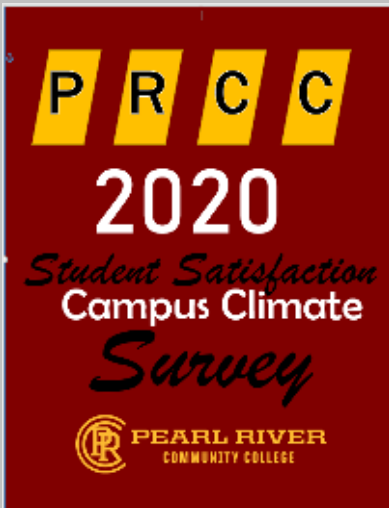


OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH

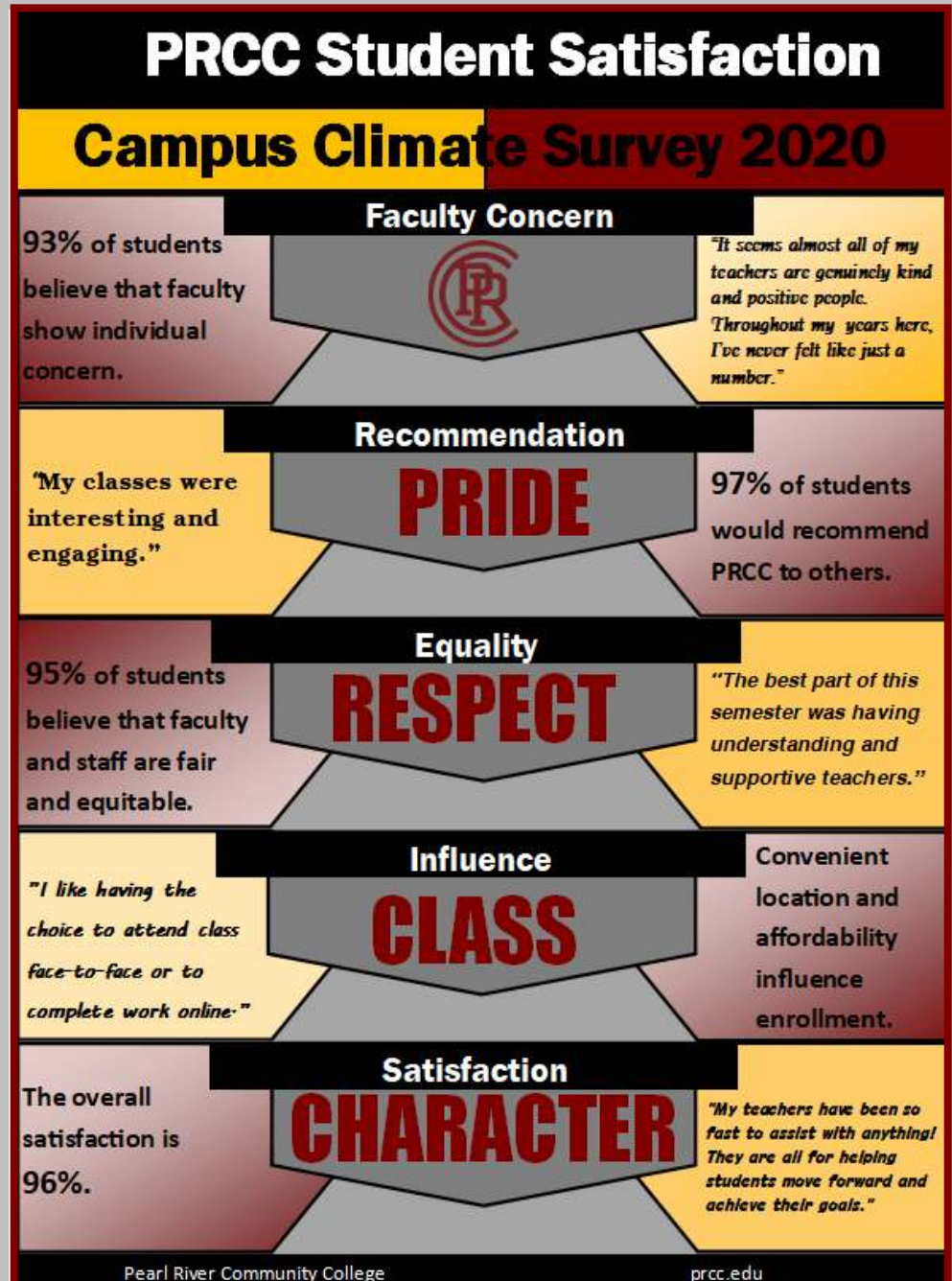
# Newsletter

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



The Student Satisfaction Survey is administered to Pearl River Community College students annually. Results from the survey lend insight to student experience, which is linked to learning outcomes and student retention.

The Campus Climate Focus Group, comprised of administrators, faculty, and staff, review the results of the survey. The Focus Group is tasked with formulating improvement plans for any areas receiving less than 70% satisfaction. While no areas received subpar scores, the Focus Group did address time management, which students identified as a challenge during current circumstances.



The Focus Group Report can be accessed [here](#).

Spring, 2021

PRCC

# LUNCH & LEARN

TOPIC: ECONOMIC STRATEGIC PLAN  
FOR PEARL RIVER COUNTY (PRC)

PRESENTED BY: BLAINE LAFONTAINE  
PRC ECONOMIC DEVELOPMENT DIRECTOR

THURSDAY, FEBRUARY 11, 2021  
11:30 A.M. - 1:00 P.M.  
OLIVIA BENDER CAFETERIA  
PRCC POPLARVILLE CAMPUS

COST \$10.00 PER PERSON -  
LIMITED SEATING!!  
PLEASE REGISTER BY NOON ON  
FEBRUARY 5TH!  
CONTACT BWELLS@PRCC.EDU  
OR CALL 601-463-0705

In cooperation with  
Poplarville Area Chamber of Commerce



Mr. Blaine LaFontaine, Pearl River County Economic Development Director presented Pearl River county's Ten-Year Economic Strategic Plan at PRCC's Lunch and Learn, sponsored by Bank Plus, in cooperation with the Poplarville Area Chamber of Commerce.

The Plan recommends focusing on three priorities: creating well-paying jobs, ensuring the County has the skills to support employers, and making investments to enhance and support the area's "quality of place." The plan notes the County has many untapped assets that could be leveraged for economic growth, including the Crosby Arboretum, the Pearl River, two medical districts, Pearl River Community College, proximity to Stennis Space Center, and the rail system.

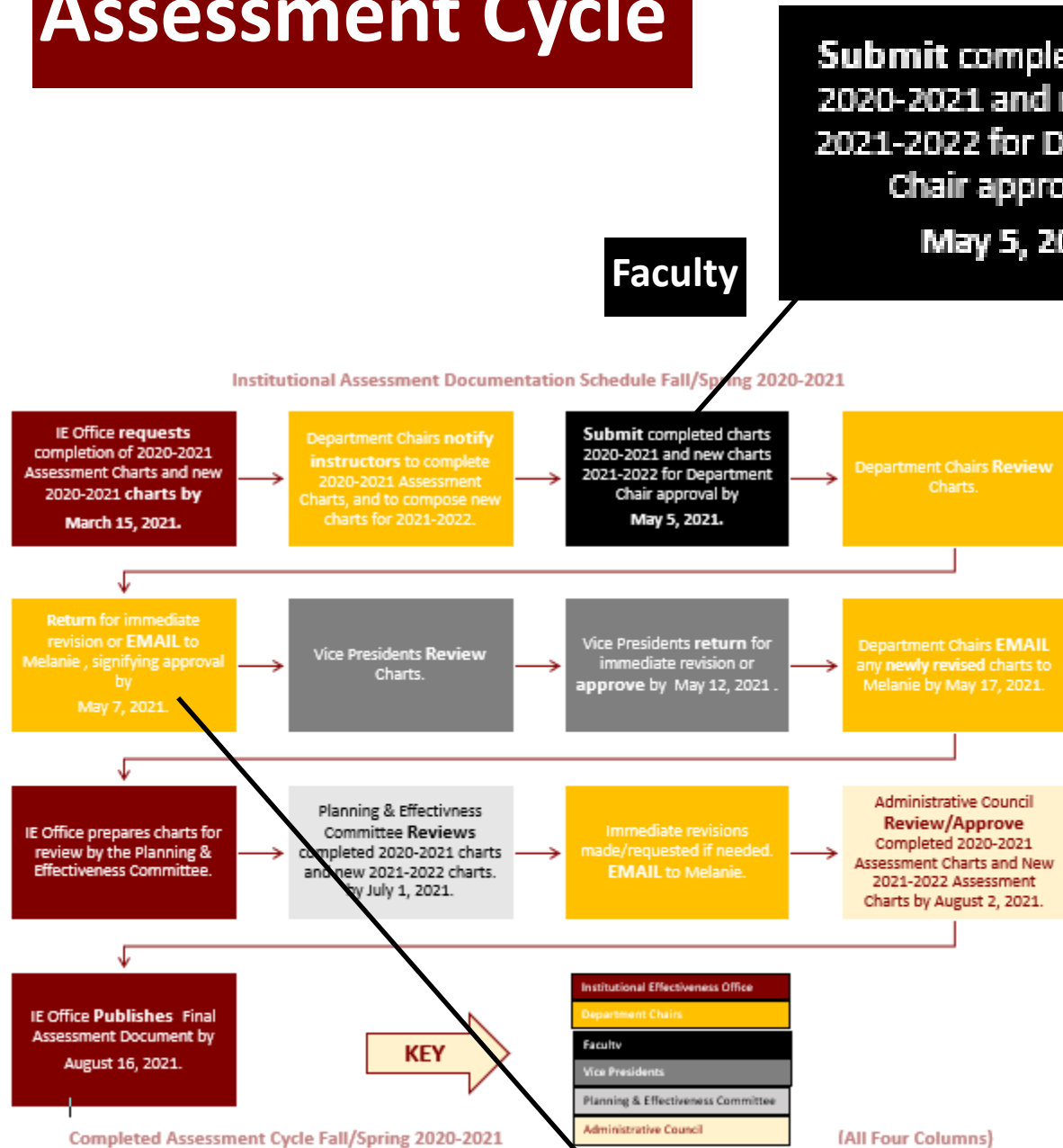
According to LaFontaine, local stakeholders recommended the development of industrial parks as a focus for economic development. Additionally, developing housing to address unmet housing demand is an opportunity for new investment.

LaFontaine explained that the County lacks site development and existing publicly-owned buildings along the interstate and at the airport. Site development along the I-59 corridor could bring future distribution centers. According to Economic Development Director, the County should secure funding for projects focused on generating revenue and creating jobs

The Economic Plan recommends recruiting companies in six sectors: aerospace, the "blue economy" or companies that create sustainable wealth from proximity to water, distribution, polymers, light manufacturing and healthcare.



# Assessment Cycle



**Department Chairs**

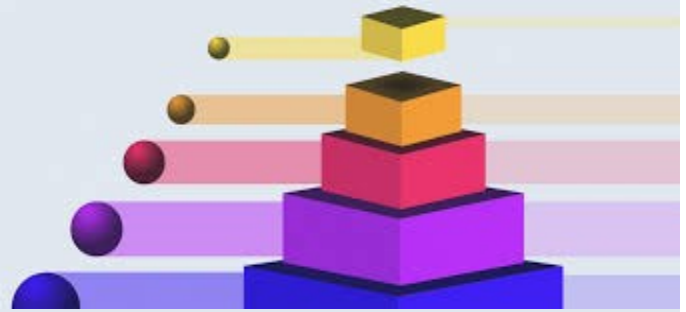
Department Chairs will utilize the Assessment Rubric (next page) to rate assessment charts. Any chart receiving red will be returned to faculty for correction.

Return for immediate revision or EMAIL to Melanie, signifying approval by May 7, 2021.

Any chart rated yellow or green will be **emailed** to Melanie Davis (mldavis@prcc.edu) in preparation for the upcoming Planning & Effectiveness Committee meeting. The Committee will utilize the same rubric in rating the charts.



# Assessment Rubric



## PEARL RIVER COMMUNITY COLLEGE ASSESSMENT

### RUBRIC

PROGRAM OF STUDY: XXXXXXXX			
INSTRUCTIONAL AREA: XXXXXXXX		Supports PRCC Strategic Goal(s): 1,3,7	
COURSE LEVEL: XXXXXXXX			
MISSION STATEMENT: Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.			
STRATEGIC GOALS: <div>1. To prepare students to complete a degree or certificate program and to be competent in careers for which they have been prepared.</div> <div>2. To provide quality student services.</div> <div>3. To provide access to college courses and programs using various instructional methods, including online and dual enrollment/credit courses.</div> <div>4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.</div> <div>5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, and augment community services.</div> <div>6. To provide adequate communication among campus personnel and community members regarding the College goals, outcomes, and activities.</div> <div>7. To recruit and retain students from a diverse population.</div> <div>8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.</div>			
PURPOSE OF UNIT: : To offer an academic program of study which leads to the Associate in Arts or Associate in Applied Science Degree and/or meets transfer requirements for those students who plan to complete a degree at a senior college or university.			
RELATIONSHIP OF UNIT TO PRCC MISSION: To support the philosophy, mission, and goals of Pearl River Community College			
<b>LEARNING OUTCOMES</b> – Measurable Indicators (More specific description of impact on student) <u>WHAT</u> should a student know, think, or be able to do upon completion of program/course?	<b>ASSESSMENT CRITERIA</b> –Criteria for Evaluation (Variables related to success of intended outcome) <u>HOW</u> will attainment of the outcome be measured?	<b>ASSESSMENT RESULTS</b> – Outcomes Assessment (States how well intended results were achieved) <u>WHAT</u> was level of attainment of outcome?	<b>USE OF RESULTS</b> – Actionable Knowledge (How knowledge gained will be used to improve program performance). Make a <b>CHANGE</b> or <b>IMPROVE</b> .
<b>DOES NOT MEET CRITERIA</b> <div><div>Fewer than three outcomes were provided.</div><div>Includes immeasurable or ambiguous actions.</div><div>Omits Bloom's Taxonomy</div><div>Omits expected level of performance</div></div>	<b>DOES NOT MEET CRITERIA</b> <div><div>Utilizes final grades</div></div>	<b>DOES NOT MEET CRITERIA</b> <div><div>Assesses students rather than the class</div></div>	<b>DOES NOT MEET CRITERIA</b> <div><div>Continues previous practice</div></div>
<b>MINIMALLY MEETS CRITERIA</b> <div><div>Only three outcomes were provided.</div><div>Action is measurable.</div><div>Utilizes only (or mostly) knowledge/remembering level actions from Bloom's Taxonomy.</div><div>Provides minimum performance level</div></div>	<b>MINIMALLY MEETS CRITERIA</b> <div><div>Uses only direct measures with little or no variance in measures</div></div>	<b>MINIMALLY MEETS CRITERIA</b> <div><div>Provides a ratio of achievers vs. attempters.</div><div>Differentiates between online and face-to-face instruction.</div></div>	<b>MINIMALLY MEETS CRITERIA</b> <div><div>Makes a change for the upcoming year.</div></div>
<b>FULLY MEETS CRITERIA</b> <div><div>Three to five outcomes were provided.</div><div>Action is measurable and specific to outcome.</div><div>Utilizes several levels, including higher-order levels, of Bloom's Taxonomy</div></div>	<b>FULLY MEETS CRITERIA</b> <div><div>Provides benchmark of minimally acceptable level of performance and minimum number of students who must achieve the benchmark</div><div>Utilizes a combination of direct and indirect measures, with varied selections between outcomes</div></div>	<b>FULLY MEETS CRITERIA</b> <div><div>Provides data for attempters vs. achievers, both ratio and percentage</div><div>Differentiates between online and face-to-face instruction</div></div>	<b>FULLY MEETS CRITERIA</b> <div><div>Uses data for collaboration and determination of appropriate additions or revisions to improve teaching and learning going forward</div></div>

The rubric will be utilized by Department Chairs and the Planning & Effectiveness Committee to rate Assessment Charts.

(Copies will be provided through email.)

# Need Data?



Data requests may be submitted by completing the **Data Request Form** found on the website's Office of Planning and Institutional Research Page:

<http://www.prcc.edu/office-planning/data-request>

If human subjects are to be involved in research, the **Institutional Review Board** will review the petition:

<http://www.prcc.edu/files/forms/petition-institutional-reviewboard.pdf>



## QUALITY ENHANCEMENT PLAN

April 2021

PRCC's QEP has successfully implemented Passport to Success as of this semester. Unanticipated outcomes and the impact on PRCC's student learning environment are shared below.

### ROAR – New Student Orientation

ROAR has made a significant impact on the entire college culture. By developing consistent processes, streamlining communications, and working with IT to resolve technical issues across multiple student services offices, college personnel are better informed on how to onboard new students and how to help students problem solve. The early communications with students regarding ROAR have directly impacted their engagement with the college via email, text, and phone much earlier than normal allowing ROAR preparations to be more accurate as we are able to communicate about missing documentation, connect students with appropriate departments, and confirm major choice ensuring the student received the most productive and relevant advisement experience. The quality of advising has led to greater accuracy in course placement and students being prepared for the first day of class.

Covid-19 forced ROAR into a fully virtual platform in Y5 requiring all processes and training to be adapted. While the original intent of the QEP was to offer both face-to-face and virtual options, fully virtual ROAR had several positive outcomes for the college student environment: 1) We moved from a group advising model in face-to-face sessions, to 1:1 virtual advising sessions. This allowed students to receive a more personalized experience. 2) Communications between student services departments were streamlined with specific points of contact dedicated on ROAR days. 3) Students were introduced early to a virtual environment helping them to prepare for the Fall 2020 semester where most courses were taught virtually to some extent. 4.) For the first time ever, new students' advisement notes were captured in DegreeWorks (advising/graduation auditing software) which had a tremendous impact on their advisement for the next semester.

General student comments shared through the yearly ROAR survey indicated students felt better prepared for their first day of class, understood how to navigate our student portal (RiverGuide), made connections with ROAR advisors who would likely be future instructors, and appreciated the personal touch experienced by participating in ROAR. Those attending our parent session indicated similar, positive input. One meaningful activity implemented in Y2 was having parents write notes of encouragement to their students which were hand-delivered in the third week of class. As evidenced through anecdotal communications, both students and faculty loved this personal touch.

### First-Year Seminar (FYS)

Despite these challenges, our most at-risk FYS students have achieved positive, unexpected outcomes. Consistently since Y1, approximately 20% of our PreCore FYS students (new entering freshman with ACT scores less than 17 on English and Math) were invited to join Phi Theta Kappa in their second semester; Phi Theta Kappa is the international honor society for 2-year colleges, and our institution determines eligibility based on the successful completion at least 12 college-level hours and a 3.4 cumulative GPA. Additionally, data from our 2016 cohort revealed that 15.3% of PreCore FYS students transferred to 4-year colleges within 2 years, which was 8.5% higher than their PreCore counterparts who did not complete the FYS course. Our most recent cohort of PreCore FYS students with graduation data (Fall 2017) had higher three year graduation rates than those who did not participate in FYS, 18% vs 13%.

Due to the overall success of our FYS students and these unanticipated outcomes, we received support from our upper administration to push FYS mandatory for all entering freshmen in Y5; of the almost 1,900 students enrolled, 89% successfully completed their FYS course in fall 2020. Additionally, we now employ two versions of the FYS: a 3-hour extended orientation for all students taught by student services professionals and a 3-hour face-to-face academic seminar for our most at-risk students taught by full-time faculty and OSS personnel. FYS is now fully integrated into our college culture, and college employees and students alike understand the FYS's impact on the student environment. Common student responses to participating in FYS during the QEP included appreciation for making easy connection with FYS instructor, appreciation for knowledge and access to campus resources, access to academic advisement tools (DegreeWorks), and understanding how setting goals is critical to attending college.

### Passport Pathways – Professional Development

Each year professional development was provided to all college personnel on QEP updates and outcomes. Four national content experts provided specialized training for faculty and professional staff on the topics of Active Learning, GRIT, Course Design, Digitizing Teaching, Understanding Today's Student, Creating an Atmosphere of Success, and Autism in the Post-Secondary Classroom. Over these five years, a total of 21 professional development sessions were coordinated through the Office of Institutional Research in which OSS staff and/or a national speaker conducted training where all campus personnel were invited to participate.





## QUALITY ENHANCEMENT PLAN

April 2021

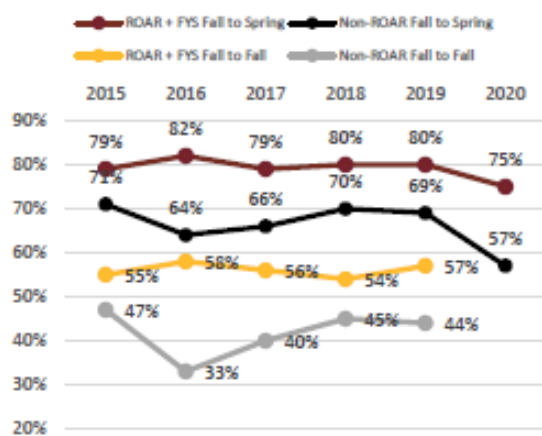
Specific to ROAR, faculty and staff advisors were required to complete professional development with 100% participation each year. Continuous improvement was conducted using input from advisor and student surveys, focus groups, and OSS staff observations. Each year changes to processes, training, and logistics were implemented with the greatest changes being made in the area of technology. Seventeen ROAR professional development sessions were conducted by OSS staff over the course of the QEP. College-wide advising procedures have changed from a very haphazard process in which students were basically self-advising, to a very structured process of assigning students 1:1 to faculty and professional advisors and to following documentation procedures modeled after the ROAR process. As a result, extensive professional development has been provided to all faculty by OSS staff each semester where QEP, advising, college processes, and technology updates are shared. By keeping faculty advisors informed, students, in turn, better understand the advisement process. This cross-campus effort has helped create a culture of accountability and shared purpose in fostering success for our students.

FYS professional development was provided to all FYS instructors prior to each semester, with 100% participation in a total of 32 sessions over the five years of the QEP. In addition to these targeted sessions, continuous support was offered to all FYS instructors throughout the semester leading to countless one-on-one training sessions. Input from FYS instructors regarding the content, quality, and impact of the strategies they learned through FYS training indicated positive outcomes when teaching their discipline specific courses and with student interactions; instructors identified that they understand their students, develop better connections with students, and encourage students to be gritty.

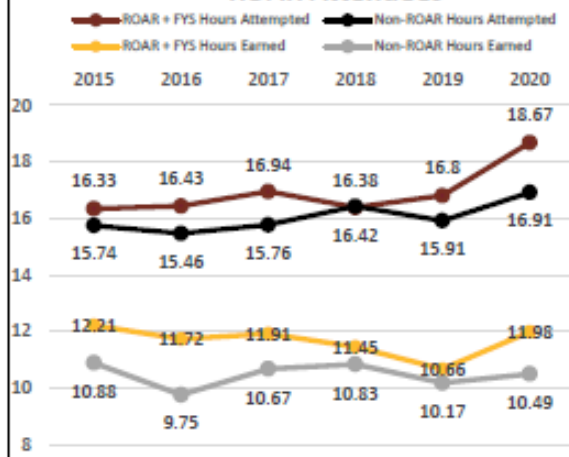
### Overall Institutional Outcomes

Institutional Goals and Measure (Overall increase of 5% by Y5 for each goal)	Baseline	ROAR Full Time Students Met at Y4	ROAR Full Time Students Y4 Increase	PRCC all FTFT Met at Y4	PRCC all FTFT Y4 Increase
1.a. Initial Fall GPA 2.0+	74.77%	No	+1.99%	No	-4.02%
1.b. Initial Fall GPA 2.5+	61.11%	Yes	+4.41%	No	-1.83%
2. Fall to Spring Persistence	75.71%	Yes	+9.56%	Yes	+5.33%
3. Fall to Fall Retention	49.97%	Yes	+10.73%	Yes	+11.40%
4. Initial Fall Hours Earned	11.02%	Yes	+17.70%	Yes	+10.62%

### ROAR + FYS Students Persist Fall-to-Spring and Fall-to-Fall More than Non-ROAR Attendees



### ROAR + FYS Students Attempted and Earned More Hours than Non-ROAR Attendees





[www.prcc.edu/kidscollege](http://www.prcc.edu/kidscollege)





<b>AUGUST 2021</b>							
NO.	SUN	MON	TUE	WED	THU	FRI	SAT
31	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
32	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
33	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
34	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>
35	<b>29</b>	<b>30</b>	<b>31</b>				



**Mark your calendar for a special day of professional development , beginning with an in-person gathering in the Brownstone Center.**

**Details will follow.**