Career Technical Education Programs~~

**Use of Assessment Results:** In order to insure compliance, hiring practices will continue to follow SACSCOC guidelines and The Qualifications Manual for Postsecondary Career and Technical Personnel. General Education applicants will continue to be required to demonstrate a lesson plan as part of the interview process.

#### Internal Performance Indicator 4

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

- **Assessment Results 2017-2018:** Attendance records indicate that ninety-seven percent (97%) of PRCC faculty and professional staff attended the Professional Development sessions on Monday, August 7, 2017.

**Source of Documentation:** Office of Planning and Institutional Research

**Use of Assessment Results:** In response to feedback from evaluations, breakout session choices will be offered in addition to a keynote address.

- **Assessment Results 2018-2019:** Attendance records indicate that at least eight-eight (88%) of PRCC faculty and professional staff attending the Professional Development Sessions on Monday, August 6, 2018

**Source of Documentation:** Office of Planning and Institutional Research

**Use of Assessment Results:** Evaluations of the session indicated that the format of the program was favorable by those who attended. The Professional Development committee will meet to review the evaluations and to use those when planning future events. A makeup day for professional development will be implemented for absentees from the official Professional Development Day.

- **Assessment Results 2019-2020:** Attendance records indicate that at least ninety-six percent (95.9%) of PRCC faculty and professional staff attended the Professional Development Sessions on Monday, August 12, 2019, or Friday November 15, 2019.

**Source of Documentation:** Office of Planning and Institutional Research

**Use of Assessment Results:** The Professional Development committee will meet to discuss evaluations of this event and will use those to plan for future professional development sessions.

#### Internal Performance Indicator 5

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

- **Assessment Results 2017-2018:** Records substantiate that 100 percent of faculty and 100 percent of professional staff participated in professional development activities in addition to the annual PRCC orientation/professional development sessions provided.

**Source of Documentation:** Office of Planning and Institutional Research and Supervisor Offices

**Use of Assessment Results:** Professional development options are offered across campuses. Both PRCC faculty and staff and outside experts, covering a variety of topics, lead these sessions. Professional development opportunities are listed on the professional development website.

- **Assessment Results 2018-2019:** In addition to the required Professional Development Sessions held in August, one hundred percent of faculty and one hundred percent of professional staff participated in professional development activities throughout the year. All allied health faculty members attended field-specific professional development according to differentiated accrediting bodies.

**Source of Documentation:** Office of Planning and Institutional Research and Offices of Supervisors

**Use of Assessment Results:** Faculty and staff are invited to attend various Lunch and Learn sessions each year as well as departmental brown bag sessions. Faculty members and staff who attend professional conferences will be asked to make presentations to share new educational trends with all faculty and staff. These sessions are well liked by faculty and staff. Elearning provides online training videos through the MSVCC Academy and Wildcat Academy. Plans are being made to incorporate National Institute for Staff and Organizational Development (NISOD) online training videos as professional development opportunities for the upcoming year.

- **Assessment Results 2019-2020:** Records indicate that 100 percent of faculty and 100 percent of professional staff participated in professional development activities in addition to the annual PRCC orientation/professional development sessions provided in August.

**Source of Documentation:** Office of Planning and Institutional Research and Offices of Supervisors

**Use of Assessment Results:** Professional development opportunities are available across campuses. Most of these are offered by faculty and staff and cover a wide variety of topics. These sharing sessions are available on the professional development website. The office of eLearning also provides various online and face-to-face opportunities for all faculty members.

## Internal Performance Indicator 6

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

- **Assessment Results 2017-2018:** Attendance records indicate that 88% of support staff attended a 2018 fall semester support staff professional development session.

**Source of Documentation:** Office of Planning and Institutional Research

**Use of Assessment Results:** The professional development committee evaluated survey results. Future support staff professional development sessions will utilize the survey comments to provide more customer service training.

- **Assessment Results 2018-2019:** Attendance records indicate that 74% of support staff attended the 2018 fall semester staff development sessions. Employees in the Police Department and Physical Plant participate in additional training specific to their areas.

**Source of Documentation:** Office of Planning and Institutional Research

**Use of Assessment Results:** More opportunities for professional development are being offered to support staff. Many attend departmental brown bag sessions. Ellucian offers a variety of topics

tailored to the needs of all staff, including those in support positions. Additionally, a makeup day for professional development will be instituted for those who were not in attendance on the official Professional Development Day.

- **Assessment Results 2019-2020:** Attendance records indicate that 86% of support staff expected to attend the 2016 fall semester staff development activities were in attendance.

**Source of Documentation:** Office of Planning and Institutional Research

**Use of Assessment Results:** The Professional Development committee will meet to discuss evaluations of this event and will use those to plan for future professional development sessions.

### Internal Performance Indicator 7

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

- **Assessment Results 2017-2018:** While salary increases were not possible for FY 2018, the FY 2019 budget included a 4.00 % pay increase for all faculty and staff. The College did take steps mid-year FY 2018 to establish an institutional minimum wage of \$10.00 per hour as well.

**Source of Documentation:** Vice President for College Operations

**Use of Assessment Results:** The recent FY 2019 salary increase of 4.00% for all employees, in addition to the newly established \$10.00 institutional minimum wage, enables the College to remain very competitive in its recruitment and retention of employees.

- **Assessment Results 2018-2019:** The College has provided its faculty and staff with a 4.00% salary increase for both FY 2019 and FY 2020.

**Source of Documentation:** Vice President for College Operations.

**Use of Assessment Results:** The College will continue in its efforts to attain the salary increase goal each year.

- **Assessment Results 2019-2020:** Multiple mid-year FY 2017 state funding cuts, in addition to substantial state funding cuts for FY 2018, have disabled the College from providing its employees with salary increases for FY 2017 or FY 2018.

**Source of Documentation:** Vice President for Business & Administrative Services

**Use of Assessment Results:** Efforts will be made throughout the FY 2018 year to reduce expenditures, while increasing tuition & fee structures, in an effort to create new funding sources for salary increases.

### Internal Performance Indicator 8

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

- **Assessment Results 2017-2018:** Eight-four (84%) percent of online instructors participated in the annual professional development training during the fall semester

**Source of Documentation:** Director of eLearning

**Use of Assessment Results:** The online instructor meeting is normally held during the spring semester, however, we saw that online instructors were forgetting what was discussed in the meeting when we started back in August. So our online instructor meeting was pushed forward to August. For those that did not participate in the “live” session were emailed a recording of the meeting and can view the recording on their own time. As we do every year, we strongly encourage the online instructors to participate in our “live” session so they are getting information they need in order to teach online and are able to ask us questions.

- **Assessment Results 2018-2019:** Fifty-six percent of the online faculty participated in the annual online instructor meeting during the spring semester. Thirty-six percent watched the recording of the meeting before the fall semester in order to prepare for the fall semester. The total percentage for receiving the online instructor meeting information was Ninety-two percent (92%).

**Source of Documentation:** Director of eLearning

**Use of Assessment Results:** The online instructor meeting was held during the spring 2019 semester. There were many changes happening for the summer semester. The number of participants was smaller this year because we gave the option to attend the “live” meeting in the spring for those teaching during the summer semester and if time permitted our office would have another “live” meeting for instructors that teach in the fall. Due to time constraints, we were only able to allow the recording for those that didn’t participate in the spring meeting. Documentation indicated that 40 online instructors viewed the recording.

- ~~**Assessment Results 2016-2017:** Seventy-nine percent of online instructors participated in the annual professional development training during the spring semester.~~

~~**Source of Documentation:** The Office of eLearning provided an online session in order to accommodate the varied schedules. Instructors must provide their first and last name when signing into Blackboard Collaborate (web conferencing) and the roster printed from the session is used to document who participated.~~

~~**Use of Assessment Results:** Although there was not 100% participation, the online session recording and quiz was sent to those that were unable to participate during the scheduled session. Online instructors will continue to be strongly encouraged to participate during the scheduled professional development training session each year.~~



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

### Commitment Statement:

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

### Internal Performance Indicator 1

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

- **Assessment Results 2017-2018:** The Campus Climate Survey was administered in Fall 2017 Semester with a 95% percent overall satisfaction level regarding the personal attention given students in various offices. The satisfaction levels for each campus as outlined below:

Forrest County Center	Hancock Center	Poplarville Campus	PRCC Overall
95%	94%	95%	95%

**Source of Documentation:** Office of Institutional Planning and Research

**Use of Assessment Results:** The Focus Group Committee met and discussed the results from the Campus Climate survey.

- **Assessment Results 2018-2019:** The Campus Climate Survey was administered in Spring 2019. Semester with a 68.6% percent overall satisfaction level regarding the personal attention given students in various offices. The satisfaction levels for each campus as outlined below:

-

Forrest County Center	Hancock Center	Poplarville Campus	PRCC Overall
68.5%	81.0%	69.1	68.6%

**Source of Documentation:** Office of Vice President for Poplarville Campus and Instruction, Office of Vice President for Hancock Center, and Office of Director of Institutional Research-

**Use of Assessment Results:** The Focus Group Committee met to discuss all aspects of the Campus Climate survey. The committee made recommendations regarding communication about parking and financial aid.

- **Assessment Results 2019-2020:** The Campus Climate Survey was administered in Fall 2019 Semester with a 94% percent overall satisfaction level regarding the personal attention given students in various offices. The satisfaction levels for each campus as outlined below:

Forrest County Center	Hancock Center	Poplarville Campus	PRCC Overall
93%	96%	93%	94%

**Source of Documentation:** Office of Institutional Research

**Use of Assessment Results:** The Focus Group Committee met and discussed the results from the Campus Climate survey.

## Internal Performance Indicator 2

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

- **Assessment Results 2017-2018:**  
**Poplarville Campus**  
 Renovations for Financial Aid Office  
 Renovations for the Bookstore  
 Renovations for the football field house  
 Plans being developed for a new baseball grandstand  
 Plans for a new sign for Dr. William Lewis Honors Institute for White Hall  
 Plans for a new sign for the alumni house  
 Updates for soccer field and band field  
 Renovations in the cafeteria

### **Forrest County Center**

Plans made for new campus police station  
 Renovations to building 3  
 Plans for new student services center  
 Updated marquee sign  
 Lighting project completed  
 Plans for new grill and bookstore

### **Hancock Center**

Land was purchased for a new facility

**Source of Documentation:** PRCC Budget Expenditures & Reports to the Board of Trustees

**Use of Assessment Results:** The administration is continually striving to upgrade facilities to provide the best possible experience for students. A facility consolidation plan was undertaken in an effort to better utilize facilities to enhance student learning.

- **Assessment Results 2018-2019:** These projects have been **completed during the 2018-2019** school year:

### **Poplarville Campus**

A. Baseball field upgrades

- B. Soccer field upgrades
- C. Cafeteria- West Dining Room-Renovation Completed
- D. Fencing of band field
- E. New Dormitories-plans approved
- F. Science Building addition-plans approved.
- G. Purchase for residential property for the relocation of the Early Childhood Academy-plans approved
- H. Renovation and relocation of eLearning-completed
- I. Seal Hall and Garvin H. Johnston Library-Funds were secured. An architect was selected for the planning phase of renovations.
- J. Welding/Cutting Technology-extended classroom space (doubled)
- K. Football field-plans approved to replace grass with artificial turf.

#### **Forrest County Center**

- A. FCC Building #3-Student Services area and classrooms were updated/upgraded.
- B. Paved parking lot
- C. Police light installation
- D. Multi-Purpose Room renovations and upgrades
- E. Courtyard-A grant was secured from Mississippi Department of Transportation (MDOT) for the planning and construction of the courtyard area.
- F. Plans were finalized for the renovation of Building 5 to provide space for the relocation of the Bookstore, Dr. William Lewis Honor's Institute, and addition of the Grill.

#### **Hancock Center**

- A. Procured an additional \$4,000,000 in funding from the BP Restore Act.
- B. Selected both an architect and an engineer for the Hancock Center Project.
- C. Completed the grant application process with Southern Mississippi Planning and Development District in an attempt to secure an additional \$2,000,000 in Federal Funding for the Hancock Center.

#### **Source of Documentation:** PRCC Budget Expenditures & Reports to Board of Trustees

**Use of Assessment Results:** The administration seeks to continually upgrade facilities and to constantly improve the learning environment.

- **Assessment Results 2019-2020:** These projects have been completed during the 2016-2017 school year:

#### **Poplarville Campus**

- A. Security lighting for front of Coliseum completed.
- B. Planning for new Science Building is on-going.
- C. Planning for renovations and additions to the Sports Complex is on-going.
- D. Renovations and improvements to baseball fieldhouse, baseball field and concession pavilion have been completed.
- E. The addition to the Crosby Hall Courtyard project has been completed.

#### **Forrest County Center**

- A. Drawings and Specifications for new Courtyard project have been completed. Expect to receive construction bids in Spring 2017.
- B. Clearing and preliminary dirt work for new parking facility has been completed.
- C. Power lines in the area of the new Courtyard have been moved underground.

#### **Hancock Center**

- A. New Biology Lab installed.

B. The Site Selection Committee for the purchase of land for the new Hancock Center campus has begun its work.

**Source of Documentation:** PRCC Budget Expenditures & Reports to Board of Trustees

**Use of Assessment Results:** Pearl River Community College will continue to upgrade facilities and to constantly improve the learning environment.

### Internal Performance Indicator 3

According to the comprehensive technology strategic plan, improvements will be made in telecommunications, Internet services, website services, and key service areas.

- **Assessment Results 2017-2018:** The Office of Information Technology implemented new wireless infrastructure in academic buildings, residential halls, and auxiliary buildings on all of the PRCC campuses. This provides faculty, staff and students with better access to the campus network and campus resources. There is an increased focus at the institution with online learning and students accessing their course work resources through the College's learning management system. The expansion of the wireless infrastructure plays a key role in facilitating the accessing of these resources by our campus community.

**Source of Documentation:** Office of Information Technology and the Office of the Chief Information Officer

**Use of Assessment Results:** Throughout the year, the Office of Information Technology (OIT) is continuously evaluating the needs of the College campus community. This not only includes technology equipment but also areas for improvement around business processes that are currently being utilized. The College is always looking for new efficiencies that can be gained by streamlining business processes as the College is always being asked to do more with the same resources.

- **Assessment Results 2018-2019:** During the fiscal year of 2018-2019, there were improvements made with the enhancement of campus computer labs by a creation of a yearly replacement cycle. Also, additional wireless and wired infrastructure was purchased to replace aging equipment in the residential halls and academic buildings. This new equipment provides a more robust system with increased coverage and functionality.

**Source of Documentation:** Office of the Chief Information Officer.

**Use of Assessment Results:** PRCC has made investments in upgrading the technology infrastructure that helps facilitate future improvements of the student experience while at the same time providing additional resources for use by faculty and staff.

- **Assessment Results 2019-2020:** The Office of Information Technology implemented new services on the campus to address the technology needs of the institution. A new server environment using Cisco UCS, EMC Unity and VMware was completed that provides a robust system to address not only the current needs but positions the college for future growth needs. The campus network has also undergone a major upgrade. OIT began upgrading or replacing the wireless infrastructure on the College's campuses to provide faculty, staff, and students increased access to campus resources. During the FY17, OIT had completed the procurement process and was awaiting the arrival of the new equipment to be used in upgrading the campus wired and wireless network infrastructure. This equipment also includes upgrades to the two remote campus in Hattiesburg and

the campus in Waveland. These upgrades lay the groundwork for increasing the bandwidth between the remote campuses and the main campus in Poplarville.

**Source of Documentation:** Technology Services and the Office of the Chief Information Officer

**Use of Assessment Results:** Evaluation of technology and the use of technology at Pearl River Community College is evaluated continuously. In an effort to make the best use of limited funds, a request of funds will be prepared. The request will be holistic allowing for purchase of items in the most cost effective means possible. Through these requests, the wireless situation at all locations is being enhanced. With security an ever-present concern, IT is working to provide a network that can adequately handle the additional load.

#### Internal Performance Indicator 4

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

#### **Assessment Results 2017-2018:**

Total Foundation Cash and Investments:

06/30/2018	06/30/2017	{+or-}
\$8,764,435.25	\$8,823,000.00	-\$58,564.75

The total cash and investments for the 2018 fiscal year end is lower than 2017 due primarily to some capital investments that the foundation board committed to making in college projects and facility development. The total Annual Fund (Unrestricted) cash and pledges raised for the foundation operating purposes in fiscal year 2017-2018 is \$57,276.00. This is \$1,659.00 more than 2017 fiscal year end.

Foundation Scholarships funded during 2017-2018 fiscal year:

<u>Fiscal Year 2017-2018</u>	<u>Fiscal Year 2016-2017</u>	<u>(+or-)</u>
416 Scholarships Totaling	352 Scholarships Totaling	+64 scholarships
\$402,297.34	\$356,566.32	+\$45,731.02

**Source of Documentation:** The Foundation Annual Audit which is performed by Angela Herzog's CPA firm and the minutes of the Development Foundation Board of Directors Meetings which are held six times a year serve as the source of documentation. In addition, reports on the foundation financial status and activities conducted are presented at the monthly College Board of Trustees Meetings.

**Use of Assessment Results:** We have had an increase in the number of scholarships awarded over this past fiscal year due to the establishment of new scholarships by alumni and family supporters of the college. We should show an increase in the awarding of scholarships by the foundation in the coming fiscal year as well due to a motion by the foundation board to increase the number of scholarships awarded from the BP Restore Act Endowed Funds.

#### **Assessment Results 2018-2019:**

Total Foundation Cash and Investments:

6/30/2019	6/30/2018	(+or-)
\$8,844,966.97	\$8,764,435.25	(+\$80,531.72)

The total cash and investments for the 2019 fiscal year end is higher than 2018 due primarily to increased earnings on endowed and unrestricted investments that the foundation board has made over the course of the last twelve months.

The total Annual Fund (Unrestricted) cash earnings and pledges raised for the foundation operating purposes in fiscal year 2018-2019 is \$123,408.00. This is \$66,132.00 more than fiscal year 2017-2018.

Foundation Scholarships funded during the 2018-2019 fiscal year:

<u>Fiscal Year 2018-2019</u>	<u>Fiscal Year 2017-2018</u>	<u>(+ or -)</u>
510 Scholarships Totaling	416 Scholarships Totaling	+94 Scholarships
\$466,111.76	\$402,297.34	+\$63,814.42

**Source of Documentation:** The Foundation Annual Audit which is performed by Angela Herzog's CPA firm and the minutes of the Development Foundation Board of Directors Meetings which are held six times a year serve as the source of documentation. In addition, reports on the financial status and activities conducted are presented at the monthly College Board of Trustees Meetings by the Executive Director of the Foundation.

**Use of Assessment Results:** Cash and Investments for the Foundation are managed primarily through two banking investment groups. There are also several other investments that the foundation holds. All of these have had good growth over this past fiscal year. The Foundation Board has been able to not only increase the funding of Foundation Scholarships but also to contribute to various capital projects that have been undertaken by the college. The Foundation Board will assess the growth of investments along with new giving to the foundation to determine what can be funded during this fiscal year. The primary growth on Scholarship Funding has come through support from public and private foundations and the addition of new scholarships being established.

#### • **Assessment Results 2019-2020:**

**Total Foundation Cash and Investments:**

<u>06/30/2017</u>	<u>06/30/2016</u>	<u>(+ or -)</u>
\$8,823,000.00	\$5,878,000.08	+\$2,944,999.92

Total Annual Fund (Unrestricted) cash and pledges for foundation operating purposes raised in fiscal year 2016-2017 is \$55,617.00. This is \$9,084.00 less than 2016 fiscal year end.

Foundation Scholarships funded during 2016-2017 fiscal year:

<u>Fiscal Year 2016-2017</u>	<u>Fiscal Year 2015-2016</u>	<u>(+ or -)</u>
352 Scholarships Totaling	387 Scholarships Totaling	-35 scholarships
\$356,566.32	\$295,121.34	+\$61,444.98

**Source and Documentation:** The Foundation Annual Audit which is performed by Angela Herzog's CPA Firm and the minutes of the Development Foundation Board of Directors Meetings which are held six times annually serve as the source of documentation.

**Use of Assessment Results:** We have had a slight decrease in the number of scholarships issued over this past fiscal year primarily due to some supports who have passed away over the year. However, the amount of funding from individual donors has increased and we are able to offer more financial support to the students on average.

## Internal Performance Indicator 5

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

- **Assessment Results 2017-2018:** In order to assist in improving the personal health and fitness of the citizens in this area of the State, at least one community-wide wellness program will be offered annually.

1. Women's Health Symposium
2. Silver Sneakers Program for Senior Citizens
3. Blue Cross & Blue Shield (BCBS) Discount Program
4. Classes: Zumba, Pilates, Cardio Training, Strength Training, Circuit Training, Yoga, Relaxation, Boot Camp, Fitness Walking/Running, Spinning, Cardio Drumming, and Tabata
5. Food Drives
6. Toy Drive
7. Pre/Post Fitness Assessments for Wellness Center Members
8. Incentive Programs
9. Stress Management/Movement on the Ball at your desk
10. Food Donations for Brother's Keeper
11. 5k Blueberry Jubilee Run/Partnership with the Rotary Club of Poplarville for scholarships for PRCC students
12. Think Pink Day to raise money for cancer research/Partnership with ADN Department
13. First Aid and CPR Instructor Trainer Course
14. Hosted Motivating Mississippi Keys to Living Healthy
15. Help with "Paint the Town Pink" at the Pearl River County Hospital
16. 5K "Paint the Town Pink"/Partnership with the Rotary Club of Poplarville & Pearl River County Hospital to help individuals fighting breast cancer
17. "Wildcat Wellness Obstacle Course Run" on campus
18. "Wildcat Wellness Low Ropes Course" available to the community and students
19. "Wildcat Wellness Healthy Cooking Demonstration" continue each semester
20. Held the third annual "Wildcat Wellness Go Cub Wild Kids Camp"
21. Outdoor exercise equipment available to everyone as part of the Wildcat Wellness Initiative
22. Helped to implement the "Get Ready to Run!" program in the k-3 grade as part of the Wildcat Wellness Initiative.
23. Helped write Healthy School Grant for Poplarville Lower Elementary (they were awarded the grant for \$25,000)
24. Fun Run/Walks are offered each semester

\*Note: The Wildcat Wellness Initiative was made possible through a grant from Blue Cross & Blue Shield of Mississippi Foundation

**Source of Documentation:** Office of Director of Wellness Center

**Use of Assessment Results:** Plans have been made to continue offering all programs listed above so that we may continue improving the health and well-being of the citizens in this area of the State. Based on assessment results it was determined that we need to continue offering our current hours and days that the Wellness Center is open each week. We are still working on installing additional security cameras in the Wellness Center. It was determined that we will continue to implement the healthy "Wildcat Wellness Initiative" to improve the culture of health and wellness on campus that will extend into the community. We received the grant from Blue Cross and Blue Shield of Mississippi Foundation to help us implement this initiative that included a summer camp for kids ages 6-8 and 9-11, outdoor exercise equipment, a bike program, low ropes course, healthy vending machine policy, healthy cooking demonstrations, exercise

workstations, and fun run/walks on campus and in the community. It was determined that we should submit another grant to the Blue Cross and Blue Shield of Mississippi Foundation to help continue the “Wildcat Wellness Initiative on our Forrest County Campus. We are still working on getting a grant for the Forrest County Campus.

**Completed: Results**

Complete: Additional spin classes have been added

Complete: Current hours and days of operation will continue in the Wellness Center

Not Complete: Add additional security cameras (still working on getting additional cameras)

Complete: “Wildcat Wellness Initiative” Blue Cross and Blue Shield of Mississippi Foundation Grant was received and implemented. The Wildcat Wellness Initiative will continue.

Complete: Safe bike lane has been installed

- **Assessment Results 2018-2019:** In order to assist in improving the personal health and fitness of the citizens in this area of the State, the following community-wide wellness programs were offered.
  1. Women’s Health Symposium
  2. Silver Sneakers Program for Senior Citizens
  3. Classes: Zumba, Pilates, Cardio Training, Strength Training, Circuit Training, Yoga, Relaxation, Kung Fu, Fitness Walking/Running, Spinning, and Tabata
  4. Food Drives
  5. Toy Drive
  6. Pre/Post Fitness Assessments for Wellness Center Members
  7. Incentive Programs
  8. Halloween Bike Ride
  9. Stress Management/Movement on the Ball at your desk
  10. Food Donations for Brother’s Keeper
  11. 12 hours of Exercise before Turkey Day
  12. 5k Blueberry Jubilee Run/Partnership with the Rotary Club of Poplarville for scholarships for PRCC students
  13. Paint the Town Pink to raise money to help local individuals who are fighting breast cancer/Partnership with Pearl River County Hospital & Nursing Home, Rotary Club of Poplarville, & the Poplarville Woman’s Club
  14. First Aid and CPR Instructor Trainer Course
  15. Hosted Motivating Mississippi Keys to Living Healthy
  16. Wellness Obstacle Course Run
  17. Wildcat Wellness Low Ropes Course
  18. Wildcat Wellness Healthy Cooking Demonstration
  19. Wildcat Wellness Go Cub Wild Kids Camp & Many additional Kid Camps
  20. Wildcat Wellness Outdoor Exercise Equipment & Walking Track available to the community 24/7
  21. “Get Ready to Run!” program in grades k-5 as part of the Wildcat Wellness Initiative.
  22. Fun Run/Walks are offered each semester  
Note: The Wildcat Wellness Initiative was made possible through a grant from Blue Cross & Blue Shield of Mississippi Foundation.
  23. Poplarville Campus opened “The Market”, and Forrest County Center opened “Wildcat Wishes”, food pantries for students dealing with food insecurity.

**Source of Documentation:** Office of Director of Wellness Center

**Use of Assessment Results:** Plans have been made to continue offering all programs listed above so that we may continue improving the health and well-being of the citizens in this area of the State. Based on assessment results it was determined that we need to continue offering our current hours and days that the Wellness Center is open each week. It was also determined that additional parking is needed. Multiple grants from the Blue Cross and Blue Shield of Mississippi



Foundation and the Lower Pearl River Foundation have helped us to create a culture of health and wellness on campus and in our surrounding community. It was determined that we should submit another grant to the Blue Cross and Blue Shield of Mississippi Foundation to extend the "Wildcat Wellness Initiative" to our Forrest County Campus. We are waiting on Blue Cross and Blue Shield of Mississippi Foundation to decide if they are going to offer a grant opportunity to our satellite campus in Forrest County. The Wellness Center will continue offering all wellness programs listed above, and the current hours and days of operation will continue in the Wellness Center

- **Assessment Results 2019-2020:** In order to assist in improving the personal health and fitness of the citizens in this area of the State, at least one community-wide wellness program will be offered annually.

1. Women's Health Symposium
  2. Silver Sneakers Program for Senior Citizens
  3. Blue Cross & Blue Shield (BCBS) Discount Program
  4. Classes: Zumba, Pilates, Cardio Training, Strength Training, Circuit Training, Yoga, Relaxation, Kung Fu, Fitness Walking/Running, Spinning, and Tabata
  5. Food Drives
  6. Toy Drive
  7. Pre/Post Fitness Assessments for Wellness Center Members
  8. Incentive Programs
  9. Stress Management/Movement on the Ball at your desk
  10. Food Donations for Brother's Keeper
  11. 5k Blueberry Jubilee Run/Partnership with the Rotary Club of Poplarville for scholarships for PRCC students
  12. Think Pink Day to raise money for cancer research/Partnership with ADN Department
  13. First Aid and CPR Instructor Trainer Course
  14. Hosted Motivating Mississippi Keys to Living Healthy
  15. Help with "Paint the Town Pink" at the Pearl River County Hospital
  16. 5K "Paint the Town Pink"/Partnership with the Rotary Club of Poplarville & Pearl River County Hospital to help individuals fighting breast cancer
  17. "Wildcat Wellness Obstacle Course Run" on campus
  18. "Wildcat Wellness Low Ropes Course" available to the community and students
  19. "Wildcat Wellness Healthy Cooking Demonstration" continue each semester
  20. Held the second annual "Wildcat Wellness Go Cub Wild Kids Camp"
  21. Outdoor exercise equipment available to everyone as part of the Wildcat Wellness Initiative
  22. Helped to implement the "Get Ready to Run!" program in the k-3 grade as part of the Wildcat Wellness Initiative.
  23. Fun Run/Walks are offered each semester
- \*Note: The Wildcat Wellness Initiative was made possible through a grant from Blue Cross & Blue Shield of Mississippi Foundation

**Source of Documentation:** Office of Director of Wellness Center

**Use of Assessment Results:** Plans have been made to continue offering all programs listed above so that we may continue improving the health and well being of the citizens in this area of the State. Based on assessment results it was determined that we need to continue offering our current hours and days that the Wellness Center is open each week. We are still working on installing additional security cameras in the Wellness Center. It was determined that we will continue to implement the healthy "Wildcat Wellness Initiative" to improve the culture of health and wellness on campus that will extend into the community. We received the grant from Blue Cross and Blue Shield of Mississippi Foundation to help us implement this initiative that included a summer camp for kids ages 6-8 and 9-11, outdoor exercise equipment, a bike program, low ropes course, healthy vending machine policy, healthy cooking demonstrations, exercise

workstations, and fun run/walks on campus and in the community. It was determined that we should submit another grant to the Blue Cross and Blue Shield of Mississippi Foundation to help continue the "Wildcat Wellness Initiative on our Forrest County Campus.

#### **Completed- Results**

Complete: Additional spin classes have been added

Complete: Current hours and days of operation will continue in the Wellness Center

Not Complete: Add additional security cameras

Complete: "Wildcat Wellness Initiative" Blue Cross and Blue Shield of Mississippi Foundation

Grant was received and implemented. The Wildcat Wellness Initiative will continue.

Not Complete: Safe bike lane will be installed this semester

### Internal Performance Indicator 6

At least 70% of students participating in the first-year seminar will indicate campus resources were beneficial to their success.

- **Assessment Results 2017-2018: 89%** (goal 70%) of students participating in the first-year seminar indicated campus resources were beneficial to their success.

**Source of Documentation:** Office of Associate Vice President for Student Success/QEP

**Use of Assessment Results:** Findings will be share with requisite student support offices across campus that are responsible for the particular campus resources identified as important from the FYS Student Satisfaction Survey. We will seek input from these partner on how to better connect with students, particularly during summer orientation. Finally, we will be proactive in integrating campus resources partners in FYS courses by asking them to participate in classroom activities.

- **Assessment Results 2018-2019:** Ninety-one percent (goal 70%) of students participating in the first-year seminar indicated campus resources were beneficial to their success.

**Source of Documentation:** Office of Associate Vice President for Student Success/QEP

**Use of Assessment Results:** Findings from the previous academic year were shared with requisite student support offices across campus that are responsible for the particular campus resources identified as important from the FYS Student Satisfaction Survey. To integrate campus resources partners on a college-wide scale, we hosted a campus resource fair during the second week of school; the event was replicated at all three locations. We will continue to seek input from these partners on how to better connect with students, particularly during summer orientation. Additionally, we will continue to involve campus resources partners in FYS courses by asking them to participate in classroom and college-wide activities/seminars.

● **Assessment Results 2019-2020:**

Fall 2016

At the conclusion of the Fall 2016 semester, it was noted that this specific indicator was not measured as originally stated in the End of Term LLS 1313 — Orientation Course Survey. Rather students were asked to correctly identify campus resources on a major test and utilize at least one campus resource within the Fall 2016 semester. These two measures were part of the SLOs for this course, and outcomes were as follows:

94% (goal of 70%) of students enrolled in LLS 1313 in the Fall 2016 semester were able to identify campus resources with at least 70% accuracy.

84% (goals of 60%) of students enrolled in LLS 1313 in the Fall 2016 semester utilized at least one campus resource during the semester and completed a journal assignment about the experience.

Internal Performance Indicator 6 will be measured at the conclusion of the Spring 2017 semester on the End of Term LLS 1313 — Orientation Course Survey, along with the measurement of the two course SLOs discussed above.

Spring 2017

Adjustments were made to the Spring 2017 End of Term LLS 1313 Orientation Survey to accurately measure Internal Performance Indicator 6.

95% (goal 70%) of students participating in the first year seminar indicated campus resources were beneficial to their success.

**Source of Documentation:** Office of Associate Vice President for Student Success/QEP

**Use of Assessment Results:** Because of the discrepancies in the measures between the fall and spring semesters, a yearly cumulative outcome cannot be reported.

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

### **Commitment Statement:**

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

### **Internal Performance Indicator 1**

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

- **Assessment Results 2017-2018:** The Drawl newspaper, published five times during the 2017-2018 academic year included a calendar of event and information for all campuses. The Drawl is also posted online on the PRCC website. Information is also published daily on the college's social media sites. Dates and events are communicated with faculty, staff, and students through River Reminders, email, and social media. A current calendar of events appears on the college's website and can be found in the intranet portal (RiverGuide). The Riverside publication is mailed to students and alumni during the academic year semester. A Twitter feed has been established providing information about athletic events and all student activities. A flyer of events is continually distributed to all student housing units. The River is Rising report was established to enhance communication internally and is provided in video format via the college's YouTube account.

**Source of Documentation:** Copies of the River Reminders report are on file in the office of the Vice President for Poplarville Campus and Hancock Center. Copies of The Drawl newspaper are available in the PRCC library on the Poplarville campus, the library at the Forrest County Center, the Public Relations Department, and on the school's website under News and Calendar. The college's website also houses press releases and event calendar.

**Use of Assessment Results:** The Office of Public Relations will continue posting the River Reminders report on Facebook and email, as well as expanding to other social media sites (Instagram, Twitter, etc.). The office will continue putting news releases (printed, photographs, etc.) relative to students and faculty on Facebook. The video streaming of all sports home games has also given the college a chance to promote upcoming activities on all campuses.

- **Assessment Results 2018-2019:** The Marketing & Communications Department releases several publications each month to communicate to students, employees, and the community. Each month The River is Rising Report is sent out and loaded to [prcc.edu/riverisrising](http://prcc.edu/riverisrising) which includes a recap of the monthly activities on all campuses. The Parent Prowl Newsletter is sent to all parents who submitted their email at ROAR once a month with updates of campus events and upcoming deadlines. Each week the Wildcat Dispatch is sent as an inter-office communication to all employees making the employees aware of activities and dates on campus for the upcoming week. All of these publications are available for print as a PDF.

**Source of Documentation:** Copies of the River Reminders report are on file in the office of the Vice President for Poplarville Campus and Hancock Center. Copies of the Wildcat Dispatch are on file in the office of the Vice President for Planning and Effectiveness

**Use of Assessment Results:** Our social media platform consists of over 30 social media sites where we will facilitate the appropriate content to the specific targeted audience about upcoming events, achievements, recognitions, and deadlines.

- **Assessment Results 2019-2020:** The Drawl newspaper, published three times each during the 2016 fall semester and 2017 spring semester, included an upcoming calendar of events for all campuses. The Drawl is posted on the PRCC website, as well as the school's Facebook page. The Office of Public Relations distributes the River Rewards calendar report weekly to all faculty, staff, and students through email and PRCC social media sites. A current calendar of events appears on the front page of the school website. The Riverside publication, which includes a calendar of events, is mailed to students and alumni during the fall semester. A Twitter feed has been established providing information about athletic events and all student activities. A flyer of events is continually distributed to all student housing units. The PRCC Facebook account is updated daily.

**Source of Documentation:** Copies of the River Reminders report are on file in the office of the Vice President for Poplarville Campus and Hancock Center. Copies of The Drawl newspaper are available in the PRCC library on the Poplarville campus, the library at the Forrest County Center, the Public Relations Department, and on the school's website under News and Calendar.

**Use of Assessment Results:** The Office of Public Relations will continue posting the River Reminders report on Facebook and email, as well as expanding to other social media sites (Instagram, Twitter, etc.). The office will continue putting news releases (printed, photographs, etc.) relative to students and faculty on Facebook. Thanks to the work of the new social media coordinator, PRCC has a larger presence on Instagram as well. The video streaming of all sports home games has also given the college a chance to promote upcoming activities on all campuses.

## Internal Performance Indicator 2

Planning documents for the College will be made available to the community by means of an updated website and various other methods.

- **Assessment Results 2017-2018:** Documents prepared by the Office of Planning and Institutional Research can be found online on the Office's website and in printed editions located in specific offices. The website for the Office of Planning and Institutional Research is updated frequently and provides information regarding all areas of the College. The assessment cycle is shared with all faculty and staff through the Institutional Research newsletter that is published each semester.

**Source of Documentation:** Office of Planning and Institutional Research

**Use of Assessment Results:** The location of the institutional effectiveness documents will be shared with all departments. The Institutional Research newsletter will continue to be an avenue of sharing the assessment cycle with all faculty.

- **Assessment Results 2018-2019:** Documents prepared by the Office of Planning and Institutional Research can be found online on the Office's website and in printed editions located in specific offices. The website for the Office of Planning and Institutional Research is updated frequently and provides information regarding all areas of the College. The assessment cycle is shared with all faculty and staff through the Institutional Research newsletter that is published each semester.

**Source of Documentation:** Office of Planning and Institutional Research

**Use of Assessment Results:** Plans were made to share information regarding the location of these documents with all department and program chairs and for continuing to use the

Institutional Research newsletter as one of method of communication to all faculty regarding the assessment process for the college.

- **Assessment Results 2019-2020:** Documents prepared by the Office of Planning and Institutional Research can be found online on the Office's website and in printed editions located in specific offices. The website for the Office of Planning and Institutional Research is updated frequently and provides information regarding all areas of the College. The assessment cycle is shared with all faculty and staff through the semi-annual Office of Planning and Research Newsletter.

**Source of Documentation:** Office of Planning and Institutional Research

**Use of Assessment Results:** The location of the institutional effectiveness documents will be shared with all departments. The newsletter for the Office of Planning and Institutional Research will continue to be an avenue of sharing the assessment cycle with all faculty.

### Internal Performance Indicator 3

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

- **Assessment Results 2017-2018:** A general faculty meeting was held on Tuesday, August 7, 2018. Updates were offered from various departments, and Dr. Smith provided training on reporting of grades, no-shows, etc.

**Source of Documentation:** Office of Institutional Planning and Research

**Use of Assessment Results:** The general faculty meeting provided an opportunity to elaborate on successes within various programs. A question-and-answer opportunity was provided.

- **Assessment Results 2018-2019**

Faculty and professional staff from all campuses met on August 12, 2019, at the Poplarville campus with at least eighty-eight percent (88%) of PRCC faculty and professional staff in attendance. Topics included a panel discussion by PRCC administrators, entitled "Five Elements of Successful Teamwork". Team-building activities were then conducted. Departmental meetings were conducted at the Poplarville-Campus for Poplarville/Hancock Center faculty and at the Forrest County Center. Topics discussed included, but were not limited to, student learning assessment, course content and curriculum and employee expectations for the year.

**Source of Documentation:** Office of Institutional Planning and Research

**Use of Assessment Results:** The general faculty meeting is a time for all locations to come together to discuss issues related to the college. Smaller meetings will be held at each location to discuss student learning outcomes and use of assessment.

- **Assessment Results 2019-2020:** Faculty and professional staff from all campuses met on August 12, 2019 (A makeup session was conducted on November 15, 2019.) at the Poplarville campus with at least ninety-six percent (96%) of PRCC faculty and professional staff in attendance. Topics included a keynote presentation by Dr. Adam Breerwood entitled, "Fill Your Cup". "Five Elements of Successful Teamwork" was presented through a panel format. A Campus Climate update was presented following a team rally for faculty and professional staff. Department meetings were conducted at the Poplarville campus for Poplarville/Hancock Center faculty and at the Forrest County

Center. Topics discussed included, but were not limited to, student learning assessment, course content and curriculum and employee expectations for the year.

**Source of Documentation:** Office of Institutional Planning and Research

**Use of Assessment Results:** The general faculty meeting is a time for all locations to come together to discuss issues related to the college. Smaller meetings will be held at each location as well.

#### Internal Performance Indicator 4

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

• **Assessment Results 2017-2018:**

Department of Business Technology – POP	8/25/17	11/17/17	2/14/18	4/26/18
Department of Industrial Technology – POP	8/25/17	11/17/17	2/14/18	4/26/18
Department of Construction and Transportation – POP	8/8/17	11/15/17	1/4/18	3/9/18
Department of Dental Hygiene/Dental Assisting Technology – FCC	7/27/17 8/8/17 8/16/17 9/27/17	11/13/17 11/27/17 11/29/17 12/7/17	1/3/18 1/11/18 2/5/14 3/5/18 3/7/18	3/20/18 3/27/18 4/11/18 4/16/18 4/25/18
Department of Drafting and Design Technology	10/26/17	11/16/17	2/15/18	4/3/18
Department of Family and Consumer Sciences – POP	8/17/17	9/26/17 11/30/17	1/31/18	4/4/18
Department of Fine Arts and Communication	8/9/17	12/5/17	1/3/18	2/20/18
Department of Health, Physical Education, and Recreation	8/8/17	12/4/17	1/22/18	4/25/18
Department of Humanities and Social Sciences – POP	8/9/17	11/8/17	1/4/18	4/27/18
Department of Humanities – FCC	8/9/17	12/5/17	1/3/18	3/21/18
Department of Social Sciences – FCC	8/9/17	9/12/17	1/9/18	3/6/18
Department of Medical Lab Technology – FCC	9/11/17 10/17/17	10/23/17 12/7/17	1/8/18 1/22/18 2/19/18	3/2/18 4/2/18 5/1/18
Department of Medical Radiologic Technology – FCC	8/4/17	12/5/17	1/3/18	4/3/18

Department of Nursing Education – POP	8/9/17 8/28/17 9/28/17	10/30/17 11/27/17 12/11/17	1/29/18	2/19/18 3/26/18
Department of Occupational Therapy Assistant Technology – FCC	9/12/17	11/19/17	3/26/18	5/2/18
Department of Occupational Training Technology	8/9/17 10/16/17	11/28/17	1/8/18	4/26/18
Department of Physical Therapist Assistant Technology – FCC	8/16/17	9/26/17	2/6/18	3/27/18
Department of Practical Nursing – POP/FCC	11/8/17	11/9/17	5/9/18	5/16/18
Department of Respiratory Care Technology – FCC	8/9/17	11/13/17		
Department of Science, Mathematics, and Business – POP	9/18/17	9/21/17	12/4/17	5/9/18
Department of Mathematics and Business– FCC	8/10/17	10/19/17	1/12/18 3/8/18	4/30/18
Department of Science and Health – FCC	8/9/17	12/5/17	1/3/18 1/4/18	5/3/18 5/9/18
Department of Surgical Technology – FCC	8/8/17 9/1/17 10/16/17	10/26/17 11/8/17 12/4/17	1/19/18 1/25/18 2/2/18	3/9/18 3/23/18 4/20/18

#### **Assessment Results 2018-2019:**

Department of Business Technology – POP	8/29/18	12/3/18	1/16/19	4/22/19
Department of Industrial Technology – POP	8/15/18		1/10/19	
Department of Construction and Transportation – POP	8/13/18	12/3/18	1/7/19	5/6/19
Department of Dental Hygiene/Dental Assisting Technology – FCC	8/7/18	12/5/18	4/12/19	5/23/19
Department of Drafting and Design Technology	8/14/18	11/12/18	1/23/19	4/17/19
Department of Family and Consumer Sciences – POP	8/12/18	9/30/18 11/20/18	1/17/19 3/26/19	4/30/19



Department of Fine Arts and Communication	8/8/18	10/4/18 11/2/18 11/30/18	1/3/19	5/1/19
Department of Health, Physical Education, and Recreation	8/1/18	12/4/17	1/22/18	4/25/18
Department of Humanities and Social Sciences – POP	8/8/18 8/9/18	9/20/18	1/3/19	4/29/19
Department of Humanities – FCC	8/8/18	10/4/18	1/3/19	4/18/19
Department of Social Sciences – FCC	8/8/18	9/4/18 11/27/18	1/8/19 2/19/19	4/2/19
Department of Medical Lab Technology – FCC	8/9/18 8/29/18	10/23/18 12/7/18	1/6/19 1/10/19 1/25/19	2/7/19 2/21/19 3/14/19 3/28/19 4/4/19 4/18/19 5/5/19 5/13/19
Department of Medical Radiologic Technology – FCC	8/7/18	8/7/18	10/18/18	4/3/19
Department of Nursing Education – POP	8/20/18 9/24/18	10/29/18 12/7/18	1/28/19 2/18/19	3/25/19 5/6/19
Department of Occupational Therapy Assistant Technology – FCC	10/8/19	11/11/19		
Department of Occupational Training Technology	8/20/18	11/27/18	1/14/19	4/23/19
Department of Physical Therapist Assistant Technology – FCC	8/20/18	11/29/18	1/16/19	5/16/19
Department of Practical Nursing – POP/FCC	8/15/18	12/11/18	2/7/19	5/7/19
Department of Respiratory Care Technology – FCC	8/8/18	11/8/18	1/4/19	4/4/19
Department of Science, Mathematics, and Business – POP	8/7/18 8/20/18 9/10/18 9/20/18 9/24/18	10/1/18 10/15/18	2/11/19 2/14/19 3/18/19	4/15/19 5/8/19
Department of Mathematics and Business– FCC	8/8/18	11/13/18	1/3/19	5/8/19
Department of Science and Health – FCC	8/8/18	8/15/18 12/5/18	1/9/19 1/16/19	5/1/19

Department of Surgical Technology – FCC	8/16/18	10/11/18 10/23/18 10/26/18 10/31/18	11/7/18 11/16/18 11/28/18 12/5/18	2/8/19 2/28/19 3/28/19 4/26/19 5/3/19 5/16/19
Department of Electronics Engineering	8/7/18	10/25/18	2/27/19	5/1/19

**Source of Documentation:** This information is available in the offices of department chairs.

**Use of Assessment Results:** Topics covered during departmental faculty meetings included: Advisory Committee, retention, class numbers and supplies, Orientation Class, First Year Seminar, ROAR, advisement, curriculum changes, CPAS Testing, policy changes, faculty responsibilities, lab equipment, professional development opportunities, student learning outcomes, schedules, Brownstone Center schedule of events, enrollment, program accreditation, faculty hours, , equipment maintenance, administrative duties, inventory, recruitment, catalog revisions, student resources, graduation, recruitment high school visits, career technical conference, Dropbox, graduate exit interviews, Honor Society, pinning ceremonies, certification results, state and national accreditation, committee assignments, Brown Bag sessions, lab equipment, budget, financial aid, building and equipment security, program mission, program philosophy, program goals, and program admission.

• **Assessment Results 2019-2020:**

Department of Business and Commerce Technology – POP	8/23/16	11/7/16	1/23/17	5/3/17
Department of Construction and Transportation – POP	8/15/16	12/1/16	1/25/17	4/26/17
Department of Dental Hygiene/Dental Assisting Technology – FCC	8/9/16 8/24/16 9/28/16	10/19/16 11/9/16 12/5/16	1/4/17 2/22/17 3/8/17	3/29/17 4/26/17 5/4/17
Department of Family and Consumer Sciences – POP	8/12/16	9/27/16 11/30/16	1/31/17	4/5/17
Department of Fine Arts and Communication	8/10/16	12/5/16	1/5/17	3/27/17
Department of Health, Physical Education, and Recreation	8/9/16 8/15/16	12/2/16	1/5/17 1/6/17	2/3/17 4/24/17
Department of Humanities and Social Sciences – POP	8/16/16	11/29/16	1/5/17	3/30/17
Department of Humanities – FCC	8/10/16	11/28/16	1/6/17	2/23/17
Department of Social Sciences – FCC	8/10/16	9/6/16	1/19/17	2/14/17

Department of Industrial Technology – POP	8/31/16 10/26/16	11/10/16	1/25/17	3/7/17
Department of Medical Lab Technology – FCC	9/22/16 10/24/16	11/15/16 12/9/16	1/5/17 2/8/17 2/22/17 3/8/17	3/22/17 4/3/17 4/24/17 5/1/17
Department of Medical Radiologic Technology – FCC	8/8/16	8/25/16	2/23/17	3/30/17
Department of Nursing Education – POP	8/10/16 8/31/16	9/26/16 11/7/16 11/28/16	1/18/17 2/22/17 3/27/17	4/28/17 5/10/17
Department of Occupational Therapy Assistant Technology – FCC	8/5/16	10/18/16	1/18/17	1/20/17
Department of Occupational Training Technology – FCC	8/18/16	10/6/16 12/5/16	1/17/17 3/7/17	5/1/17
Department of Occupational Training Technology – POP	8/18/16	10/6/16 12/5/16	1/17/17 3/7/17	5/1/17
Department of Physical Therapist Assistant Technology – FCC	9/22/16	10/6/16	1/5/17	4/27/17
Department of Practical Nursing – FCC	8/10/16	11/5/16	1/4/17	5/10/17
Department of Practical Nursing – POP	8/10/16 8/31/16	9/26/16 11/7/16 11/28/16	1/18/17 2/22/17	4/28/17 5/9/17 5/10/17
Department of Respiratory Care Technology – FCC	8/11/16	11/9/16	1/5/17	4/25/17
Department of Science, Mathematics, and Business – POP	8/9/2016	10/18/2016 11/3/2016	3/29/2017	4/24/2017
Department of Mathematics and Business– FCC	8/4/16		2/21/17	4/27/17
Department of Science and Health – FCC	8/12/16 8/13/16	10/10/16 11/30/16	1/9/17 1/11/17	3/8/17 5/10/17
Department of Surgical Technology – FCC	8/2/16 8/22/16 9/16/16	10/20/16 11/10/16 12/1/16	1/10/17 2/3/17 3/7/17	3/22/17 3/31/17 4/6/17

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

**Use of Assessment Results:** Topics discussed included: class numbers and supplies, QEP Orientation Class, ROAR, advisement, curriculum changes, CPAS Testing, policy changes,

faculty responsibilities, lab equipment, professional development opportunities, student learning outcomes, schedules, Brownstone Center schedule of events, enrollment, program accreditation, faculty hours, advisory meeting, equipment maintenance, administrative duties, inventory, recruitment, catalog revisions, student resources, graduation, recruitment high school visits, career technical conference, Dropbox, graduate exit interviews, Honor Society, pinning ceremonies, certification results, state and national accreditation, committee assignments, Brown Bag sessions, lab equipment, budget, financial aid, building and equipment security, program mission, program philosophy, program goals, and program admission.

### Internal Performance Indicator 5

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

- **Assessment Results 2017-2018:** Meetings for the Poplarville and Hancock Support Staff were conducted on September 19, 2018 for Poplarville and Hancock Campuses and on September 21, 2018 for the Forrest County Campus. Updates were provided for FERPA, Title IX, and Information Technology, and training was provided in customer service.

**Source of Documentation:** Office of Institutional Planning and Research

**Use of Assessment Results:** Additional professional development opportunities were offered throughout the semester. Specifically, crisis prevention training was offered multiple times. Other training opportunities were posted on the Professional Development webpage.

- **Assessment Results 2018-2019:** –Meetings for Poplarville and Hancock Support Staff were conducted on September 19, 2018, with the Forrest County Center meeting for Support Staff being conducted on September 21, 2018. Updates concerning changes in the Marketing and Recruiting Departments were shared along with updates to the Emergency Action Plan.

**Source of Documentation:** Office of Planning and Research and Office of Institutional Research

**Use of Assessment Results:** Information on all departmental changes was shared, and all support staff employees were reminded of the importance of first impressions.

- **Assessment Results 2019-2020:** Meetings for the Poplarville and Hancock Support Staff were conducted on September 13, 2019 and the Forrest County Center meeting for Support Staff was conducted on October 4, 2019. A makeup session was held for all three campuses on November 15, 2019. Updates concerning mental health for employees and students was provided. Team building was promoted, and an update from the Quality Enhancement Plan was presented, as well as an overview of campus safety and social media were provided.

**Source of Documentation:** Office of Planning and Research

**Use of Assessment Results:** Additional opportunities for professional development to include a wide variety of topics will be available to all faculty and staff. The comprehensive list can be found on the Institutional Research webpage.

## Internal Performance Indicator 6

The Alumni Association county chapters will provide information regarding level of funding, scholarship endowment funding, and alumni activities.

- Assessment Results 2017-2018:**

Status of Chapter Scholarship Endowments, plus current existing scholarship funds, and alumni activities:

06/30/18	Hancock County	<u>Marion/Jeff Davis Counties</u>	Forrest/Lamar Counties
	(\$15,240.92 Total)	(\$34,065.39 Total)	(\$37,866.95 Total)
	(\$12,044.36 End.)	(\$32,116.89 End.)	(\$36,751.00 End.)
	(\$3,196.56 Schol.)	(\$1,948.00 Schol.)	(\$1,115.95 Schol.)
<u>06/30/17</u>	<u>12,888.29 Total</u>	<u>33,686.36 Total</u>	<u>39,633.06 Total</u>

**Source of Documentation:** Results are documented in the minutes of the foundation board meetings. The annual foundation audit and the editions of the "Riverside" magazine which is the college alumni publication also include these reports. Other documentation is included in monthly alumni emails sent out by the Coordinator of Alumni Services.

**Use of Assessment Results:** The County Alumni Chapters are funding more student scholarships each year as a result of some successful events that are conducted in each county.

## Assessment Results 2018-2019:

Status of Chapter Scholarship Endowments, plus current existing scholarship funds, and alumni activities:

06/30/19	<u>Hancock County</u>	<u>Marion/Jeff Davis Counties</u>	<u>Forrest/Lamar Counties</u>	<u>Pearl River County</u>
Totals	(\$23,439.50)	(\$39,541.63)	(\$43,112.30)	(\$4,924.80)
Endowed	(\$12,044.36)	(\$34,503.98)	(\$40,180.00)	(-0-)
_Scholarship	(\$11,395.14)	(\$5,037.65)	(\$2,932.30)	(\$4,924.80)
06/30/18	\$15,240.92	\$34,065.39	\$37,866.95	-0-

**Source of Documentation:** Results are documented in the minutes of the foundation board meeting. The annual foundation audit and the editions of the “Riverside” magazine which is the college alumni publication also include reports. Other documentation is included in monthly alumni emails sent out by the Coordinator of Alumni Services.

**Use of Assessment Results:** The County Alumni Chapters are funding more student scholarships each year as a result of their successful events that are conducted in each county.

• **Assessment Results 2019-2020:**

Status of Chapter Scholarship Endowments, plus current existing scholarship funds, and alumni activities:

6/30/17 Hancock County Marion/Jeff Davis Counties Forrest Lamar Counties

(\$12,888.29 Total)	(\$33,686.36 Total)	(\$39,633.06 Total)
(\$12,044.36 End.)	(\$31,248.86 End.)	(\$35,751.00 End.)
(\$843.93 Schol.)	(\$2,437.50 Schol.)	(\$3,382.06 Schol.)

6/30/16	\$12,835.49 Total	\$36,372.06 Total	(\$36,317.47 Total)
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**Source of Documentation:** Results are documented in the minutes of the foundation board meetings. The annual foundation audit and the editions of the “Riverside” magazine which is the college alumni publication also include these reports. Other documentation is included in monthly alumni emails sent out by the college foundation staff.

**Use of Assessment Results:** The County Alumni Chapters continue to grow in support of scholarship funding for incoming students from their respective counties. The foundation board encourages events and fundraising activities in support of these scholarship dollars.

## Internal Performance Indicator 7

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

• **Assessment Results 2017-2018:**

A variety of events were hosted during the 2016-2017 school year. A few are listed below:

Guy Penrod  
Mike Super  
USM Wind Ensemble  
Denver and the Mile High Orchestra  
The Nutcracker  
Of Ebony Embers  
Big River  
New York Voices  
Mississippi Show Choir Contest  
PRCC Band Clinic  
South Mississippi Band Festival  
ASBDA Middle School Band Clinic  
Sounds of the South Band Camp

Mississippi Lion's Band  
 Mississippi Baptist SMACK Camp  
 Silver Sneakers Program for Senior Citizens  
 Exercise Classes  
 Wellness Center Pre/Post Fitness Assessments  
 Women's Health Symposium  
 Wildcat Wellness Go Cub Wild Kids Camp  
 Lunch and Learn:  
 Mr. Bob Stack – Protect Yourself - Become Web Savvy  
 Dr. Roberto Gallardo -Poplarville E-Front Door  
 Pearl River County Board of Supervisors - county operations  
 Kids college summer camps:  
 Library adventures - girls  
 Library adventures – boys  
 Robotics I  
 Etiquette Explosion  
 Dot and Dash  
 Astro Camp  
 Ukelele Camp  
 Forensic Science Camp

**Source of Documentation:** Chair of the Fine Arts and Communication Department, Chair of the Health, Physical Education, and Recreation Department, Chair of Science, Mathematics, and Business, Director of Counseling, Advisement, and Placement Center, Vice President for Forrest County Operations and Director of Institutional Research

**Use of Assessment Results:** The summer camp offerings as well as the Lunch and Learn sessions have been very popular. Each year improvements are made to existing functions. More opportunities for community involvement will be planned for next year.

- **Assessment Results 2018-2019:** Numerous activities and special events were offered by the College to those living in this community college district during the 2018-2019. The following list includes some of these:

Honors Lecture Event  
 The Mississippi Symphony  
 World War I Memorial  
 Honor's Lecture Event  
 Halloween at the River  
 Fall Choral Concert  
 Miss PRCC Pageant  
 Veterans Day Concert  
 Christmas at the River  
 The Nutcracker  
 Nomadic  
 The Return  
 SGA Suicide Awareness Concert  
 Funding The Future: Gooding  
 Piano Concert By Dr. Ellen Elder  
 PRCC Film Festival  
 PRCC Choirs concert  
 PRCC Bands concert  
 Jazz Cats and Voices  
 Theatre Production: Noises Off  
 Spirit of the River Marching Band participated in all home football games and 2 away games  
 Spirit of the River participated in Oak Grove Marching Festival

Spirit of the River participated in Poplarville Christmas Parade  
 PRCC Band Clinic  
 South Mississippi Band Festival  
 Symphonic Bands performed Spring Concert  
 JazzCats performed Spring Concert  
 JazzCats toured area high schools and gave concerts  
 ASBDA Middle School Band Clinic  
 Sounds of the South Band Camp  
 Mississippi All-State Lions Band Camp  
 Mississippi Baptist SMACK Camp  
 The Voices perform for local high schools throughout the year  
 SICC Choral Conference  
 Festival of Choirs  
 Homecoming  
 Scholarship Donor Dinner  
 Pacesetter Dinner  
 A Cappella 101  
 Mississippi Showchoir Contest  
 All-State Collegiate Honor Choir  
 Diving Into Dolphins (Younger)  
 Diving Into Dolphins (Older)  
 Go Wild  
 Robotics I  
 First Aid  
 Film Follies  
 Rigamajig  
 Dot & Dash I (Early Morning Session)  
 Dot & Dash I (Late Morning Session)  
 Junior Carpentry (Early Morning Session)  
 Junior Carpentry (Late Morning Session)  
 Hunter Safety  
 Robotics II  
 Kids in the Kitchen  
 Law Enforcement Camp (Older)  
 STEM Stories  
 Mythbuster Kids  
 Clay Play/Ceramics  
 Law Enforcement Camp (Younger)  
 Dot & Dash II (Early Morning Session)  
 Dot & Dash II (Late Morning Session)  
 Innovations with Gadgets & Gizmos (Early Morning Session)  
 Innovations with Gadgets & Gizmos (Late Morning Session)  
 Lunch & Learn, Cybersecurity  
 Lunch & Learn, Pearl River County Updates  
 Lunch & Learn, Trends Shaping Mississippi from an Economic Standpoint  
 Lunch & Learn, State of the College Address  
 Making Spirits Bright  
 Fall Fest  
 Wildcat Wonderland  
 Honor's Lecture Series FCC  
 Poetry Café  
 Counselor's Breakfast  
 Black History Month Program  
 Veteran's Day Program



**Source of Documentation:** Chair of the Fine Arts and Communication Department, Chair of the Health, Physical Education, and Recreation Department, Chair of Science, Mathematics, and Business, Director of Counseling, Advisement, and Placement Center, Vice President for Forrest County Operations and Director of Institutional Research

**Use of Assessment Results:** Many of these events have become traditional events that are highly anticipated each year. The variety of the offerings held at the Brownstone Center continues to appeal to many citizens of the surrounding communities as well as the faculty, staff and students at Pearl River Community College. Kids College and other community offerings are scheduled according to feedback from annual surveys.

● **Assessment Results 2019-2020:**

A variety of events were hosted during the 2016-2017 school year. A few are listed below:

Kevin Costner and Modern West Concert  
Mississippi Symphony Orchestra Concert  
Choir participated in the Southern Invitational Choral Conference  
Spirit of the River Band participated in the Oak Grove Marching Festival  
The Frog and Toad play was presented to area elementary students  
Marty Stuart Concert  
Christmas Vespers  
The Nutcracker  
Travis Clark & Adam Doleac Concert  
Mississippi Show Choir Contest  
Symphonic Band presented a commissioned work in honor of Martin Luther King Jr.  
PRCC Band Clinic  
The Heart Behind the Music Concert  
Will Champlin Music Lecture  
South Mississippi Band Festival  
ASBDA Middle School Band Clinic  
Sounds of the South Band Camp  
Mississippi Lion's Band  
Mississippi Baptist SMACK Camp  
Silver Sneakers Program for Senior Citizens  
Exercise Classes  
Wellness Center Pre/Post Fitness Assessments  
Women's Health Symposium  
Wildcat Wellness Go Cub Wild Kids Camp  
Wildcat Wellness Healthy Cooking Demonstrations  
Lunch and Learn:  
Mr. Bob Stack — Protect Yourself — Become Web Savvy  
Dr. Roberto Gallardo — Poplarville E-Front Door  
Pearl River County Board of Supervisors — County Operations  
Kids college summer camps:  
See you in the Funny Papers!  
Library adventures — girls  
Library adventures — boys  
Robotics I  
Etiquette Explosion  
Creative Writing  
Learn to be a Citizen Scientist  
Dot and Dash  
Astro Camp

**Source of Documentation:** Chair of the Fine Arts and Communication Department, Chair of the Health, Physical Education, and Recreation Department, Chair of Science, Mathematics, and

Business, Director of Counseling, Advisement, and Placement Center, Vice President for Forrest County Operations and Director of Institutional Research

**Use of Assessment Results:** The summer camp offerings as well as the Lunch and Learn sessions have been very popular. Each year improvements are made to existing functions. More opportunities are planned for next year.

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

### **Commitment Statement:**

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

### **Internal Performance Indicator 1**

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

- **Assessment Results 2018-2019:** Residence information indicates enrollment of students from all public high schools and most private schools within PRCC's district. This includes 18 public high schools and 6 private schools.

**Source of Documentation:** Office of Institutional Research, Enrollment Audit Upload information

**Use of Assessment Results:** The Recruitment Office strives to visit all high schools, both public and private, within PRCC's district at least twice a semester. Evaluation of PRCC student enrollment is used to meet the needs of the public and private schools within our six county district. In reviewing the student enrollment statics, PRCC students represent 165 public and private schools within the state.

### **Internal Performance Indicator 2**

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

- **Assessment Results 2016-2017:** Fall 2016 enrollment data indicates that 4310 students were enrolled at the end of late registration with 4515 remaining enrolled at the end of the 6<sup>th</sup> week. Spring 2017 showed 3997 students enrolled at the end of late registration, with 4063 enrolled at the end of six weeks. Retention continues to be a major push, with late registration enrollment dates extended to accommodate student who had difficulty completing the admission process.

**Source of Documentation:** College enrollment reports (using Argos reporting tool using Headcount and Hours Data Selection).

**Use of Assessment Results:** Emphasis on preparedness and developmental education has been increased through the Student Success Center in an attempt to assist students who are considering withdrawing from Pearl River Community College. In order to increase retention of students, faculty and professional staff members will continue to conduct individual and small group advisement and registration sessions. Career and Technical faculty and professional staff members will meet or exceed the State requirement for retention. In an effort to increase retention, emails are sent to **all** PRCC students when they are absent and those students are advised to see an instructor and/or a counselor for corrective action. Tutoring sessions are provided in the Student Success Centers and by the Student Support Services Program.

- **Assessment Results 2017-2018:** Fall 2017 enrollment data indicates that 4409 students were enrolled at the end of late registration with 4932 remaining enrolled at the end of the 6<sup>th</sup> week. Spring 2018 showed 4130 students enrolled at the end of late registration, with 4251 enrolled at the end of six weeks. Additional late start classes were added which resulted in students having the opportunity to register late and achieve degree in a more timely manner.

**Source of Documentation:** College enrollment reports (using Argos reporting tool using Headcount and Hours Data Selection).

**Use of Assessment Results:**

Emphasis on preparedness and developmental education has been increased through the Student Success Center in an attempt to assist students who are considering withdrawing from Pearl River Community College. In order to increase retention of students, faculty and professional staff members will continue to conduct individual and small group advisement and registration sessions. Career and Technical faculty and professional staff members will meet or exceed the State requirement for retention. In an effort to increase retention, emails are sent to all PRCC students when they are absent and those students are advised to see an instructor and/or a counselor for corrective action. Tutoring sessions are provided in the Student Success Centers and by the Student Support Services Program.

- **Assessment Results 2018-2019:** Fall 2018 enrollment data indicate that 5003 students were enrolled at the end of late registration with 4908 (98%) remaining enrolled at the end of the 6<sup>th</sup> week. Spring 2019 showed 4397 students enrolled at the end of late registration, with 4339 (99%) enrolled at the end of six weeks. Retention continues to be a major push, with late registration enrollment dates extended to accommodate student who had difficulty completing the admission process, *and four and eight week classes beginning in later in the semester to accommodate students who could not register in time for full-term classes to begin.*

**Source of Documentation:** College enrollment reports (using Argos reporting tool using Headcount and Hours Data Selection).

**Use of Assessment Results:** Emphasis on preparedness and developmental education has been increased through the Student Success Center in an attempt to assist students who are considering withdrawing from Pearl River Community College. In order to increase retention of students, faculty and professional staff members will continue to conduct individual and small group advisement and registration sessions. Career and Technical faculty and professional staff members will meet or exceed the State requirement for retention. In an effort to increase retention, emails are sent to all PRCC students when they are absent and those students are advised to see an instructor and/or a counselor for corrective action. Tutoring sessions are provided in the Student Success Centers and by the Student Support Services Program.

- **Assessment Results 2019-2020:** Residence information indicates enrollment of students from all public high schools and most private schools within PRCC's district. This includes 18 public high schools and five private schools.

**Source of Documentation:** MCCB Enrollment Audit Data Report – Fall 2016/Spring 2017

**Use of Assessment Results:** The student body population is represented by students from 117 Mississippi High Schools, Adult Education Program, and Home School students. The Recruitment Office strives to visit all high schools, both public and private, within PRCC's district at least twice a semester. It is important to consider which counties are represented in the current PRCC student body in order to verify the College is serving the needs of all counties within its district. The Recruitment Office strives to be strategic in its efforts. Through analysis of enrollment from district high schools, the recruitment staff is able to improve recruitment strategies and to confirm that all counties are equally represented within the PRCC student population. The Recruitment Office adapts its strategy to recruit more heavily in underrepresented schools, Bassfield and Prentiss High Schools, while continuing its outreach efforts at highly represented schools, such as Pearl River Central and Hattiesburg High Schools.

### Internal Performance Indicator 3

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

- **Assessment Results 2017-2018:** Fall 2017 enrollment was 4932 at the end of six weeks of classes, with 4932 students still enrolled at the end of the term. Spring 2017 enrollment was 4251 with 4262 at the end of the term.

**Source of Documentation:** College enrollment reports

**Use of Assessment Results:** Retention rates have increased, which is a reflection of efforts made through the Office of Student Success and the entire Faculty and Staff body. New student ROAR orientation sessions educate students on attendance and enrollment policies.

- **Assessment Results 2018-2019:** Fall 2018 enrollment was 4908 at the end of six weeks of classes, with 4645 students still enrolled at the end of the term (95%). Spring 2019 enrollment was 4339 with 4147 at the end of the term (96%).

**Source of Documentation:** College enrollment reports

**Use of Assessment Results:** Retention rates have increased, which is a reflection of efforts made through the Office of Student Success and the entire Faculty and Staff body. New student ROAR orientation sessions educate students on attendance and enrollment policies.

- **Assessment Results 2019-2020:** Fall 2016 enrollment was 4633 at the end of six weeks of classes, with 4548 students still enrolled at the end of the term (98%). Spring 2017 enrollment was 4136 with 3951 at the end of the term (96%).

**Source of Documentation:** College enrollment reports

**Use of Assessment Results:** Retention rates have increased, which is a reflection of efforts made through the Office of Student Success and the entire Faculty and Staff body. New student ROAR orientation sessions educate students on attendance and enrollment policies.

#### Internal Performance Indicator 4

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

- **Assessment Results 2017-2018:** During the 2017-2018 school year, the recruitment staff made push to contact more potential students making contact with more than 7,000 prospective students by attending college fairs and high school events throughout PRCC's district, hosting on-campus events (Poplarville Campus Wildcat Fest, High School Junior/Senior Football Game Night, GED College Day, ACT Prep Class, Forrest County Center Allied Health Tour Day, Career/Technical Student Conference, and Hancock Center Spring Fest), tailgating recruiting events at 6 District High School football games, providing personalized Poplarville campus tours upon request, awarding students with ACT/CTE based scholarships at the district high schools' senior nights, by mailing/emailing/calling prospective students on an individual basis, and hosting Vocational Rehabilitation Counselors. These prospective students are from all of the public high schools, seven of the private schools, and several non-traditional student organizations located in PRCC's district.

**Source of Documentation:** Office of Recruitment and Orientation

**Use of Assessment Results:** The success of on-campus events is evident based on personal feedback and survey collection. The Recruitment Office will continue to host these on-campus events (Poplarville Campus Wildcat Fest, High School Junior/Senior Football Game Night, GED College Day, Forrest County Center Allied Health Tour Day, and Career/Technical Student Conference, Hancock Center Spring Fest, and private Poplarville campus tours upon request) during the 2017-2018 year. These events target audiences from academic and career/technical backgrounds as well as traditional high school students and non-traditional adult learners. The recruitment staff is working to expand its private campus tours by developing a way to provide private campus tours at the Forrest County Center in addition to the Poplarville campus. Through interaction with prospective students at various events and by analyzing survey data collected from campus tours, the Office of Recruitment has determined that students have a wide variety of interests, backgrounds, and goals. The Office of Vocational Rehabilitation is referring students from diverse backgrounds. The best way to recruit such a variety of students is to attempt to understand each student individually and strive to customize messages sent to each student according to their individual needs and goals. The Recruitment Office will continue to utilize postcards, mailed information packets, social media, and email newsletters as the primary forms of communication with prospective students. All of these forms of communication can be personalized and customized to fit each student's interests individually.

- **Assessment Results 2018-2019:** During the 2018-2019 school year, the recruitment staff hosted over 3,300 prospective students on the PRCC campuses in an effort to recruit more students. Additionally, a total of 174 off-campus events were attended by the recruitment staff. Hundreds of communications via email, social media, phone calls, and direct mail were made to all high schools within the PRCC district to include the counties of Pearl River, Hancock, Marion, Lamar, Forrest, and Jeff Davis. District activities included the following:

High school visits to senior classes, lunch visits, college signing days, occasional campus events (judge senior project, speak with 8<sup>th</sup> graders, guest speaker to career readiness classes, 1<sup>st</sup> year CTE students, parent information sessions  
Attended 35 FAFSA Get2College days throughout the district

Participation on high school advisory committees (Poplarville, FCAHS, Petal, LCCTE)  
 Job Fairs and community events (Palazzo Leadership Summit; Governor's Job Fair; Picayune National Guard Armory, Ingalls, Capitol Day, etc.)  
 Individual PRCC campus tours and specialized group tours (Science Academy; LCCTE Culinary; Dual Enrollment groups; Film Tech tours; ESL students; etc.)  
 Hosted on campus events: Wildcat Wednesdays, Senior Preview Days, District-wide CTE Day; Forrest County Center Allied Health Day; ACT Prep Class; and pre-game activities for PRCC athletic events, and Hancock Center Spring Fest.  
 Award nights to area high schools presenting ACT, CTE, and activity scholarships  
 District wide Counselor's Day  
 FCC Counselor's Day

**Source of Documentation:** Office of Recruitment

**Use of Assessment Results:** The Recruitment Office will continue to host these on-campus events (Poplarville Campus Wildcat Fest, High School Junior/Senior Football Game Night, GED College Day, Forrest County Center Allied Health Tour Day, Career/Technical Student Conference, Hancock Center Spring Fest, and private Poplarville campus tours upon request) during the 2019-2020 year. These events target audiences from academic and career/technical backgrounds as well as traditional high school students and non-traditional adult learners. The Office of Recruitment is planning to work with the Office of Communications to rebrand PRCC Recruitment and to join efforts in engaging prospective students when on campus. Communications will also be assisting in promoting recruitment efforts through various social media channels and by participating in the training of PRCC River Navigators (students receiving scholarship to work campus events). Another goal of recruitment will be to target current successful PRCC college students from given school districts that can promote within that district through video testimony, billboards, etc.). The Office of Recruitment has determined that students have a wide variety of interests, backgrounds, and goals. The best way to recruit such a variety of students is to attempt to understand each student individually and strive to customize messages sent to each student according to their individual needs and goals. The Recruitment Office will continue to utilize postcards, mailed information packets, social media, and email newsletters as the primary forms of communication with prospective students. All of these forms of communication can be personalized and customized to fit each student's interests individually.

- **Assessment Results 2019-2020:** During the 2016-2017 school year, the recruitment staff made push to contact more potential students making contact with more than 7,000 prospective students by attending college fairs and high school events throughout PRCC's district, hosting on-campus events (Poplarville Campus Wildcat Fest, High School Junior/Senior Football Game Night, GED College Day, ACT Boot camp, Forrest County Center Allied Health Tour Day, Career/Technical Student Conference, and Hancock Center Spring Fest), tailgating recruiting events at 6 District High School football games, providing personalized Poplarville campus tours upon request, awarding students with ACT/CTE based scholarships at the district high schools' senior nights, by mailing/emailing/calling prospective students on an individual basis, and hosting Vocational Rehabilitation Counselors. These prospective students are from all of the public high schools, seven of the private schools, and several non-traditional student organizations located in PRCC's district.

**Source of Documentation:** Office of Recruitment and Orientation

**Use of Assessment Results:** The success of on-campus events is evident based on personal feedback and survey collection. The Recruitment Office will continue to host these on-campus events (Poplarville Campus Wildcat Fest, High School Junior/Senior Football Game Night, GED College Day, Forrest County Center Allied Health Tour Day, Career/Technical Student Conference, Hancock Center Spring Fest, and private Poplarville campus tours upon request) during the 2015-2016 year. These events target audiences from academic and career/technical

backgrounds as well as traditional high school students and non-traditional adult learners. The recruitment staff is working to expand its private campus tours by developing a way to provide private campus tours at the Forrest County Center in addition to the Poplarville campus. Through interaction with prospective students at various events and by analyzing survey data collected from campus tours, the Office of Recruitment has determined that students have a wide variety of interests, backgrounds, and goals. The Office of Vocational Rehabilitation is referring students from diverse backgrounds. The best way to recruit such a variety of students is to attempt to understand each student individually and strive to customize messages sent to each student according to their individual needs and goals. The Recruitment Office will continue to utilize postcards, mailed information packets, social media, and email newsletters as the primary forms of communication with prospective students. All of these forms of communication can be personalized and customized to fit each student's interests individually.

### Internal Performance Indicator 5

Career and technical education programs will demonstrate a retention rate of 75% according to the State measurement definition.

- **Assessment Results 2017-2018:** Approximately 4750 of career and technical students who entered or returned to a program on the Poplarville campus from the previous reporting year remained in the program and earned passing grades. Approximately 2786 of career and technical students who entered or returned to a program at the Forrest County Center from the previous reporting year remained in the program and earned passing grades.

**Source of Documentation:** Programs, Office of Counseling, Advisement and Placement Center at the Poplarville Campus, and the Counseling Center at the Forrest County Center

**Use of Assessment Results:** In order to increase retention of students, Instructors from the Career and Technical Departments participate in the ROAR Orientation Sessions in order to increase student knowledge of program requirements. In an effort to increase retention, emails are sent to **all** PRCC students when they are absent and those students are advised to see an instructor and/or a counselor for corrective action. Tutoring sessions are provided in the Student Success Centers and by the Student Support Services Program.

- **Assessment Results 2018-2019:** Approximately 91.2% of career and technical students who entered or returned to a program on the Poplarville campus from the previous reporting year remained in the program and earned passing grades. Approximately 90.8% of career and technical students who entered or returned to a program at the Forrest County Center from the previous reporting year remained in the program and earned passing grades.

**Source of Documentation:** Programs, Office of Counseling, Advisement and Placement Center at the Poplarville Campus, and the Counseling Center at the Forrest County Center

**Use of Assessment Results:** Instructors from the Career and Technical Departments participate in the ROAR Orientation Sessions in order to increase student knowledge of program requirements. In an effort to increase retention, emails are sent to all PRCC students when they are absent and those students are advised to see an instructor and/or a counselor for corrective action. Tutoring sessions are provided in the Student Success Centers and by the Student Support Services Program.



- **Assessment Results 2019-2020:** Approximately 95% of career and technical students who entered or returned to a program on the Poplarville campus from the previous reporting year remained in the program and earned passing grades. Approximately 89% of career and technical students who entered or returned to a program at the Forrest County Center from the previous reporting year remained in the program and earned passing grades.

**Source of Documentation:** Programs, Office of Counseling, Advisement and Placement Center at the Poplarville Campus, and the Counseling Center at the Forrest County Center

**Use of Assessment Results:** In order to increase retention of students, instructors from the Career and Technical Departments participate in the ROAR Orientation Sessions in order to increase student knowledge of program requirements. In an effort to increase retention, emails are sent to all PRCC students when they are absent and those students are advised to see an instructor and/or a counselor for corrective action. Tutoring sessions are provided in the Student Success Centers and by the Student Support Services Program.

## Internal Performance Indicator 6

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

- **Assessment Results 2016-2017:** Data indicate that 1,648 full-time first semester general education students were enrolled after six weeks in Fall 2015 and 58% returned to Fall 2016. Extended registration dates have provided additional opportunities to allow students to register. Students were given nearly six weeks of additional registration time through lengthened summer dates, increased online registration opportunities, and additional small group sessions.

**Source of Documentation:** Enrollment Headcount Report in Argos

**Use of Assessment Results:** Assessment results used to justify a movement toward longer registration periods with increased small group and/or individual counseling.

- **Assessment Results 2017-2018:** Data indicate that 767 full-time first semester general education students were enrolled after six weeks in Fall 2016 and 721 returned to Fall 2017. Extended registration dates have provided additional opportunities to allow students to register. Students were given nearly six weeks of additional registration time through lengthened summer dates, increased online registration opportunities, and additional small group sessions.

**Source of Documentation:** Enrollment Headcount Report in Argos

**Use of Assessment Results:** Assessment results used to justify a movement toward longer registration periods with increased small group and/or individual counseling.

- **Assessment Results 2018-2019: Assessment Results 2018-2019:** Data indicate that 824 full-time first semester general education students were enrolled after six weeks in Fall 2017 and 66% returned to Fall 2018. Extended registration dates have provided additional opportunities to allow students to register. Students were given nearly six weeks of additional registration time through lengthened summer dates, increased online registration opportunities, and additional small group sessions.



**Source of Documentation:** IPEDS

**Use of Assessment Results:** Assessment results used to justify a movement toward longer registration periods with increased small group and/or individual counseling.

- **Assessment Results 2019-2020:** Data indicate that 1,648 full-time first semester general education students were enrolled after six weeks in Fall 2015 and 58% returned to Fall 2016. Extended registration dates have provided additional opportunities to allow students to register. Students were given nearly six weeks of additional registration time through lengthened summer dates, increased online registration opportunities, and additional small group sessions.

**Source of Documentation:** Enrollment Headcount Report in Argos

**Use of Assessment Results:** Assessment results used to justify a movement toward longer registration periods with increased small group and/or individual counseling.

### Internal Performance Indicator 7

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

- **Assessment Results 2017-2018:** The Fall 2014 cohort of full time college students was 974. Of this cohort the completion rate (within three years) was 303. The overall graduation rate for full time, first time students is 31%. The previous year, there had been a push for students to apply for graduation via reverse transfer. This is most likely the reason for the difference in graduation rates. We are continuing to promote the 15 to Finish.

**Source of Documentation:** IPEDS

**Use of Assessment Results:** Assessment Results are used to begin a concentrated effort to get students to apply for graduation as early as practical. One of the reasons the graduation rate is low is that many students do not apply for a degree, opting instead to transfer to a 4-year college. Email and flyers have been produced to promote the 15 to Finish initiative. There has also been an initiative with the colleges and universities to reverse transfer students so they can be awarded a 2 year degree.

- **Assessment Results 2018-2019:** The Fall 2015 cohort of full time college students was 840. Of this cohort the completion rate (within three years) was 299. The overall graduation rate for full time, first time students is 36%. Additional procedures are in progress through efforts by the Vice-President of General Education to identify students who have earned a degree or formal award but have not applied for the awarding of such.

**Source of Documentation:** IPEDS

**Use of Assessment Results:** Students are strongly encouraged to apply for graduation as early as possible. Additional emphasis is placed on applying to graduate even if unable to attend the ceremony. Students intending to transfer are encouraged to complete an associate's degree before transitioning. Furthermore, emphasis has been placed on reverse transfer.

- **Assessment Results 2019-2020:** The Fall 2013 cohort of full time college students was 948. Of this cohort the completion rate (within three years) was 166. The overall graduation rate for full time, first time students is 29%. The previous year, there had been a push for students to apply for graduation via reverse transfer. This is most likely the reason for the difference in graduation rates. We are continuing to promote the 15 to Finish.

**Source of Documentation:** IPEDS

**Use of Assessment Results:** Assessment Results are used to begin a concentrated effort to get students to apply for graduation as early as practical. One of the reasons the graduation rate is low is that many students do not apply for a degree, opting instead to transfer to a 4-year college. Email and flyers have been produced to promote the 15 to Finish initiative. There has also been an initiative with the colleges and universities to reverse transfer students so they can be awarded a 2-year degree.

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

### **Commitment Statement:**

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

### **Internal Performance Indicator 1**

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

- **Assessment Results 2017-2018:** PRCC developed 55 projects funded by various funding sources made available through the Mississippi Community College Board. Of this, 1,300 various classes were conducted with a total number of 14,177 duplicated trainees receiving educational training. The total amount of funds management equated to \$1,802,252.90 for Workforce Education, Adult Basic Education, Dual Enrollment Practical Nursing and Advanced Technology Projects.

#### **Source of Documentation:**

MCCB workforce audit data and the WIOA Dislocated Worker and SNAP Grant Coordinator.

**Use of Assessment Results:** These data represent improvement in the number of workforce projects. The number receiving financial aid is down due to a decrease in WIOA funding availability.

- **Assessment Results 2018-2019:** PRCC Workforce implemented and managed 90 projects funding by various sources made available through the Mississippi Community College Board. The number of projects was a 61% increase. The total amount of training dollars requested was \$1,381,505.98. With enrollments over 12,000, funds were used for Adult Education, English as a Second Language, Basic Skills, Workforce Education, Dual Enrollment Practical Nursing, Challenge Grant and Advanced Technology Projects.

#### **Source of Documentation:** MCCB WESS System

**Use of Assessment Results:** These data represent increases in the number of workforce projects. The number receiving financial aid is down due to a decrease in WIOA funding availability. New marketing strategies will be implemented to bolster further increases.

- **Assessment Results 2019-2020:** PRCC developed 65 projects funded by various funding sources made available through the Mississippi Community College Board. Of this, 1,477 various classes were conducted with a total number of 15,177 duplicated trainees receiving educational training. The total amount of funds management equated to \$1,802,252.90 for Workforce Education, Adult Basic Education, Dual Enrollment Practical Nursing and Advanced Technology Projects. The South

Mississippi Planning and Development District grant discontinued computer training grants and have reformulated those to complement the MI-BEST and ABE Program.

**Source of Documentation:** MCCB workforce audit data and the WIOA Dislocated Worker and SNAP Grant Coordinator.

**Use of Assessment Results:** These data represent improvements in the number of workforce projects. The number receiving financial aid is down due to a decrease in WIOA funding availability.

## Internal Performance Indicator 2

Pearl River Community College's district will be served by at least one Adult Education Center located on each campus in order to assist students in developing the skills needed to pass the General Equivalency Diploma (GED) test.

- **Assessment Results 2017-2018:**

Each PRCC District County is served by an AE Instructional site. Pearl River and Forrest counties have two AE instructional sites. Forrest, Lamar and Pearl River counties also have an ESL instructional site.

**Source of Documentation:** Director of Adult Education

**Use of Assessment Results:** All AE Centers strive to increase the number of adults with a high school equivalency diploma.

**Assessment Results 2018-2019:** PRCC Adult Education is provided in each county within PRCC's district. Full time programs are offered on all three college campuses. As well as, two local MDES Win Job Centers in Picayune and Hattiesburg.

**Source of Documentation:** PRCC Director of Adult Education

**Use of Assessment Results:** PRCC AE staff will continue to increase the number of participants within AE, thus resulting in more HSE diplomas being earned.

- **Assessment Results 2019-2020:** Each PRCC District County is served by an AE Instructional site. Pearl River and Forrest counties have two AE instructional sites. Forrest County also has an ESL instructional site.

**Source of Documentation:** Director of Adult Education

**Use of Assessment Results:** The Adult Education Center strives to reach more constituents to help increase the number of Mississippians with high school credentials and to encourage to continue their studies at the next level.

## Internal Performance Indicator 3

The PRCC Department of Workforce Education will continue to apply for at least one grant per quarter from private, state, federal and/or other sources of funding to obtain resources needed to continue operation of training programs.

- **Assessment Results 2017-2018:** Data for this indicator were not available at time of publication.

**Source of Documentation:** Data were not available from the MI-BEST Coordinator

**Use of Assessment Results:** A suitable transition will be determined since the MI-BEST initiative has ended.

- **Assessment Results 2018-2019:** PRCC Workforce Education secured state funds from Mississippi Development Authority (MDA) to provide training for a local Hattiesburg manufacturing expansion. 100% of the funds secured will go to training of incumbent and new employees during plant expansion.

**Source of Documentation:** PRCC Dean of Workforce and Community Development

**Use of Assessment Results:** PRCC WF staff will continue to engage with local manufacturers to seek funds for training needs.

- **Assessment Results 2019-2020:** The MI-BEST Grant initiative started in Spring 2016 and will end in Fall 2018. As of this time, PRCC has enrolled 104 students in the MI-BEST program. Of the 104 students:

27 or 26% have earned their HSE  
 63 or 60.6% have earned college credit or a Workforce certificate  
 41 or 39.4% have earned 275 hours of college credit  
 22 OR 21.2% have earned a workforce certificate  
 31 or 29.8% have earned a nationally recognized credential  
 15 or 14.4% have earned their Career Readiness Certification  
 16 or 15.4% have earned a program specific national credential  
 11 or 10.6% have chosen to continue their education  
 1 has joined the military

**Source of Documentation:** MI-BEST Coordinator now Student Services Coordinator

**Use of Assessment Results:** PRCC continued to improve and expand the MI-BEST program. Due to the success of the program, application was made to MCCB on September 18, 2017 to expand MI-BEST to 18 CTE programs; thus allowing Adult Education (AE) students a wider range of pathways from which to choose.

## Internal Performance Indicator 4

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

- **Assessment Results 2017-2018:** As of June 20, 2018, PRCC has 310 HSE (High School Equivalency) diploma recipients for the 2017-2018 school year. A total of 912 students have enrolled in AE this school year. Of the 912 enrolled, 447 have completed or improved one or more educational functioning levels.

**Source of Documentation:** Adult Education Director

**Use of Assessment Results:** The College will continue to bolster enrollment, retention and completion as hallmarks of the program.

- **Assessment Results 2018-2019:** PRCC has 260 HSE recipients for the 2018-2019 school year. A total of 1500 students have been served in either AE, ESL or HSE testing during the 2018-2019 academic year.

**Source of Documentation:** PRCC Annual Dropout Recovery Report to MCCB

**Use of Assessment Results:** PRCC AE staff will continue to recruit and retain adult learners needing to earn their HSE diploma.

- **Assessment Results 2019-2020:** As of June 30, 2017, PRCC has 235 HSE (High School Equivalency) diploma recipients for the 2016-2017 school year. A total of 875 students have enrolled in AE this school year. Of the 875 enrolled, 450 have completed or improved one or more educational functioning levels.

**Source of Documentation:** Adult Education Director

**Use of Assessment Results:** The College will continue to bolster enrollment, retention and completion as hallmarks of the program

### Internal Performance Indicator 5

The Dislocated Worker Program funded by a Workforce Investment Act (WIA) grant will result in an increase in program retention and completion.

- **Assessment Results 2017-2018:** There were 49 students at PRCC utilizing WIA ITA tuition assistance

**Source of Documentation:** PRCC Dislocated Worker Coordinator

**Use of Assessment Results:** The number of students utilizing WIOA funding is dependent upon fund availability.

- **Assessment Results 2018-2019:** A total of 45 CTE or WF students received WIOA ITA tuition assistance. This did not meet the goal for a five percent increase in enrollment and completion.

**Source of Documentation:** PRCC Dislocated Worker Representative

**Use of Assessment Results:** The number of students receiving ITA funds depends on the funds available through Twin Districts Area Workforce Board.

- **Assessment Results 2019-2020:** There were 48 students at PRCC utilizing WIA ITA tuition assistance to attend PRCC. A decrease in funding occurred compared to the prior year.

**Source of Documentation:** PRCC Dislocated Worker Coordinator

**Use of Assessment Results:** The number of students utilizing WIOA funding is dependent upon fund availability.